



BUILDING THE BEHAVIORAL HEALTH WORKFORCE:

A TOOLKIT FOR MENTORED INTERNSHIP PROGRAMS



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ABOUT THIS TOOLKIT



Purpose and Need for Mentored Internship Programs (MIPs)

The behavioral health field faces a critical challenge: a growing demand for services, a significant portion of the workforce nearing retirement, a lack of diversity among professionals, and the resulting longer wait times and increased workloads that diminish capacity to provide comprehensive care. This impacts individuals, families, and entire communities, and the convergence creates a growing gap in access to crucial care. Developing and retaining a skilled workforce to meet the growing demand for treatment and recovery services, as well as advocates focused on prevention and well-being, is essential.

This is why internship programs can be transformative for behavioral health organizations.

A **mentored internship** pairs aspiring professionals with experienced mentors *and* supervisors. Mentored internships can cultivate the next generation of compassionate care providers. A successful mentorship is built on trust, openness, professionalism, and a desire to learn. Through conversations and shared experiences, mentorship cultivates interest and curiosity, focusing on goal-setting, career exploration, and both personal and professional growth.

Between 2021 and 2025, the California Department of Health Care Services (DHCS) invested nearly \$100 million through its Behavioral Health Workforce Development (BHWD) Initiative to create **MIPs** at 166 behavioral health service providers across the state. The investment ensured all internships were paid experiences, which removed financial barriers and promoted more equitable access to these opportunities, while also providing training for organizations to create their internship programs, supporting mentors and organizations to build sustainable programs that would outlast the project's funds.

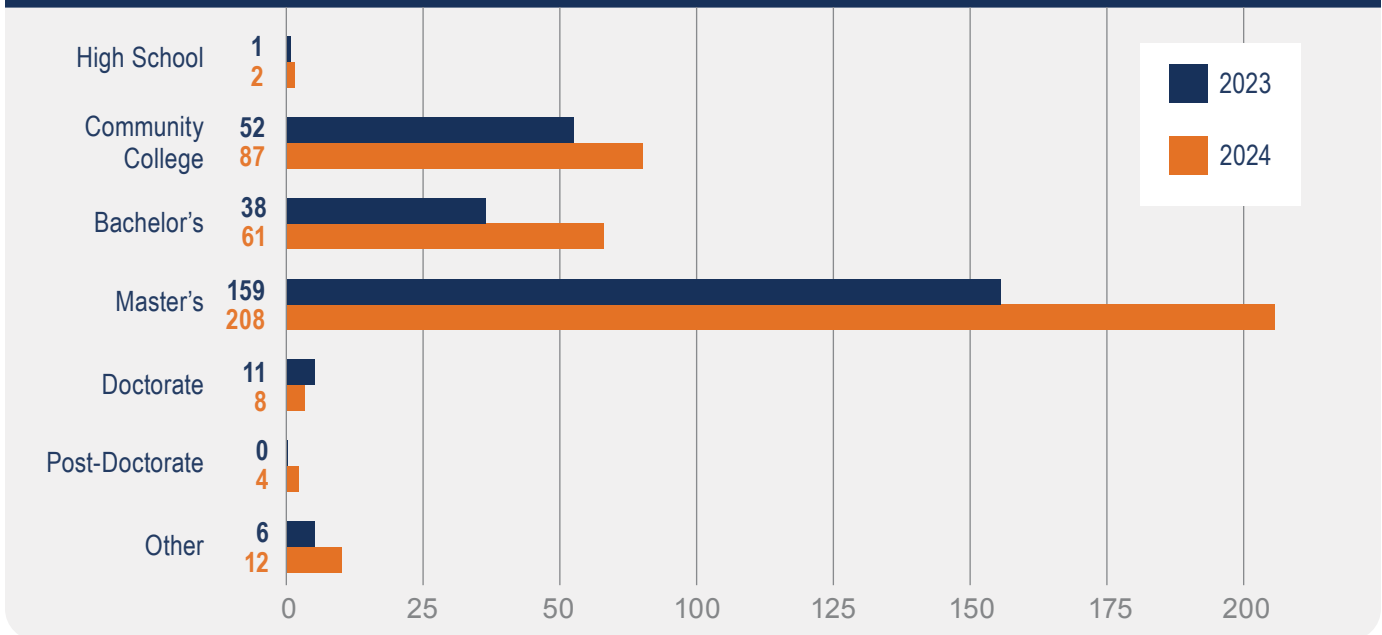
The program itself was incredibly successful, onboarding more than 5,600 interns, 660 mentors, and 870 staff (including regular staff hired to support the expanded MIP project and interns hired at the end of their internships). Interns in the program came from a range of educational levels, including high school, community college, bachelor's, master's, doctorate, and post-doctorate programs. Figure 1 illustrates that MIP funding led to employment offers across various education levels; for example, 367 offers were made to interns completing master's programs, and 99 offers were made to those completing bachelor's programs.



"I'm happy to report that we have retained, as employees, 100 percent of our Mentored Internship Program interns. The one-on-one mentorship promotes a comfort zone in which interns can ask questions and seek guidance. Interns are exposed to a variety of mental health professions while in the program, and by the time they complete the internship, they have found an area or two about which they are passionate."

—MIP Coordinator

Figure 1: Intern Employment Offers by Education Level (Data Collected January 2025)



The effect of the hiring of new staff in support of the MIP, the training of mentors, the influx of interns, and the opportunities through the MIP for staff training was increased skill and capacity within the workforce. Additionally, the MIPs fostered intentional and strategic partnerships that ensure a viable pipeline across California, including county and urban, regional, and rural communities. These efforts resulted in hundreds of new partnerships—formal and informal, clinical and nonclinical—that set the stage for sustainable growth within California's behavioral health workforce.

The participants' experiences also speak to the success of the MIP:

- **Eighty-six percent** of interns reported a positive internship experience.
- **Eighty-two percent** reported that their internship prepared them well or very well for a behavioral health career.
- **Seventy-seven percent** reported that their mentor prepared them well or very well for a behavioral health career.
- **Seventy-four percent** agreed or strongly agreed that their internship reaffirmed or increased their interest in a behavioral health career.
- **Sixty-five percent** or more reported increased work-related skills, including communication, professionalism, active listening, clinical work, problem-solving, teamwork and collaboration, therapeutic rapport, time management, and goal-setting.

This toolkit builds on these successes to guide your organization in creating a MIP that benefits both interns and your organization. Coaches and training staff from DHCS' MIP administrative entity, Advocates for Human Potential, Inc. (AHP), have compiled their training and resources from the BHWD Initiative to share with behavioral health providers.

Whether you're starting from scratch or enhancing an existing program, this toolkit provides practical guidance, customizable tools, and real-world examples to help you plan, attract, train, and retain top talent with mentored internships.

How to Use This Toolkit

We recommend working through the toolkit sequentially, following the suggested timeline and components outlined in the “Building Your MIP Timeline” section (beginning on page 21). However, you can also use the toolkit flexibly, focusing on specific areas of interest, using resources to build on an existing internship program, or addressing immediate needs.

Key Features of This Toolkit

- **Comprehensive Coverage:** The toolkit covers all aspects of MIP development, from assessing organizational capacity to evaluating program outcomes.
- **Actionable Guidance:** Practical tips and step-by-step instructions help you implement your MIP effectively.
- **Real-World Examples:** Success stories from the field illustrate best practices and inspire innovation.
- **Customizable Tools:** Various templates and worksheets can be adapted to fit your organization’s specific needs.

Navigating This Toolkit

This toolkit is designed to be a comprehensive guide to developing and implementing a MIP. To help you find the information you need quickly and easily, here are some tips for navigating the toolkit:

- **Sequential Learning:** If you’re building your MIP from the ground up, we recommend following the toolkit sequentially, starting with “Is Your Organization Ready for a MIP?” ([page 15](#)).
- **Targeted Information:** For specific needs or challenges, use the Table of Contents to locate relevant sections. For example, if you’re looking for guidance on recruitment, go directly to “Outreach and Recruitment: A Strategic Approach” ([page 32](#)). Need help with mentor training? Check out “Preparing Your Organization for a Successful MIP: Roles, Responsibilities, and Culture” ([page 25](#)) and look for the subsection on “Mentor Roles and Responsibilities.”
- **Practical Tools:** The Appendix ([page 49](#)) contains a wealth of customizable templates, checklists, surveys, and worksheets. Look here for practical tools like the “Implementation Planning Tool” ([page 68](#)), “Asset-Mapping Template” ([page 78](#)), “Mentee Matching Questionnaire” and “Mentor Matching Questionnaire” ([page 88](#) and [92](#)), and various pre/post surveys for interns, mentors, and clinical supervisors.

We hope these tips help you effectively use this toolkit to create a successful and impactful MIP.



INTERNS AND MENTEES

In this toolkit, we use these terms somewhat interchangeably depending on the context. For example, we refer to a MIP participant as an intern when discussing completion of a work-based learning task and as a mentee when discussing their interaction with their mentor.

About Internships

What Is a Traditional Internship?

A traditional internship is a structured, work-based learning experience that allows early-career professionals to gain practical experience in a specific field. It often involves these components:

- **Hands-on Experience:** Interns work on real-world projects and tasks.
- **Skill Development:** Interns acquire new skills and enhance existing ones.
- **Networking Opportunities:** Interns build relationships with professionals in the field.
- **Career Exploration:** Interns gain insights into different career paths before settling on one for the long term.

Though traditional internships offer valuable opportunities, they may not always provide the level of personalized support and guidance that some interns need to thrive.

What Is a Mentored Internship?

A mentored internship is a type of internship that goes beyond traditional work-based learning. It pairs interns with experienced mentors who provide guidance, support, and career advice. Key features of a mentored internship include additional components:

- **Dedicated Mentorship:** Interns have a designated mentor, different from their supervisor, who offers personalized support and advice.
- **Career Development:** Mentors help interns set career goals and develop a professional plan.
- **Skill-Building:** Mentors provide feedback and coaching to help interns improve their skills.
- **Emotional Support:** Mentors offer encouragement, motivation, and guidance, especially as the intern is learning the ropes of the behavioral health field.

Mentorship can significantly enhance the impact of internships for interns and organizations alike by providing a more structured and personalized experience. While supervisors can also serve as mentors, generally, their primary role for the intern is to provide essential guidance on daily tasks and performance, a relationship that can sometimes feel intimidating for someone new to the field.

In contrast, a dedicated mentor offers a separate avenue for support focused on career development, professional growth, and navigating workplace dynamics. This distinction allows interns to build a trusting relationship with a more experienced colleague, yet outside the evaluative chain of command, fostering candor, trust, collaboration, and mutual learning—all critical for those entering or exploring the behavioral health field.



"I had the pleasure of working as an intern during graduate school. Throughout my internship, I gained valuable skills and knowledge. The experience of my mentored internship made me feel supported, valued, and empowered as a clinician. At the end of my internship, I was offered and accepted a full-time position."

—MIP Intern

Figure 2: Traditional Internship vs. Mentored Internship

| Traditional Internship | Feature | | Mentored Internship |
|----------------------------------------------------------------------|---------|----------------------------|--------------------------------------------------------------------------------------------------------|
| Limited or no formal mentorship | ✓ | Mentorship | ✓ Dedicated mentorship, guidance, and support |
| Primary source of guidance within a traditional management hierarchy | ✓ | Supervision | ✓ Provides guidance for the day-to-day work, now complemented by a mentor's guidance and support |
| Primarily focused on work-based learning | ✓ | Focus | ✓ Emphasis on both work-based learning and career development |
| Less structure, more independent learning | ✓ | Structure | ✓ Structured learning experiences with clear goals and expectations |
| General support from supervisors and colleagues | ✓ | Support | ✓ General support from supervisors and colleagues AND personalized support from a mentor |
| Experience, skill development, and networking | ✓ | Benefits for Interns | ✓ All traditional benefits plus career guidance, emotional support, and long-term relationships |
| Potential hires, enhanced reputation | ✓ | Benefits for Organizations | ✓ All traditional benefits plus increased retention, improved morale, and a stronger employer brand |



Superior

Average

Beyond Hiring Interns: The Power of a MIP

A MIP goes beyond simply hiring interns within an organization. It's a comprehensive and structured framework that fosters the professional growth of interns while strengthening the organization's workforce. A MIP emphasizes specific values:

- **Intentionality:** A MIP is carefully designed with clear goals and objectives for interns, mentors, and the organization. It emphasizes mentorship as a core component, ensuring a dedicated focus on career development alongside work-based learning.
- **Structure and Support:** MIPs provide a structured learning environment with defined responsibilities, learning objectives, and ongoing feedback mechanisms. In addition to receiving general direction from supervisors, interns benefit from dedicated mentors who offer personalized support and career guidance.
- **Sustainability:** Effective MIPs are designed with long-term sustainability in mind. This often involves collaborative partnerships with educational institutions and other stakeholders to ensure a steady pipeline of qualified interns.
- **Evaluation and Improvement:** Continuous assessment allows organizations to identify areas for improvement and adapt the program to optimize its effectiveness.

MIPs invest in the development of future professionals, which will benefit the entire workforce in the long term.

Key Components of a Successful MIP

A successful MIP is more than just hiring interns. It's a strategic investment in the future workforce and a powerful tool for organizational growth. A thriving MIP rests on these key components:

- **Capacity-Building:** Before bringing on interns, honestly assess your organization's readiness. Do you have the staff, time, resources, and budget to support them effectively? A strong foundation ensures a positive experience for everyone. *Benefit: Avoids frustration and ensures interns receive the support they need to succeed.*
- **Strategic Partnerships:** Collaborate with educational institutions, workforce development agencies, and other organizations to expand your reach, access diverse talent pools, and leverage external expertise. *Benefit: Creates a robust network that strengthens your MIP and provides access to valuable resources.*
- **Strategic Program Design:** A well-defined program is essential. Clearly articulate learning objectives, performance expectations, and evaluation metrics. Align these with both organizational goals and intern career aspirations to maximize the value for all involved. *Benefit: Provides structure and direction, ensuring that the internship experience is meaningful and productive.*
- **Targeted Recruitment and Selection:** Attract top talent with effective recruitment strategies. Implement a rigorous, equitable, and transparent selection process to ensure a good fit between interns and your organization. *Benefit: Brings in highly qualified interns who are motivated and aligned with your organization's mission.*
- **Commitment to Diversity, Equity, and Inclusion:** Cultivate a welcoming and inclusive environment where all interns feel valued and respected. Establish clear expectations for cultural responsiveness, and have protocols in place to address any challenges. *Benefit: Creates a diverse and equitable workplace where everyone can thrive.*
- **Effective Onboarding and Orientation:** Set interns up for success from day one. Provide a comprehensive onboarding experience that covers workplace culture, roles, expectations, privacy, accountability, and opportunities for growth. *Benefit: Reduces anxiety and helps interns quickly integrate into the workplace.*
- **Meaningful Work-Based Learning:** Design challenging and relevant work experiences that align with interns' career goals and contribute to your organization's success. Provide opportunities for interns to apply their skills and gain practical experience. *Benefit: Equips interns with valuable skills and provides your organization with fresh perspectives and support on real projects.*
- **Exceptional Professional Development Opportunity:** Pair interns with experienced mentors who can provide guidance, support, and professional development opportunities. Mentorship is crucial for intern growth and engagement—and often, this relationship reinvigorates the incumbent professional staff serving as mentors. *Benefit: Fosters professional development, enhances learning, and increases intern satisfaction.*
- **Continuous Evaluation and Improvement:** Regularly assess your program's effectiveness through data collection and feedback. Use this information to make data-driven improvements and ensure the program remains relevant and impactful. *Benefit: Ensures the MIP is constantly evolving and maximizing its positive impact.*



"I've been able to work with the population that I want to specialize in, and it has been incredibly rewarding to carry this with me in my professional development journey."

—MIP Intern

01

ORGANIZATIONAL READINESS

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IS YOUR ORGANIZATION READY FOR A MIP?



Why Assess Readiness and Capacity

Before launching a MIP, it's essential to gauge your organization's openness to change and assess your overall capacity to support the program. This involves:

- Engaging staff at all levels to gather input and foster ownership.
- Proactively identifying potential challenges (e.g., resistance to change, gaps in resources).
- Maximizing existing strengths and resources.
- Clearly defining goals, objectives, and performance indicators for the MIP.

A thorough assessment helps to:

- Build buy-in and support for the program.
- Increase the likelihood of a successful and sustainable MIP.

Assessing Readiness for Change

To gauge your organization's openness to change, you can gather feedback from staff at all levels using a brief, anonymous survey like the [Readiness for Change Survey](#). This survey helps you understand staff perceptions and how willing staff are to support the new program.

When you review the survey results, look for any patterns in responses that indicate resistance to change. These patterns can highlight areas where some "prework" may be needed. Prework involves proactive steps to address potential obstacles and create a more supportive environment for the MIP. This may include:

- **Addressing Concerns:** If staff express specific concerns (e.g., increased workload, lack of resources, unclear roles), it's crucial to hold focused discussions to understand and validate those concerns. Then, develop collaborative action plans to mitigate potential negative impacts, redistribute workload if needed, secure necessary resources, clarify roles and responsibilities, and build confidence in the program's success.
- **Improving Communication:** If communication issues or a lack of understanding about the MIP exist, implement comprehensive communication strategies to educate staff about the program's goals, benefits, and expectations. This could include holding informational meetings and Q&A sessions, distributing clear program documentation, creating a dedicated communication channel for MIP updates, and establishing feedback mechanisms.
- **Building Leadership Support:** If there's a lack of leadership support or alignment, engage in direct conversations with leaders to emphasize the strategic value of the MIP, its contribution to the organization's

mission, and the importance of their active involvement. Provide leadership development opportunities if needed, focusing on change management, delegation, and employee empowerment.

- **Fostering Collaboration:** If staff are resistant to working collaboratively or across departments, implement team-building activities and strategies to promote a more collaborative environment. This might involve cross-departmental projects, workshops on communication and conflict resolution, or initiatives to break down silos and encourage shared ownership.
- **Enhancing Flexibility:** If organizational policies and procedures are seen as not flexible enough to accommodate the needs of the MIP, review and revise them to allow for the adaptability required for successful implementation. This could include adjusting work schedules, modifying performance metrics, or creating exceptions for intern-related activities.
- **Promoting a Learning Culture:** If staff are hesitant to embrace new ideas or learn new skills, cultivate a culture that values continuous learning, growth, and innovation. This can be achieved through training opportunities, mentorship programs, knowledge-sharing platforms, and celebrating both individual and team learning.

Remember, launching a MIP in a workplace culture that resists change can create obstacles, negatively impact the interns' experience, and jeopardize the program's long-term success. Therefore, investing in this prework is crucial for building a more flexible and adaptable workplace.

If your organization demonstrates readiness to support a MIP, it's still beneficial to include staff from various levels by forming a MIP steering committee or workgroup. This group can facilitate a thorough discussion about your organization's capacity in terms of staff, resources, budget, and overall support for the change.



Implementing a MIP: CHECKLIST

- ☐ **Organizational Capacity:** Assess your organization's readiness to support interns, including staffing, supervision, and financial resources.
- ☐ **Partnerships:** Establish strong partnerships with educational institutions, workforce development agencies, and other relevant organizations.
- ☐ **Program Design:** Develop a clear and comprehensive program design, including learning objectives, performance expectations, and evaluation metrics.
- ☐ **Recruitment and Selection:** Implement effective recruitment strategies to attract qualified interns and a rigorous selection process to ensure a good match.
- ☐ **Onboarding and Orientation:** Orient interns to your specific workplace culture. Check for understanding around roles, expectations, privacy, and accountability, and invite them to ask questions and grow.
- ☐ **Mentorship:** Provide high-quality mentorship to support interns' professional development and well-being.
- ☐ **Work-Based Learning:** Design meaningful and challenging work experiences that align with interns' career goals.
- ☐ **Equity and Inclusion:** Set and articulate clear expectations around cultural responsiveness, both for intern-mentees and mentors. Have protocols in place to address any challenges to manage growth and change in the course of a successful mentorship experience.
- ☐ **Evaluation and Improvement:** Continuously assess your program's effectiveness and make data-informed improvements.

Assessing Capacity

A thorough capacity assessment has several benefits:

- **Identify Potential Challenges:** Proactively address gaps in resources, staffing, or expertise.
- **Maximize Your Strengths:** Leverage existing resources and expertise to create a strong foundation for your MIP.
- **Build Buy-in:** Engage staff in the assessment process to foster ownership and support for the program.
- **Increase Success:** Prepare your organization, so it is more likely to have a successful and sustainable MIP.

How to Conduct a Capacity Assessment

- 1. Taking an Inclusive Approach:** Gather input from staff at all levels. This provides a holistic view of your organizational culture and capacity and encourages staff participation in improving their workplace. Act on the feedback you receive to demonstrate that their input is valued.
- 2. Assessing Capacity:** The [Survey: Organizational Capacity](#) provides a rubric and framework for an organization to assess current capacity across the core components of running a MIP. A best practice that aligns with practicing equity and inclusion is for this survey to be completed as a group consensus activity. The completed survey will give an organization a sense of which components are strengths and where development or improvement is needed.
 - a. If, after completing the organizational capacity assessment, you determine that your organization isn't quite ready to implement a MIP, do not be discouraged. This is valuable information that allows you to strategically address gaps before expanding your services. Focus on building capacity in the identified areas. This proactive approach ensures that when you launch a MIP, it will be set up for success, benefiting both your organization and interns. If there is a lot of work to do, use the [Implementation Planning Tool](#) to help prioritize where to start.
 - b. If the assessment indicates that only a few areas need improvement, consider committing to starting a MIP while simultaneously using the Implementation Planning Tool to begin making those improvements.
- 3. Implementing Improvements Toward Capacity:** The next step is to complete the [Implementation Planning Tool](#), focusing on two to three priority areas first. This tool mirrors the language and benchmarks in the Survey: Organizational Capacity and allows stakeholders to identify what resources are needed, establish timelines, and assign accountability. As an organization makes progress with initial improvements, it can return to this tool to plan further changes.
- 4. Setting Goals:** As you use the Implementation Planning Tool, this [SMARTIE Goal Example](#) and [Worksheet](#) may be useful for defining (or refining) a goal. SMARTIE goals can better ensure success by spelling out the details and relevance of the goal and by considering how a change in practice may affect others.
- 5. Planning Finances:** Develop a realistic budget that accounts for both direct and indirect costs.



SMARTIE GOALS

Specific
Measurable
Attainable
Relevant
Time-oriented
Inclusive
Equitable

Why Internships Should Be Paid Experiences

Internships have long been a popular way for students to gain practical experience and build their professional networks. However, the debate over whether internships should be paid or unpaid continues. Navigating this topic may require intentional conversations with educational partners around policies, practices, and workarounds as well as affiliation agreements and agreements about who covers liability.

Here's why paid internships are essential:

- **Fair Compensation for Work:** Interns contribute valuable work to organizations. Paying them ensures they are compensated fairly for their time and effort.
- **Enhanced Recruitment Pool:** Unpaid internships create a barrier to entry for many talented students, particularly those from lower-income families, young adults, and people of color. Offering paid internships removes this financial obstacle, ensuring that the recruitment process is fair, equitable, and accessible to all.
- **Improved Productivity and Engagement:** When interns are compensated, they are more likely to be better engaged and motivated staff, leading to higher productivity and improved outcomes.
- **Stronger Career Pathways:** Paid internships are more likely to lead to offers for full-time jobs, and employers investing in paid internships are more likely to hire interns after graduation.



"The stipend relieved my stress and allowed me to focus on the internship opportunities instead of worrying about how I was going to survive the last semester of my degree program."

— MIP Intern

In the behavioral health field, where compassion and equity are paramount, unpaid internships stand in stark contrast to the field's values. Furthermore, they contradict our understanding of social drivers of health (SDOH), which recognizes that economic stability is crucial for overall well-being. To truly embody these principles and address SDOH effectively, organizations must commit to paid internships, ensuring that all individuals, regardless of their financial background, have the opportunity to contribute to this vital field.

Understanding the Costs of a MIP

A successful MIP requires a financial investment. Consider the following cost categories:

Direct Costs

- **Intern Compensation:** Paid internships attract a wider pool of qualified candidates and demonstrate your organization's commitment to fair labor practices. Please refer to California's [Board of Behavioral Sciences](#) regulations regarding what options make the most sense for your organization. Standard options can include the following components:
 - **Salaries:** Suitable for internships with defined hours, salaries must meet minimum wage and overtime regulations.
 - **Stipends:** Cover living expenses, transportation, or technology costs.
 - **Contracts/Subcontracts:** Partner with organizations such as [Health Career Connection](#) if your organization lacks the capacity to directly pay interns.
- **Mentor Compensation:** Recognize the valuable contributions of mentors through compensation. Compensation could include these options:
 - **Direct Compensation:** Offer additional pay for significant time commitments or specialized expertise.
 - **Professional Development:** Fund opportunities for mentors to enhance their skills.
- **Recognition and Incentives:** Offer non-monetary rewards like public recognition or flexible work arrangements.
- **Administrative Costs:**
 - **Recruitment and Onboarding:** Budget for advertising, application screening, and interviews.
 - **Training and Development:** Allocate funds for materials, workshops, and resources.
 - **Evaluation and Reporting:** Budget for evaluation tools and data analysis.
- **Technology and Resources:**
 - **Equipment:** Provide interns with necessary laptops, tablets, etc.
 - **Software:** Invest in relevant software licenses.
 - **Office Space:** Allocate workspace for interns.
 - **General Office Supplies and Materials:** Consider additional printing, general supplies, etc.

Indirect Costs

- **Staff Time:** Account for the time staff spend on recruitment, onboarding, mentoring, training, and evaluation.
- **Overhead Costs:** Include utilities, rent, and insurance, as well as unexpected expenses, in your MIP budget.

By carefully assessing your organizational capacity and planning your budget, you can lay a solid foundation for a successful and sustainable MIP.



02

TIMELINE

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BUILDING YOUR MIP TIMELINE



Once you have assessed your organizational capacity and decided to proceed with a MIP, the next step is to create a realistic timeline. While the following provides a general framework, remember that your actual timeline will depend on your organization's specific needs, capacity, local regulations, and partnerships.

Key Considerations for Timeline Development:

- **Academic Calendars:** If you plan to recruit students, align your timeline with academic semesters and deadlines. Students often need to plan internships well in advance.
- **Organizational Capacity:** Factor in the time required for each phase, considering your staffing levels and resources.
- **Partnership Requirements:** If you're collaborating with external organizations, ensure your timeline accommodates their schedules and processes.
- **Flexibility:** Be prepared to adjust your timeline as needed. Unexpected delays or opportunities may arise.

Sample MIP Timeline (12-Month Framework)

This sample timeline provides a general guideline. You can adapt it to fit your organization's specific circumstances and the needs of the partners you will work with for recruitment (e.g., a college or university may need you to promote an internship at least one full semester before it begins). Phase 1 begins assuming you have completed your organizational assessment from the previous section.

Phase 1: Program Planning and Development

Months 1–3

- **Designate a MIP Coordinator and/or Team:** Identify a MIP coordinator and/or working group to oversee the program. Be willing to adjust workloads and responsibilities to ensure this person/team has the bandwidth to manage a MIP successfully.
- **Develop a Program Framework:** Define program goals, objectives, and key performance indicators. Ensure alignment with organizational goals and intern career aspirations as hiring criteria.
- **Create a Budget:** Allocate resources for staff time, intern compensation, training, materials, and administrative costs.

- **Identify Potential Mentors:** Identify staff within your organization willing to serve as mentors.
- **Identify Potential Partnerships:** Reach out to potential partners to assist with recruiting for your internship program. Ensure your program's goals also meet their requirements and needs for recruiting and promoting your internship opportunities.

Phase 2: Recruitment and Selection

Months 3–6

- **Develop Recruitment Materials:** Create compelling marketing materials, detailed job descriptions, and clear application forms.
- **Launch a Recruitment Campaign:** Use various channels, such as social media, your website, job boards, professional networks, and partnerships, to reach potential interns.
- **Screen Applications:** Review applications and identify candidates who meet your criteria.
- **Conduct Interviews:** Interview shortlisted candidates to assess their skills, qualifications, and fit for the program.
- **Train Mentors:** Convene and orient/train mentors in their roles and responsibilities.
- **Match Interns with Mentors:** Carefully pair interns with experienced mentors based on their interests, skills, and career goals.



SUSTAINABILITY TIP

Start planning toward sustainability from the start. For example, you can make the MIP coordinator a multi-year or permanent position. If grant funding is supporting your MIP, begin to strategize how to replace this support in future years.

Phase 3: Program Implementation

Months 6–12

- **Onboard Interns:** Provide a comprehensive orientation to your organization, its culture, and the internship program. Clarify roles, expectations, and resources available to interns.
- **Develop Individual Development Plans:** Create personalized plans outlining each intern's goals, objectives, and milestones.
- **Provide Training and Professional Development:** Offer workshops and training sessions on relevant topics (e.g., communication skills, time management, cultural responsiveness).
- **Monitor Progress:** Track interns' performance, provide regular feedback, and offer support as needed.
- **Facilitate Mentorship:** Encourage regular meetings between interns and mentors for guidance and support.
- **Evaluate Intern Performance:** Conduct midway and final evaluations to assess progress and provide constructive feedback.

Phase 4: Program Evaluation and Sustainability

Month 12+

- **Collect and Analyze Individual Data:** Gather data on intern satisfaction, learning outcomes, mentor feedback, and program impact.
- **Evaluate Program Effectiveness:** Assess the program's strengths, weaknesses, and areas for improvement.
- **Make Adjustments:** Implement changes based on evaluation to enhance the program for future cohorts.
- **Develop a Sustainability Plan:** Secure funding, strengthen partnerships, and adapt to evolving needs to ensure the long-term viability of your MIP.

Consider creating a visual representation of your timeline, such as a Gantt chart or a simple table. This can help you track progress, identify potential bottlenecks, and communicate the plan to stakeholders.

Sample Timeline for Establishing a MIP

Figure 3: Timeline

| Components | Timeline by Month | | | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Assess organizational capacity to pay, support, and mentor interns (supervisors, mentors, relevant work, compensation). | | | | | | | | | |
| Establish partnerships for referrals and recruitment (e.g., educational institutions, the public workforce system, employment agencies, community-based organizations, department of corrections, organizations supporting reentry populations, immigrants, and people with lived experience). | | | | | | | | | |
| Design program, train staff, plan onboarding, and address gaps from assessment. | | | | | | | | | |
| Perform outreach and recruitment (expand venues, rethink interview protocols). | | | | | | | | | |
| Implement program (onboarding; goal-setting; engagement via work-based learning, mentoring, and workplace culture; next steps/exiting). | | | | | | | | | |
| Gather and use data toward sustainability and improvement (engagement survey, stay interviews, pre/post surveys). | | | | | | | | | |

03

PREPARING YOUR ORGANIZATION

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PREPARING YOUR ORGANIZATION FOR A SUCCESSFUL MIP: ROLES, RESPONSIBILITIES, AND CULTURE



A successful MIP requires clearly defined roles and a supportive organizational culture. To ensure a smooth implementation and maximize the benefits for both interns and your organization, it's essential to prepare your staff to fulfill their responsibilities effectively. This section outlines the key roles within a MIP and provides guidance on how to equip your staff for success.

MIP **MENTOR** Roles and Responsibilities

| | |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Qualifications | <p>Essential Skills: Mentors should have excellent communication, interpersonal, and problem-solving skills.</p> <ul style="list-style-type: none"> • Communication Skills: Active listening, clear and concise verbal and written communication, and the ability to provide constructive feedback. • Interpersonal Skills: Empathy, patience, relationship-building, and the ability to connect with individuals from diverse backgrounds. • Problem-Solving Skills: The capacity to identify challenges, analyze situations, and guide mentees toward effective solutions. <p>Subject Matter Expertise: Mentors should have a solid understanding of the behavioral health field, relevant experience in the interns' area of interest, and familiarity with the organization's policies and procedures.</p> |
| Responsibilities | <p>Guidance and Support: Provide interns with ongoing professional development support, constructive feedback, and career-related advice.</p> <p>Skill Development: Facilitate the interns' development of relevant skills and knowledge through hands-on experience and coaching.</p> <p>Goal-Setting: Collaborate with interns to set realistic and achievable learning objectives and career goals, and provide support in achieving them.</p> <p>Relationship Building: Foster a positive, trusting, and supportive mentor–mentee relationship based on open communication and mutual respect.</p> |
| Preparation and Training | <p>Workshops on Mentoring Techniques: Provide interactive training sessions on active listening, effective feedback delivery, clear expectation-setting, ethical considerations, and strategies for fostering a culturally inclusive and supportive environment.</p> <p>Mentorship Resources: Offer accessible guides, templates, and other resources that outline best practices, ethical guidelines, and communication strategies for effective mentorship.</p> <p>Workload Management Strategies: Develop practical strategies for effectively balancing mentoring responsibilities with existing job duties, including time management techniques and prioritization methods.</p> |

MIP **SUPERVISOR** Roles and Responsibilities

Program Oversight

Guidance and Supervision: Oversee the intern's day-to-day activities, provide guidance to mentors, and ensure interns have access to the necessary resources (e.g., workspace, equipment).

Performance Management: Conduct regular performance evaluations of interns, provide timely and constructive feedback on their work, and address any performance-related concerns or conflicts.

Program Evaluation: Collect relevant data on the internship program, contribute to the evaluation of the program's effectiveness, and identify areas for improvement.

Benefits of Mentorship

Mentors benefit by:

- Developing and honing their listening and communication skills.
- Reengaging with their core values.
- Contributing to the future success of their mentee.
- Gaining self-confidence through crafting this relationship.

Sponsoring organizations benefit by:

- Broadening their employees' perspective.
- Providing professional development.
- Enhancing their workplace culture.
- Building connections with the broader community.
- Contributing to their own workforce pipeline.
- Identifying future in-house leaders.
- Creating a more well-rounded, engaged, and skilled workforce.

Success Happens When All Staff Are Involved

In addition to the mentor and supervisor roles, all staff members contribute to a successful MIP by fostering a supportive and inclusive organizational culture. Ensure every staff member who interacts with interns understands their role in supporting the program. Provide opportunities for staff to connect with interns through regular learning and networking events. Additionally, train staff who may provide administrative support to an intern, mentor, or supervisor to handle tasks like scheduling and tracking intern progress, and cultivate a workplace environment that values diversity, equity, inclusion, and open communication.

04

PARTNERSHIPS

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DEVELOPING COLLABORATIVE PARTNERSHIPS



Like any workforce development initiative, a successful MIP thrives on collaboration. Strong partnerships with educational institutions, workforce development agencies, and community organizations enhance your program in multiple ways:

- **Access to a Diverse Talent Pool:** Expand your reach and connect with qualified candidates from various backgrounds.
- **Enhanced Program Quality:** Leverage external expertise and resources to enrich the intern experience.
- **Increased Organizational Capacity:** Share resources and coordinate efforts to maximize impact.
- **Stronger Community Connections:** Build relationships that benefit both your organization and the community.



“Due to our intern cohort’s diversity of background, language capacity, and therapeutic specialties, we have been able to increase our ability to provide timely, individualized, and culturally relevant services to our diverse range of client cultural/linguistic and therapeutic needs.”

— MIP Coordinator

Identifying Your Partners

Consider collaborating with organizations that align with your MIP goals and target audience. Depending on the breadth of your internship opportunities, potential stakeholders and partners could include any or all of the following:

- **Educational Institutions:** High schools, community colleges, universities, and graduate programs can provide a pipeline of potential interns. Consider fields of study beyond behavioral health that might contribute to an organization’s capacity (e.g., human resources [HR], finance, marketing, business, maintenance, data science).
- **Public Workforce System:** Career centers and workforce boards can provide access to diverse talent pools and connect you with potential funding opportunities. To engage with them, consider attending their local meetings or reaching out to their employer services representatives.

- **Organizations Serving Specific Populations:** Partner with organizations that specialize in serving specific populations (e.g., veterans, new citizens, immigrants, refugees, people with disabilities, and individuals reentering the workforce) to tap into their networks and create inclusive opportunities. Contact these organizations' volunteer coordinators or program directors to explore collaboration.
- **Community-Based Organizations:** Expand your reach and connect with potential interns through community-based organizations, especially those that connect with youth and young adults, including youth development programs, public libraries, and refugee resettlement agencies.
- **Other Behavioral Health Providers:** Coordinate resources, share best practices, and create career pathways for interns in the behavioral health sector—in your community and in your networks. Other providers often have a keen eye for identifying great candidates for behavioral health career pathways.

Specific Population Recruitment

For Veterans:

[Employment Development Department](#), [American Job Centers](#)

For New Citizens and Immigrants:

[International Rescue Committee](#), [Human Migration Institute](#)

For Reentry Candidates:

[Anti-Recidivism Coalition](#), [Los Angeles Regional Reentry Partnership](#), projects funded by the [CalAIM Justice-Involved Initiative](#)

For People with Disabilities:

[AbilityFirst](#), [Department of Developmental Services](#), [Regional Centers](#), [PathPoint](#), [Department of Rehabilitation](#)

Asset-Mapping: A Strategic Approach to Partnerships

Asset-mapping is a valuable tool for identifying and engaging potential partners:

- **Visualize Your Network:** Create a visual representation of community resources and potential partnerships.
- **Develop Collaborative Strategies:** Identify opportunities to leverage existing resources and coordinate efforts.
- **Promote Equity and Inclusion:** Engage stakeholders who can help you reach diverse populations and address disparities.
- **Tailor Outreach Strategies:** Develop targeted outreach strategies based on your program's needs and community resources.

Use the [Asset-Mapping Template](#) to organize and track your community assets and potential partnerships. The template offers suggestions for organizing and tracking your community assets related to your MIP planning.



SUSTAINABILITY TIP

Complete asset-mapping annually, look to expand your network, and make it a practice to seek multi-year agreements (see MOUs, below).

Formalizing Partnerships with Memorandums of Understanding (MOUs)

An MOU is an agreement that outlines the key aspects of a partnership's intentions to collaborate toward a common goal. It can describe roles, responsibilities, actions, norms of conduct, liability, and any other interactions that define a specific partnership.

An MOU can be the first step toward establishing a strong working partnership by defining an agreed-upon set of expectations.

The steps to creating an MOU include the following:

- Clearly define the purpose and scope of the partnership.
- Outline the roles and responsibilities of each organization.
- Establish communication protocols and reporting mechanisms.
- Specify the duration of the agreement (term).
- Include a process for review, modification, and termination of the MOU.

While an MOU is not required, the document clearly articulates the intent of the parties involved, explains how they will work together, and establishes long-term accountability. The goal is to achieve a mutual understanding of the partnership agreement so everyone involved can confidently work toward a common goal.

Adapt the [MOU Template](#) to formalize your partnerships and ensure clear expectations for all involved.

By strategically identifying and engaging partners, you can create a robust network that strengthens your MIP and contributes to a thriving behavioral health workforce.



COMMON COMPONENTS OF AN MOU

- The Naming of Parties identifies the organizations that intend to enter into a partnership.
- Roles and Responsibilities outline the contributions and responsibilities of each partner.
- Purpose and Scope explain the intended goals and parameters of the partnership.
- Communication and Reporting establish communication channels and reporting mechanisms.
- The Term of the MOU establishes the duration of the partnership, which can range from months to years.
- Signatures from appropriate representatives of each party formalize, lend accountability to, and demonstrate leadership support of the partnership.

05

OUTREACH AND RECRUITMENT

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OUTREACH AND RECRUITMENT: A STRATEGIC APPROACH



Effective outreach and recruitment are essential for attracting a diverse pool of qualified candidates for your MIP. A strategic approach involves analyzing your current efforts, identifying gaps, and implementing targeted strategies to reach your ideal candidates. Collaborative partnerships with schools and workforce agencies to assist with your outreach and recruitment are also essential.

Key Considerations

- What are your benchmarks for success?
- What are your program's goals for recruitment?
- Who is your target audience?
- What gaps exist in your current recruitment practices?
- What is your core message to potential interns?
- What resources are you currently using for outreach related to hiring?

Marketing: The strategic process of promoting and communicating your organization's programs, services, and offerings.

Outreach: An active effort to connect, build relationships, and provide information to diverse audiences.

Target Audience: Specific groups or demographics the organization aims to reach with tailored marketing and outreach.

Benchmarks

When defining benchmarks for your internship program, consider what you aim to achieve. Do you want to increase the number of interns who successfully complete the program? Are you hoping to hire a certain percentage of interns as full-time employees? Or is your focus on expanding your network of partners to access more diverse talent pools?

To effectively establish these benchmarks, gather input from a variety of internal stakeholders, including staff at all levels who may interact with interns. During this process, consider these key questions:

- **Representation:** Are any groups underrepresented on your staff or among past interns? What about your current partners and connections?
- **Pipeline Development:** What pipelines do you need to establish or strengthen to reach your target audience?

By analyzing your current state and identifying areas for growth, you can set meaningful benchmarks that guide your recruitment strategy and contribute to a successful and impactful internship program.

Target Audience, Gaps, and Message

After establishing your benchmarks, analyze your current outreach efforts to identify any gaps. Engage your internal stakeholders to brainstorm how to refine your approach. Ask yourselves:

- Why haven't past efforts reached your target audience?
- What stories are you telling about your work, and who do you want to attract to your team?
- Is your call to action clear and compelling?

By addressing these questions, you can develop targeted strategies that resonate with your desired candidates.

Using a Competency-Based Framework

A competency-based framework focuses on the knowledge, skills, and attributes (KSAs) needed for success in a role. For example, a community health worker might need knowledge of recovery and family dynamics, skills in person-centered planning, and attributes including empathy and cultural responsiveness. Use these KSAs to inform your job descriptions, interview questions, onboarding processes, and performance evaluations. This approach ensures a good fit between interns and your organization while valuing diverse perspectives and lived experiences.

Refer to this [Sample Revised Job Description](#) and [Sample Interview Questions](#) as you undertake this practice.

Evaluating Your Strategies

While funding is helpful for outreach and recruitment, don't underestimate the power of creative strategies. Traditional methods like brochures and job fairs are helpful, but consider expanding your tactics. Create engaging social media campaigns, develop QR codes that link to internship opportunities, and strengthen your partnerships with educational institutions. Involve current interns and alumni in your outreach efforts to showcase the value of your program.

Traditional outreach collateral might include one-pagers (such as "[Understanding Behavioral Health Internships](#)") to share with career guidance staff, at job fairs, and during other tabling events.

Using Online Platforms in Recruiting

Online platforms offer a versatile way to enhance your recruitment efforts. Use job boards (for example, Indeed, LinkedIn, and Craigslist) to reach a broad audience. Engage potential candidates through the social media platforms that your target audience accesses the most. When defining your online strategy, consider your target audience, the platforms they use, and the accessibility of technology. Craft compelling job postings that highlight the benefits of your program, the value of lived experience, and the importance of diversity, equity, and inclusion.

Developing Job-Post Content

When crafting your job postings, use a competency-based framework to outline the roles and responsibilities of the internship. Engage potential interns with a compelling introductory paragraph that showcases the unique aspects of your program, including the mentoring component and the value you place on lived experience. Seek input from current interns and staff to capture what makes your workplace attractive and to ensure your language is inclusive and culturally responsive.

Scheduling and Managing Job Posts

Develop a clear process for managing your job postings, whether this is handled by HR, individual departments, or a combination of stakeholders. Establish a timeline that accounts for the entire hiring process, from posting the announcement to onboarding the intern. If you're working with an academic calendar, align your recruitment efforts accordingly. Determine how many applications you can accept, how to communicate deadlines, and whether you'll offer a waitlist option.

Evaluating the Effectiveness of Your Online Recruitment Strategy

Regularly evaluate your recruitment strategies to identify what works and what doesn't. Track the number of qualified applicants and the diversity of your candidate pool. Gather feedback from successful candidates about the platforms they used, the language that resonated with them, and any suggestions for improvement. Continually adapt your approach based on your evaluation findings to ensure you're reaching the right candidates and maximizing the impact of your MIP.



ESSENTIAL ELEMENTS OF A JOB POSTING

- Job Title
- Brief Job Description
- Salary/Stipend
- Responsibilities
- Required Qualifications
- Desired Qualifications
- Information about the Mentorship Component
- Application Instructions
- Organization's Commitment to DEI



06

MENTOR—MENTEE RELATIONSHIPS

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CULTIVATING STRONG MENTOR–MENTEE RELATIONSHIPS



Mentorship is invaluable in any profession, but it's particularly crucial in behavioral health. The field's inherent complexities, coupled with the challenges of early career stages, make robust mentor–mentee relationships essential for intern success and professional development. A key differentiator of a MIP is that it fosters a *collegial* relationship, distinct from a supervisory one. This peer-like connection provides a unique layer of support and guidance.

Research consistently demonstrates the wide-ranging benefits of mentorship for mentees. Studies show that mentees experience increased career satisfaction, improved job performance and well-being, enhanced confidence, accelerated skill development, and a clearer understanding of career paths, especially regarding navigating organizational culture and identifying advancement opportunities.¹ Mentors also benefit, gaining leadership skills and a sense of fulfillment from guiding the next generation.

Mentorship may be even *more* critical for those entering the behavioral health field. Working with individuals facing behavioral health challenges can be emotionally demanding, particularly for those just beginning their careers. Having a supportive colleague—a mentor—to navigate this challenging landscape is essential for success and longevity in the field. Mentors can provide invaluable support in managing vicarious trauma, navigating ethical dilemmas, and maintaining professional boundaries, all of which are crucial for early-career professionals in behavioral health.

Finding a good match between a mentor and mentee can make all the difference. Unlike a supervisor, who is usually assigned based on an organizational chart, being a mentor is an opt-in commitment. Moreover, the mentee's voice and preferences should inform the match. This may be a preference for a mentor who can speak to a shared experience (e.g., cultural, lived, economic) or shared professional goals. A [Mentee Matching Questionnaire](#) and [Mentor Matching Questionnaire](#) that identify interests and preferences will help when determining how to pair participants. The use of such questionnaires offers an opportunity to expand the pool of potential mentors beyond a core professional affinity (i.e., type of license being sought) to include equally relevant factors such as shared lived experiences.



“Mentorship was the highlight for our interns. Having the support to guide them week to week, to explore future internship placements, and to get guidance to support future career options, interns really thrived with such support.”

— Site Supervisor,
Behavioral Health Provider

¹ Eby, L. T., Allen, T. D., Evans, S. C., Ng, T., & DuBois, D. (2008). [Does mentoring matter? A multidisciplinary meta-analysis comparing mentored and non-mentored individuals](https://doi.org/10.1016/j.jvb.2007.04.005). *Journal of Vocational Behavior*, 72(2), 254–267. <https://doi.org/10.1016/j.jvb.2007.04.005>

Organizations dedicated to supporting the behavioral health workforce, such as the American Psychological Association, strongly advocate for mentorship within the field. By prioritizing mentorship, organizations invest in the well-being and development of their future leaders, ultimately strengthening the entire behavioral health system. A well-structured MIP not only benefits individual interns, but it also contributes to a more resilient and effective workforce capable of meeting the growing demand for behavioral health services.

Effective Mentorship

To maximize the benefits of mentorship, mentors should prioritize preparation, flexibility, and a commitment to ongoing support. The following best practices highlight how mentors can get the most out of this opportunity to share their insights and experiences, model an effective workplace relationship, and deepen their skills and thinking.

- ☐ **Understand the mentee's goals:** Work collaboratively with your mentee to identify some goals for professional development.
- ☐ **Find out what each mentee is hoping to get from this experience:** Ask them what their goals are for this internship, and, if needed, help them brainstorm a few relevant, attainable learning or professional goals.
- ☐ **Orient mentees to workplace culture:** As they come into a new work environment, be clear about expectations. At the same time, be patient as they acclimate to what might be overwhelmingly new at first.
- ☐ **Practice inclusive communication:** Practice cultural humility. Indicate that the learning is reciprocal. Model active listening skills and highlight for them the role of active listening in behavioral health work.
- ☐ **Model professionalism:** Help mentees acclimate to their specific work placement. Outline what is expected in terms of professional communication: how they should communicate if they're running late, not feeling well, or asking a question outside of their usual internship hours.
- ☐ **Explain workplace procedures:** Be clear on their role and responsibilities: what they are expected to do and not to do, how they are to document their time, and what they should do in case of an emergency.
- ☐ **Be curious and enjoy engaging them around a career in behavioral health:** Mentors should ask questions, find out what each mentee's dream career is, and talk to them about education and certifications. Provide that insider knowledge: What would you go back and tell your younger, less-experienced self?



SUSTAINABILITY TIP

Once you have established a MIP, consider how past mentors can help coach and train new mentors for subsequent years.



Resource to Support Effective Mentorship:

[Preparing for Your Internship: A Guide for Interns](#) An editable companion resource for incoming interns to encourage active participation in their work-based learning experience—alongside their mentor, site supervisor, and potentially faculty—as they build skills and fulfill course/licensure requirements.

Effective Onboarding (and Offboarding)

Intentional collaboration among key stakeholders, including the referral organization, the work-based learning site supervisor and mentor, and the intern, ensures a well-coordinated and enriching MIP. All stakeholders should be informed about the onboarding components and process so that expectations and accountability are understood. Conversations might involve the following:

- Clearly define expected professional behaviors (e.g., dress code, communication etiquette, attendance policies) and provide interns with a written code of conduct.
- Explain workplace logistics (e.g., HR procedures, IT support, building access, parking) and provide a workplace map or tour.
- Identify potential challenges and accommodations (e.g., accessibility needs, religious observances, health concerns), and establish clear procedures for requesting accommodations.
- Align workplace responsibilities with interns' educational background or lived experience, ensuring tasks are relevant to their learning goals and skill development.
- Collaboratively set SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound) for interns' educational and personal development.
- Establish clear metrics and methods for measuring intern growth and success (e.g., performance evaluations, project completion, feedback from supervisors and mentors).

This ongoing communication, collaboration, and coordination among stakeholders should include regular check-ins, feedback sessions, and progress reports throughout the internship. It should culminate in a structured offboarding process that includes data collection, formal assessment, and support for interns' next career steps.

Use the [Internship Onboarding and Offboarding: Roles and Responsibilities](#) tool to ensure a smooth transition for interns and facilitate effective communication among all stakeholders.

Work-Based Learning Principles

- Meaningful work related to career interest that builds career-related skills.
- Compensation.
- Goal-setting around knowledge, skills, and practices, paired with clear benchmarks and recognition for achievement.
- Supportive learning environment among all stakeholders.

07

INTERNSHIP EXPERIENCE

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CULTIVATING A THRIVING INTERNSHIP EXPERIENCE



This section outlines a comprehensive approach to intern engagement and fostering a positive, productive learning culture. A successful internship thrives on consistent communication, transparency, and collaboration among all stakeholders (referring partner, intern, on-site supervisor, and mentor). Integrating work-based learning principles, particularly goal-setting, and creating a supportive environment are essential for maximizing learning and development—and then, ultimately, converting interns into long-term members of the behavioral health workforce.

1. Active Engagement

Active engagement is paramount throughout the internship life cycle. This begins with establishing a strong foundation built on consistent communication, transparency, collaboration, and effective feedback:

- **Consistent Communication:** Establish clear and regular communication channels (e.g., weekly meetings, email updates) among all stakeholders to ensure everyone is informed and aligned.
- **Transparency:** Practice open communication by sharing relevant information about the organization's mission, the internship program's goals, and performance expectations to foster trust and a sense of belonging.
- **Collaboration:** Foster a collaborative environment where all stakeholders actively support the intern's growth through shared projects, joint problem-solving, and mutual feedback.
- **Effective Feedback:** Provide mentors and supervisors with training on giving constructive and supportive feedback, focusing on specific behaviors and actionable suggestions for improvement. Create a safe space for interns to receive and respond to feedback.



"We held quarterly luncheons with interns where they had a chance to connect with other staff in a meaningful way and ask them questions about their journey as a therapist and their ways of self-care."

—*Director of Clinical Training*

2. Goal-Setting for Growth

Clear and collaboratively defined goals are a cornerstone of a valuable internship experience. Goal-setting, a key work-based learning principle, should encompass three types of goals:

- **Academic Goals:** Fulfillment of job-based requirements for course credit.
- **Professional Development Goals (Supervision):** Skill development targets discussed and agreed upon with the on-site supervisor.
- **Professional and Personal Development Goals (Mentorship):** Broader career and personal growth goals explored and nurtured within the mentor–mentee relationship.



Resources and Tools for Goal-Setting:

- [Faculty–Student Internship Expectations Form](#): This collaborative document serves as a road map for the internship. It's used to identify, describe, set, and track expectations, skills, and goals (academic, clinical, workplace-specific, career, etc.). Critically, this form should be completed *with* the intern, ensuring mutual understanding, buy-in, and a sense of ownership over the goals.
- [Your Behavioral Health Worksite Internship Expectations Form](#): This concise form empowers interns to define *personal* and *professional* goals that extend beyond academic or licensure requirements, fostering autonomy and proactive career planning.
- [Self-Advocacy and Resolving Conflict](#): This resource provides practical guidance on navigating challenging situations and conversations, equipping interns with essential skills for managing workplace dynamics, stress, and potential burnout.

3. Fostering a Culture of Learning and Inclusion

A positive and supportive workplace culture is fundamental to intern success and long-term retention. Key elements of this culture include the following:

- **Voice and Autonomy:** Actively solicit and respect intern perspectives and preferences. Tools such as mentor–mentee matching surveys can empower interns to play a role in shaping their experience. The mentoring relationship, in particular, should be grounded in mutual respect and reciprocal learning.
- **Inclusion and Learning:** Mentors and supervisors must actively cultivate a welcoming and inclusive community where interns feel safe to ask questions, learn from mistakes, and grow professionally. Support and encouragement in developing self-efficacy and self-advocacy are vital.
- **Leadership by Example:** Organizational leadership sets the cultural tone. Openness, transparency, and a willingness to acknowledge challenges (including those related to burnout) and share strategies for cultivating wellness and growth are essential. Providing staff with opportunities for contribution and leadership development further reinforces a positive culture.



"We've seen our interns transition from eager and anxious to confident therapists."

—MIP Coordinator



Resources for Cultivating a Positive Culture:

- [Psychological Safety Guideposts](#): These guideposts help establish a foundation of trust and encourage open and honest communication.
- [Small Steps to Inclusion Tip Sheet](#): This resource offers practical advice for fostering inclusion in group settings, such as staff meetings or care teams.
- [Supervisor's Quick Guide To Helping Your Staff Reach Their Full Potential](#): This guide provides supervisors with strategies for nurturing well-being and professional growth within their teams and across the organization.

4. Celebrating Success and Recognizing Contributions

While social media can be *one* avenue for recognition, the focus should be on authentic and meaningful celebration of intern achievements. Integrating recognition into the ongoing work environment is far more impactful. Consider these approaches:

- **Regular Recognition:** Implement a system for regular recognition of intern contributions, such as verbal praise in team meetings, written acknowledgments in newsletters, or small tokens of appreciation.
- **Impact Showcase:** Publicly highlight specific examples of how interns have positively contributed to the organization, quantifying their impact whenever possible (e.g., number of clients served, successful project outcomes).
- **Mentorship Spotlights:** Regularly share success stories of mentors, interns, and mentor–intern relationships through internal communication channels (e.g., newsletters, intranet), emphasizing the benefits of mentorship.
- **End-of-Internship Celebrations:** Organize a formal or informal event to celebrate the interns' accomplishments, provide certificates of completion, and offer opportunities for interns to share their experiences. This provides a sense of closure and reinforces their value.



SUSTAINABILITY TIP

Document your MIP success stories to humanize the numbers from your data (see below) when seeking support from partners and funders.

08

MANAGEMENT AND SUSTAINABILITY

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DATA-INFORMED MANAGEMENT AND SUSTAINABILITY OF YOUR MIP



A thriving MIP is more than just a well-structured internship experience; it's a data-informed, sustainable ecosystem that nurtures talent and contributes to the long-term health of the behavioral health workforce. Effective program management relies on a continuous feedback loop, informed by both quantitative and qualitative data, to ensure alignment with organizational goals and the evolving needs of interns. Furthermore, a sustainable MIP requires a strategic approach to workforce planning, encompassing recruitment, retention, and collaborative partnerships that strengthen the pipeline of qualified behavioral health professionals.

1. Data-Informed Program Management

Data-driven management is essential for optimizing your MIP and ensuring its ongoing success. This involves collecting and analyzing both quantitative and qualitative data to inform program improvements.

- **Quantitative Data:** Track key metrics (e.g., intern hire rate, program completion rate) using a spreadsheet or database to identify trends. Analyze these data points across demographics, job roles, and departments to identify trends and potential disparities.
- **Qualitative Data:** Gather rich insights through structured exit interviews, stay interviews (conducted mid-internship), and anonymous engagement surveys to understand intern experiences and perspectives. These data provide valuable context and illuminate the “why” behind the quantitative data.



Tools for Data Collection and Analysis:

- **[Employee Engagement Survey](#):** Administer an anonymous survey to assess staff engagement across all levels. Use the results as constructive feedback to identify strengths and areas for improvement. Include questions about satisfaction, workload, support, and workplace culture. Share aggregate results transparently and develop action plans based on feedback. Repeat this survey as often as necessary, but at least annually.
- **[Stay Interview](#):** Conduct structured stay interviews with interns (using a consistent set of questions) at the midpoint of their internship to proactively identify and address any challenges or concerns. Document key takeaways and implement changes as needed. Stay interviews are also a valuable retention tool for all employees, providing insights into potential issues *before* they escalate into attrition.
- **Pre-/Post-Internship Surveys:** Use brief, standardized pre/post surveys for interns, mentors, and clinical supervisors to measure changes in their knowledge, skills, and confidence. Analyze the results to identify areas where the program is effective and areas that need improvement. The [Intern Pre/Post Survey](#) should be reviewed and discussed with the intern and their mentor and supervisor to solidify next steps and provide closure. The [Mentor Pre/Post Survey](#) and [Clinical Supervisor Pre/Post Survey](#) offer valuable feedback for professional development and program enhancement.

2. Workforce Planning for a Sustainable MIP

A sustainable MIP requires a strategic approach to workforce planning, focusing on both attracting and retaining qualified interns and staff.

Recruitment Plan Components:

- **Competency-Based Framework:** Develop competency-based job descriptions, interview questions, and performance expectations to ensure alignment throughout the hiring process.
- **Updated Organizational Chart:** Maintain an up-to-date organizational chart to inform job descriptions and reporting relationships, and to illustrate potential career pathways for growth.
- **Career Pathways:** Design clear career pathways to attract and retain talent, providing a road map for professional development within the organization.
- **Effective Marketing:** In your recruitment marketing efforts, highlight your competency-based approach and commitment to mentorship. Focus on attracting a diverse pool of qualified candidates who align with your organizational values.
- **Data Assessment:** Regularly evaluate the effectiveness of your recruitment strategies using data analysis. Identify what's working and adapt your approach as needed.

Retention Plan Components:

- **Quantitative Data:** Track key metrics such as retention, hiring, and promotion rates, training and development hours completed, cost of attrition, and cost to promote.
- **Qualitative Data:** Gather qualitative data through intern and employee satisfaction surveys, stay interviews, and exit interviews to understand the factors influencing retention.
- **Competency-Based Framework:** Align your competency-based framework across all HR practices, including job postings, interviews, onboarding, mentoring, supervision, and performance evaluations.
- **Transparent Career Pathways:** Clearly outline career pathways and provide resources and support for employee growth and development. Emphasize internal pipeline opportunities for advancement.
- **Supervision and Management Skill Development:** Invest in supervision and management training to enhance psychological safety, promote employee voice and autonomy, support well-being, and foster an inclusive workplace culture.

3. Sustainability and Pipeline Development

To ensure the long-term success of your MIP and contribute to the growth of the behavioral health workforce, prioritize collaboration, advocacy, and strategic planning.

- **Collaboration and Partnerships:** Develop and nurture relationships with academic institutions, community organizations, and even competitors to create a robust talent pipeline (e.g., by establishing a formal referral agreement with a local university). This is particularly crucial in competitive markets or areas with limited qualified candidates.
- **Promotion of Your Policy and System Change Initiatives:** Promote the policies and systems change your workplace undertakes to support the behavioral health workforce pipeline, so other providers can model your work, such as fair wages and reimbursement rates. Share your organization's efforts and successes through industry publications or conferences to encourage wider adoption. The good work each organization does and shares will benefit all of the workforce in the long term.
- **Program Sustainability Assessment:** Use tools like the [Program Sustainability Assessment Tool](#) to evaluate your organization's financial stability, community support, and program effectiveness, and develop a plan for long-term viability.

A sustainable pipeline requires flexibility and adaptability. When recruiting interns, particularly those not yet in graduate degree programs, consider the full range of related areas of study from which strong candidates may be available. There may be students interested in art or music who would welcome the opportunity to explore the therapeutic value of those interests. Likewise, a young person enrolled in a social justice program might be a strong candidate for the behavioral health field. Use the table below to consider how to expand your connections with your educational partners.

| Education Level | Related Areas of Study |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| High School | Health science and medical technology, Mind Matters |
| Community College | Human services, psychology, sociology, art, social and behavioral science, social work and human services, addiction studies, social justice studies |
| Four-Year College | Music therapy, social work, pre-med, psychology, sociology, art therapy |

When recruiting mentors and identifying clinical supervisors, understanding the time commitment is essential. Refer to the table below when assessing capacity and sustainability. The credential/licensure hours required may vary based on the individual's level of education and previous work experience, so organizations will need to understand where each intern is in their specific career path.

| Job titles (alphabetical) | Credential/licensure hours |
|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Alcohol and drug counselor | 255 field practicum hours + 2,080 hours supervised work experience |
| Art therapist | 100 field practicum hours + 600 hours supervised clinical internship |
| Associate marriage and family therapist | 3,000 hours supervised work experience |
| Associate professional clinical counselor | 3,000 hours supervised work experience (including 1,750 hours direct counseling experience) |
| Behavioral health specialist | 1,300 hours supervised work experience |
| Behavioral health services manager | 1,500 hours supervised work experience (including 500 hours direct clinical care) |
| Behavioral health case manager | 2,000 hours supervised work experience |
| Community health worker | 1,000 hours work experience |
| Licensed clinical social worker | 3,000 hours supervised work experience |
| Licensed professional clinical counselor | 3,000 hours supervised work experience |
| Licensed marriage and family therapist | 3,000 hours supervised work experience |
| Licensed professional clinical counselor | 3,000 hours supervised work experience |
| Psychiatric technician | 954 hours supervised clinical work experience |
| Psychologist | 3,000 hours supervised work experience |
| Substance use disorder certified counselor I | 255 field practicum hours + 3,000 hours supervised work experience |
| Substance use disorder certified counselor II | 3,000 additional hours supervised work experience |
| Substance use disorder certified counselor III | 255 field practicum hours + 4,000 hours supervised work experience |
| Substance use disorder certified counselor clinical supervisor III | 255 field practicum hours + 2,080 hours supervised work experience |
| Substance use disorder certified counselor IV | 255 field practicum hours + 2,080 hours supervised work experience |
| Substance use disorder certified counselor clinical supervisor IV | 255 field practicum hours + 2,080 hours supervised work experience |

09

FINAL THOUGHTS

Implementing and sustaining a successful MIP is a significant undertaking, requiring careful planning, ongoing effort, and a commitment of resources. However, we sincerely hope this toolkit provides the guidance and support your organization needs to embark on this transformative journey.

The future of behavioral health depends on organizations stepping up to invest in the pipeline of new professionals. By prioritizing mentorship and cultivating a strong internal culture of support, you not only strengthen your own organization and empower early-career professionals, but you also contribute to a more skilled, compassionate, and equitable workforce capable of meeting the growing demand for services and providing high-quality care to individuals and communities.

We strongly encourage you to use this toolkit to begin building your program and create a legacy of excellence in behavioral health.

APPENDIX

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RESOURCES, FORMS, AND TEMPLATES LINKED WITHIN THE TOOLKIT



Quick Guide to Appendix Content

The following resources might be used for education, outreach, and recruitment and thus could be co-branded and printed out in full color:

- Understanding Behavioral Health Internships
- Preparing for Your Internship: A Guide for Interns

The following resources are fillable forms to be shared within your organization and completed by your staff or MIP participants:

- Survey: Readiness to Implement Change
- Survey: Organizational Capacity
- Implementation Planning Tool
- Faculty–Student Internship Expectations Form
- Your Behavioral Health Worksite Internship Expectations

The following resources provide suggested content that is best transferred and used within an internal survey platform (e.g., SurveyMonkey, QuestionPro) where responses may be submitted anonymously when appropriate and results viewed in aggregate:

- Employee Engagement Survey
- Intern Pre/Post Survey
- Mentor Pre/Post Survey
- Clinical Supervisor Pre/Post Survey



SURVEY: READINESS TO IMPLEMENT CHANGE

This resource offers a quick check-in around your organization's readiness and capacity to make changes to practices, implement new programming, or launch an initiative.

Be as candid as possible. Be open to having staff from across all levels anonymously complete this survey. Then, look for any patterns in responses as this might suggest areas for “prework.”

For example, if you find that most answers indicate that your organization may struggle with implementing new practices, you might want to identify and reflect on the factors contributing to this fact. If there is a disconnect between the desire for change and how you think your organization will support that change, this might suggest that a conversation with leadership would be a good next step.

| Factor/Questions | Yes | Somewhat | Not Really | Don't Know |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------|------------|------------|
| Would you describe your organization as having a positive workplace culture (e.g., inclusive, collaborative working relationships across all staffing tiers)? | | | | |
| Does your organizational culture embrace innovation, risk-taking, and learning? | | | | |
| Does your organization have flexibility within its policies and procedures (e.g., allowing for innovation, rethinking, and revision)? | | | | |
| In the past, has your organization successfully implemented significant change(s) in practices or introduced new programming? | | | | |
| Are you committed to introducing mentoring skills and capacity into your programming? | | | | |
| Could you summarize what it will take to implement effective mentorship practices and programming? | | | | |
| Will your organization provide the resources to implement effective change (e.g., time for training, space/privacy for group work)? | | | | |
| Do you think your organization is positioned currently for effective change to happen? | | | | |

Other questions to consider include:

- What leadership or staff are current or potential champions for implementing a mentored internship program?
- What challenges or barriers might you encounter that could complicate the process of implementing this new programming?



SURVEY: ORGANIZATIONAL CAPACITY

This document provides a rubric and framework to assess an organization's current capacity across the core components of running a mentored internship program. Evaluators should check the box of the response they feel best aligns with their organization's current capacity and practices.

This resource can be used as

- A planning tool for internship program preparation and management;
- A resource to share referral partners (e.g., educational institution, workforce board, community-based organization, department of corrections) to better coordinate capacity and support; and
- The first step in identifying gaps or areas for growth to be addressed using the **Implementation Planning Tool**.

This assessment can be completed by

- An administrator familiar with all aspects of an organization;
- A working group or committee made up of staff across all levels (e.g., direct service staff, supervisors, middle management, leadership);
- Consensus during a meeting with strong staff representation (e.g., all-company staff meeting, quarterly department heads/directors meeting); or
- Individually across the organization with anonymous responses aggregated.

The best practice in assessing organizational capacity is to include the perspectives and input from people across all staffing levels. This ensures a more accurate picture of workplace culture and capacity. This practice also engages staff by offering them the chance to participate in improving their workplace and contributing to the implementation of new programming. Yet, the second half of this best practice is to honor staff feedback and reflect their input in the planning and implementation of changes.

How to Use This Organizational Assessment

As with any assessment, this can be readministered annually to better capture progress and identify ongoing needs. View the first completion of this assessment as a baseline for strengths and gaps. Plan how to improve your practices and identify what success will look like (benchmarks or metrics). Then readminister it after piloting programming or implementing a change in practice to assess efficacy and success.

When you plan and implement changes based on this assessment, use the **Implementation Planning Tool**. If you discover several areas needing improvement, start by prioritizing those areas. Then, find those same areas in the **Implementation Planning Tool** to plan, strategize, assign responsibilities, and set timelines for building capacity.

Relationship with an Intern Referral Partner (e.g., Educational Institution, Workforce Board, Community-Based Organization, Department of Corrections)

Best Practice 1: Develop an effective and sustainable point of contact and relationship with a referral partner(s).

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><input type="checkbox"/> Beginning</p> <ul style="list-style-type: none"> Our organization has begun to identify potential intern referral partners but has no existing point(s) of contact. | <p><input type="checkbox"/> Approaching</p> <ul style="list-style-type: none"> Our organization has identified a potential point of contact with a specific intern referral partner and has begun coordinating next steps to cement the collaboration (for example, drafting a memorandum of understanding [MOU]). | <p><input type="checkbox"/> Meeting</p> <ul style="list-style-type: none"> Our organization is actively working with a point of contact and is progressing toward an effective relationship with an intern referral partner. We have a signed MOU and are developing protocols to communicate and manage administration and staffing changes. | <p><input type="checkbox"/> Exceeding</p> <ul style="list-style-type: none"> The organization has an existing, effective, and historic relationship with an intern referral partner and point of contact. A signed MOU and agreed-upon protocols are in place to communicate effectively and to proactively manage administration and staffing changes (handbook, training/orientation manuals, etc.). |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Best Practice 2: Implement effective, sustainable protocols and practices for recruiting and screening potential interns.

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><input type="checkbox"/> Beginning</p> <ul style="list-style-type: none"> Our referral partner does not have or is in the early stages of designing strategies for recruiting potential interns. They have not been fully oriented to our work-based learning program expectations. | <p><input type="checkbox"/> Approaching</p> <ul style="list-style-type: none"> Our referral partner has started to implement a recruitment strategy (or strategies) for potential interns. We have begun orienting them to our work culture, target population, and minimum expectations for participation. | <p><input type="checkbox"/> Meeting</p> <ul style="list-style-type: none"> Our referral partner has built an effective pipeline for recruiting potential interns. They have been oriented to our work culture, target population, and minimum expectations for participation. | <p><input type="checkbox"/> Exceeding</p> <ul style="list-style-type: none"> Our intern referral partner has an existing, effective, and historic pipeline for recruiting potential interns. They understand our range of services, target population, and minimum requirements for participation and contribute to preparing interns for a successful experience. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Staffing, Training, and Infrastructure

Best Practice 1: Plan and implement effective staffing strategies to best ensure initial and sustained success of work-based learning program.

☐ Beginning

- Our organization has started to discuss how to best staff the work-based learning program.

☐ Approaching

- Our organization has identified a minimum of two staff members, one to mentor, another to supervise interns.
- Roles and responsibilities are in the process of being defined.

☐ Meeting

- Our organization has trained staff in place, a minimum of two staff members, one to mentor, another to supervise interns.
- Roles and responsibilities are clearly defined, and we have begun establishing protocols to sustain staffing levels/needs.

☐ Exceeding

- Our organization has trained staff in place, a minimum of two staff members, one to mentor, another to supervise interns.
- Roles and responsibilities are clearly defined, and protocols are in place to sustain staffing levels/needs.
- We continue to explore staffing strategies aligned with our intent to build out work-based learning program.

Best Practice 2: Establish and implement effective policies, procedures, and training to enhance and support ongoing work-based learning program staffing.

☐ Beginning

- Our organization has started to identify the requisite training, certifications, or experience needed by our mentors and supervisors to handle their basic responsibilities.

☐ Approaching

- Our organization has identified the requisite training, certifications, or experience needed by our mentors and supervisors to handle their basic responsibilities.
- We have begun implementing recruiting and screening procedures and/or organizing training.

☐ Meeting

- Our organization screens for or provides our mentors and supervisors with the requisite training, certifications, or experience needed to fulfill their role—including trauma-informed approaches.

☐ Exceeding

- Our organization has established protocols for screening for or providing our mentors and supervisors with the training and experience needed to fulfill their role—including trauma-informed approaches.
- Our organization has budgeted for work-based learning professional development for both new and returning staff.

Staffing, Training, and Infrastructure (continued)

Best Practice 3: Use proactive strategies to raise awareness of and create an inclusive and culturally humble and responsive workplace culture.

☐ Beginning

- Our organization recognizes the need for change and has begun discussing next steps.

☐ Approaching

- Our organization is in the process of planning/offering diversity, equity, and inclusion (DEI) training.
- We proactively strategize around how to sustain an inclusive workplace culture.

☐ Meeting

- Our organization offers ongoing foundational and advanced DEI trainings/workshops.
- We have established a DEI committee with a rotating membership charged with helping our organization maintain and grow in terms of its inclusive workplace culture.

☐ Exceeding

- DEI and cultural humility are defining hallmarks of our organization.
- Our organization offers ongoing foundational and advanced DEI trainings/workshops.
- We have established a DEI committee with a rotating membership charged with helping our organization maintain and grow in terms of its inclusive workplace culture.

Best Practice 4: Use proactive strategies to raise awareness of and create an inclusive and responsive workplace for diverse learners.

☐ Beginning

- Our organization recognizes the need for change and has begun discussing next steps.

☐ Approaching

- Our organization is in the process of planning/ coordinating with referral partners to better serve diverse learners.

☐ Meeting

- Our organization offers staff training on working with diverse learners, either under its own guidance or in conjunction with its referral partner.
- Part of our onboarding process centers around identifying learning preferences so that we can tailor the work-based learning experience to meet individual intern needs.

☐ Exceeding

- Our organization offers staff training on working with diverse learners, either under its own guidance or in conjunction with its referral partner.
- Part of our onboarding process centers around identifying learning preferences so that we can tailor the work-based learning experience to meet individual intern needs.
- We include addressing diverse learning needs as part of our organizational mission/goals.

Staffing, Training, and Infrastructure (continued)

Best Practice 5: Identify or establish appropriate and sufficient space and technology to support an effective work-based learning program.

| | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><input type="checkbox"/> Beginning</p> <ul style="list-style-type: none"> • Our organization has yet to consider the space and resources needed to support our ongoing work-based learning program. | <p><input type="checkbox"/> Approaching</p> <ul style="list-style-type: none"> • Our organization has identified the space and resources needed to support our ongoing work-based learning program (rooms for group training and supervision, computers, reliable internet). | <p><input type="checkbox"/> Meeting</p> <ul style="list-style-type: none"> • Our organization has the space and resources needed to support our ongoing work-based learning program (rooms for group training and supervision, computers, reliable internet). | <p><input type="checkbox"/> Exceeding</p> <ul style="list-style-type: none"> • Our organization has the space, resources, and policies needed to support an ongoing work-based learning program (rooms for group training and supervision, computers, reliable internet). • These resources are accessible to mentors and interns as needed, with tracking and accountability protocols. • Our organization has budgeted for maintaining and/or building out these resources. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Intern Recruitment, Orientation/Training, Mentorship, Supervision, and Evaluation

Best Practice 1: Establish effective, iterative, and responsive recruitment strategies in tandem with a referral partner.

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><input type="checkbox"/> Beginning</p> <ul style="list-style-type: none"> • Our organization has begun to discuss our needs around orientation/training. | <p><input type="checkbox"/> Approaching</p> <ul style="list-style-type: none"> • Our organization is building the capacity to promote our work-based learning program in coordination with our referral partner. • Our recruitment process aims to yield diverse and inclusive cohorts. • We have yet to identify staff to serve as reviewers and interviewers. | <p><input type="checkbox"/> Meeting</p> <ul style="list-style-type: none"> • Our organization has the capacity to promote our work-based learning program in coordination with our referral partner. • Our recruitment process aims to yield diverse and inclusive cohorts. • We have identified staff to serve as reviewers and interviewers. | <p><input type="checkbox"/> Exceeding</p> <ul style="list-style-type: none"> • Our organization has established capacity to promote our work-based learning program in coordination with our referral partner. • Our recruitment process yields diverse and inclusive cohorts. • We have staff trained to serve as reviewers and interviewers. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Intern Recruitment, Orientation/Training, Mentorship, Supervision, and Evaluation (continued)

Best Practice 2: Establish effective and interactive, intern-centered onboarding/training workshops.

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><input type="checkbox"/> Beginning</p> <ul style="list-style-type: none"> • Our organization has begun to discuss our needs around orientation/training. | <p><input type="checkbox"/> Approaching</p> <ul style="list-style-type: none"> • Our organization has begun to identify and assemble the components for orientation and training, including a list of topics. | <p><input type="checkbox"/> Meeting</p> <ul style="list-style-type: none"> • Our organization offers orientation/training facilitated by trained staff. • Topics covered include standard administrative tasks, program goals and expectations, workplace culture and inclusivity, and behavioral health ethics and standards. | <p><input type="checkbox"/> Exceeding</p> <ul style="list-style-type: none"> • Our organization has a structured orientation/training plan facilitated by trained staff. • Topics covered include standard administrative tasks, program goals and expectations, workplace culture and inclusivity, and behavioral health ethics and standards. • Our organization is proactively expanding the number of voices facilitating our training, to incorporate, for example, outside experts and intern alumni. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Best Practice 3: Establish effective, interactive, intern-centered follow-up training, mentoring, and/or supervision.

| | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><input type="checkbox"/> Beginning</p> <ul style="list-style-type: none"> • Our organization is building up to weekly mentoring and supervision and recognizes the need to plan for follow-up training. | <p><input type="checkbox"/> Approaching</p> <ul style="list-style-type: none"> • Our organization is in the process of planning follow-up training and building up to weekly mentoring and supervision. | <p><input type="checkbox"/> Meeting</p> <ul style="list-style-type: none"> • Our organization offers structured follow-up training and/or weekly mentoring and supervision. • Training topics covered include revisiting program goals and expectations, overcoming challenges in the workplace, career ladders, etc. | <p><input type="checkbox"/> Exceeding</p> <ul style="list-style-type: none"> • Our organization offers structured follow-up training and/or weekly mentoring and supervision. • Training topics covered include revisiting program goals and expectations, overcoming challenges in the workplace, career ladders, etc. • Our mentors and supervisors demonstrate cultural humility and cultural responsiveness. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Intern Recruitment, Orientation/Training, Mentorship, Supervision, and Evaluation (continued)

Best Practice 4: Establish and implement an ongoing and responsive evaluation process for intern growth and program improvement.

| | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>□ Beginning</p> <ul style="list-style-type: none"> • Our organization has begun to identify key performance and personal/career growth benchmarks for our interns. • We are researching assessment tools. | <p>□ Approaching</p> <ul style="list-style-type: none"> • Our organization has identified some key performance and personal/career growth benchmarks for our interns, as well as ways they might assess our program. • We are developing assessment tools. | <p>□ Meeting</p> <ul style="list-style-type: none"> • Our organization has identified and assessed key performance and personal/career growth benchmarks for our interns. • Our interns assess key performance benchmarks for our program. • We use a flexible and responsive set of assessment tools. | <p>□ Exceeding</p> <ul style="list-style-type: none"> • Our organization has identified and continues to assess key performance and personal/career growth benchmarks for our interns. • Our interns assess key performance benchmarks for our program. • We use a flexible and responsive set of assessment tools, and we have access to personnel who can review, analyze, and synthesize data with an eye toward reporting as well as program improvement. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Programmatic Data Collection and Continuous Improvement

Best Practice 1: Define and support internship program outcomes beyond participation and completion rates.

☐ Beginning

- Our organization is not designed around goals and performance outcomes but may have a defined purpose.

☐ Approaching

- Beyond a central purpose, our organization also has some stated goals and performance outcomes.

☐ Meeting

- Our organization has communicated clear goals and performance outcomes that include skill gains specific to work-based learning experiences.

☐ Exceeding

- Our organization has clear goals and performance outcomes that reflect intern feedback, include a variety of skill gains, and share narratives around successful outcomes.

Best Practice 2: Continuously collect evidence and feedback to conduct ongoing evaluation and plan for internship program improvement.

☐ Beginning

- Our organization collects little to no evidence or feedback and has difficulty conducting program evaluations.

☐ Approaching

- Our organization collects some evidence and feedback and relies on informal reflection for program evaluation.

☐ Meeting

- Our organization collects evidence and feedback on performance outcomes for interns, faculty partners, and in-house staff to conduct and act on a program evaluation.

☐ Exceeding

- Our organization collects data on a broad range of performance outcomes, conducts regular and rigorous program evaluations, and implements data-driven change.

Best Practice 3: Support program innovations by contributing to the planning, implementation, and evaluation of emerging practices.

☐ Beginning

- Our staff struggles when considering changes to their existing practices.

☐ Approaching

- Our staff reflect and engage in dialogue about how to change and improve our internship program.

☐ Meeting

- Our staff regularly engage in data-informed reflection and dialogue about how to change and improve our internship program.

☐ Exceeding

- Our staff regularly engage in data-informed reflection and dialogue about how to improve and refine our internship program.
- Then, we look to pilot and refine new practices.

Promotion and Program Operations

Best Practice 1: Use traditional and social media strategies to raise awareness of program opportunities, outcomes, and general promotion.

☐ Beginning

- Historically, our organization does little to no outreach.
- Our organization provides little staff time for developing a network, and much of the effort is driven by staff initiative rather than a program-driven goal.

☐ Approaching

- Our organization makes some outreach efforts in the form of press coverage, events, and/or social media, but these fall short of a coordinated media/promotional campaign.
- Our organization sporadically provides staff time for developing a network and generally only engages this network in local campaigns and events.

☐ Meeting

- Our organization conducts an outreach campaign that employs a mix of traditional and social media tactics.
- Press and publicity are used effectively to raise awareness about the organization and its mission.
- Our organization provides staff time for developing a network including participants and community partners.

☐ Exceeding

- Our organization conducts a thorough outreach campaign.
- Press coverage, publicity events, and social media materials support the organization's mission, contain targeted messages for different audiences, and seek to attract community support and interest.
- Our organization provides staff time for developing a network including current and past participants, local and regional government offices, and agencies affected by and/or invested in behavioral health workforce development.

Best Practice 2: Establish clear worksite/operational agreements, payroll procedures, safety guidelines, and reporting methods for violations and/or grievances.

☐ Beginning

- Key operational issues are not addressed.

☐ Approaching

- Our organization addresses key operational issues but needs a more systematic approach.

☐ Meeting

- Our organization has clear and effective procedures for the following items: creating and signing effective worksite agreements; addressing worksite violations, liability, and workers' compensation issues; payroll, intern safety training, and handling intern grievances.

☐ Exceeding

- Our organization has clear and effective procedures for all key operational issues.
- There are clear and concise handbooks that detail these policies and procedures.
- Staff and participants are asked to provide feedback on creating better worksite agreements.

| Promotion and Program Operations (continued) | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Best Practice 3: Effectively manage, track, and report resources and program data. | | | |
| <div><input type="checkbox"/> Beginning</div> <div><ul style="list-style-type: none">• Our organization struggles with <u>more than one</u> of the following: timely program monitoring, using the funding effectively, and/or submitting individual record data.</div> | <div><input type="checkbox"/> Approaching</div> <div><ul style="list-style-type: none">• Our organization struggles mostly in one of the following areas: timely program monitoring, using the funding effectively, or submitting individual record data.</div> | <div><input type="checkbox"/> Meeting</div> <div><ul style="list-style-type: none">• Our organization effectively completes all of the following: timely program monitoring, using the funding effectively, and submitting individual record data.</div> | <div><input type="checkbox"/> Exceeding</div> <div><ul style="list-style-type: none">• Our organization effectively completes all of the following: timely program monitoring, effective use of funding, and submission of individual record data.• We are proactively in contact with our funder(s) with feedback and questions.</div> |



EXAMPLE: SMARTIE GOAL

The SMARTIE Goal Worksheet is a tool to help you define clear, actionable, and equitable goals for your MIP implementation plan. By working through each element, you can ensure your goals are well-defined, achievable, and aligned with your organization's values and commitment to intern success.

Review this SMARTIE Goal Example to learn how to use the worksheet, then head to the blank worksheet to create your own plan.

Sample Scenario: *Harmony Behavioral Health is a small organization that has occasionally taken on interns in the past. However, they have never had a formal internship program, much less one that emphasizes mentorship as a key component of the intern experience.*

They've noticed that their previous and current interns often seem lost and unprepared during their first few weeks, and there is no standardized practice to assign mentors or track their progress. To address this, Harmony has decided to develop a structured onboarding process that includes a mentor-matching component to ensure that interns feel welcomed, prepared, and integrated into the team, that they are paired with a supportive mentor from the start, and that this pilot includes a feedback process to monitor the internship's progress for both the intern and the mentor.

SMARTIE GOAL: Harmony Behavioral Health

| | |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S – specific | <p>In a phrase or short sentence, name a specific goal.</p> <p>Develop and implement a standardized onboarding process with mentor matching and a system for gathering intern and mentor feedback throughout the internship.</p> |
| M – measurable | <p>Explain how you will know when you have achieved this goal.</p> <p>A documented onboarding process and mentor-matching system will be created. All new interns will complete the onboarding process and be assigned a mentor within the first week. Feedback forms for interns and mentors will be developed and administered at the midpoint and end of the internship. Intern feedback surveys will show improved satisfaction with onboarding, mentor support, and the overall internship experience. Mentor feedback will indicate increased confidence in their mentoring skills and a better understanding of interns' needs.</p> |
| A – attainable | <p>Explain why you think this goal is realistic.</p> <p>We have existing staff with mentoring experience and can adapt resources from the toolkit. We have the capacity to dedicate staff time to design the process and create feedback forms. We can also leverage existing survey platforms for data collection.</p> |
| R – relevant | <p>Explain how this goal is related to supporting an intern(s).</p> <p>This goal will ensure interns feel welcomed, prepared, and supported, leading to a more positive and productive internship experience. It will also help interns build strong relationships with their mentors from the beginning and provide valuable feedback to improve the program for future cohorts.</p> |

| | |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| T – time-oriented | <p>Describe your timeline for working toward and completing this goal.</p> <p>Within three months, we will:</p> <ol style="list-style-type: none"> 1) Plan and develop the onboarding process and feedback tools, including meeting with key stakeholders, researching best practices, and creating initial drafts. 2) Refine the process and tools, conduct staff training, and pilot test the process with a small group of interns (if feasible). 3) Fully implement the new onboarding process and collect initial feedback from interns and mentors. |
| I – inclusive | <p>How does this goal offer the opportunity to bring traditionally <u>ex</u>cluded individuals into processes, activities, and decisions?</p> <p>We will design the onboarding process and feedback mechanisms to be accessible and inclusive, considering diverse learning styles and communication preferences. The mentor-matching system will consider interns' preferences for mentors who share similar backgrounds or experiences.</p> |
| E – equitable | <p>How does this goal include an element of fairness or justice to address systemic injustice, inequity, or oppression?</p> <p>The onboarding process will provide all interns with equal access to information, resources, and support, regardless of their background or prior experience. We will solicit feedback from past interns to identify and address any potential inequities in the internship program and in the workplace environment.</p> |

SMARTIE Goal for Harmony Behavioral Health:

Within three months, Harmony Behavioral Health will complete the following activities:

1. Plan and develop a standardized, structured onboarding process with mentor matching and ongoing feedback mechanisms, including meeting with key stakeholders, researching best practices, and creating initial drafts of the onboarding schedule, mentor-matching questionnaire, and feedback forms for interns and mentors.
2. Refine the onboarding process and feedback tools, conduct staff training on the new procedures, and pilot test the process with a small group of interns (if feasible). Ensure that the process is accessible and inclusive and that it considers diverse learning styles and communication preferences. Also ensure that the mentor-matching system considers interns' preferences for mentors who share similar backgrounds or experiences.
3. Fully implement the new onboarding process for all incoming interns. Collect initial feedback from interns and mentors to identify any necessary adjustments and address any potential inequities. Ensure all interns have equal access to information, resources, and support, regardless of their background or prior experience.



WORKSHEET: SMARTIE GOAL

The SMARTIE Goal Worksheet is a tool to help you define clear, actionable, and equitable goals for your MIP implementation plan. By working through each element, you can ensure your goals are well-defined, achievable, and aligned with your organization's values and commitment to intern success.

| | |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| S – specific | In a phrase or short sentence, name a specific goal. |
| M – measurable | Explain how you will know when you have achieved this goal. |
| A – attainable | Explain why you think this goal is realistic. |
| R – relevant | Explain how this goal is related to supporting an intern(s). |
| T – time-oriented | Describe your timeline for working toward and completing this goal. |
| I – inclusive | How does this goal offer the opportunity to bring traditionally <u>excluded</u> individuals into processes, activities, and decisions? |
| E – equitable | How does this goal include an element of fairness or justice to address systemic injustice, inequity, or oppression? |

With the worksheet complete, write your SMARTIE goal:

[illegible]



IMPLEMENTATION PLANNING TOOL

This resource will be most effective when used as a partner piece to the Worksite Capacity Survey. The categories, best practices, and component language used in this Implementation Planning Tool mirror those of the Organizational Capacity Survey.

Complete only the portions of this tool that reflect the gaps or areas for improvement identified in the Capacity Survey. Use this tool to prioritize, discuss, assign, and schedule actionable steps, and to identify short- and long-term goals for program development. A best practice is to address only a few prioritized goals first and then move on to others.

Implementing change offers a meaningful opportunity for including staff input and contributions across all tiers of your organization.

| Relationship with an Intern Referral Partner (e.g., Educational Institution, Workforce Board, Community-Based Organization, Department of Corrections) | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------|-----------------|------------------|
| Best Practice | Component | Lead/Contributors/Stakeholders | Timeline | | |
| | | | Within 3 months | Within 6 months | Within 12 months |
| Develop an effective and sustainable point of contact and relationship with a referral partner(s). | <input type="checkbox"/> Develop an effective relationship with an intern referral partner and point of contact. | | | | |
| | <input type="checkbox"/> Have a signed memorandum of understanding and create protocols to communicate effectively and to proactively manage administration and staffing changes (handbook, training/orientation manuals, etc.). | | | | |
| Implement effective, sustainable protocols and practices for recruiting and screening potential interns. | <input type="checkbox"/> Work with our intern referral partner to build an effective pipeline for recruiting potential interns. | | | | |
| | <input type="checkbox"/> Orient our intern referral partner to our range of services, target population, and minimum requirements for participation and contribute to preparing interns for a successful experience. | | | | |

| Staffing, Training, and Infrastructure | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------|-----------------|------------------|
| Best Practice | Component | Lead/Contributors/Stakeholders | Timeline | | |
| | | | Within 3 months | Within 6 months | Within 12 months |
| Plan and implement effective staffing strategies to best ensure initial and sustained success of work-based learning program. | <input type="checkbox"/> Develop training for staff, a minimum of two staff members, one to mentor, another to supervise interns. | | | | |
| | <input type="checkbox"/> Clearly define roles and responsibilities for staff and develop protocols to sustain staffing levels/needs. | | | | |
| | <input type="checkbox"/> Explore staffing strategies that align with our intent to build out the work-based learning program. | | | | |
| Establish and implement effective policies, procedures, and training to enhance and support ongoing work-based learning program staffing. | <input type="checkbox"/> Establish protocols for screening for or providing our mentors and supervisors with the training and experience needed to fulfill their role—including trauma-informed approaches. | | | | |
| | <input type="checkbox"/> Develop a budgeting plan for work-based learning professional development for both new and returning staff. | | | | |

| Staffing, Training, and Infrastructure (continued) | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------|-----------------|------------------|
| Best Practice | Component | Lead/Contributors/Stakeholders | Timeline | | |
| | | | Within 3 months | Within 6 months | Within 12 months |
| Use proactive strategies to raise awareness of and create an inclusive and culturally humble and responsive workplace culture. | <input type="checkbox"/> Create and implement ongoing foundational and advanced diversity, equity, and inclusion (DEI) trainings/workshops. | | | | |
| | <input type="checkbox"/> Establish a DEI committee with a rotating membership charged with helping our organization maintain and grow in terms of its inclusive workplace culture. | | | | |
| | <input type="checkbox"/> Incorporate DEI and cultural humility as core components in our stated organizational mission/goals. | | | | |
| Use proactive strategies to raise awareness of and create an inclusive and responsive workplace for diverse learners. | <input type="checkbox"/> Work with our intern referral partner to develop and offer staff training on working with diverse learners. | | | | |
| | <input type="checkbox"/> Develop an element of onboarding centered around identifying learning preferences so that we can tailor the work-based learning experience to meet individual intern needs. | | | | |
| | <input type="checkbox"/> Include addressing diverse learning needs as part our organizational mission/goals. | | | | |

| Staffing, Training, and Infrastructure (continued) | | | | | |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------|-----------------|------------------|
| Best Practice | Component | Lead/Contributors/Stakeholders | Timeline | | |
| | | | Within 3 months | Within 6 months | Within 12 months |
| Identify or establish appropriate and sufficient space and technology to support an effective work-based learning program. | <input type="checkbox"/> Strategize to designate/develop dedicated space, resources, and policies needed to support an ongoing work-based learning program (rooms for group training and supervision, computers, reliable internet). | | | | |
| | <input type="checkbox"/> Resources are accessible to mentors and interns as needed, with tracking and accountability protocols. | | | | |
| | <input type="checkbox"/> Develop a budgeting plan for maintaining and/or building out the resources to support our ongoing work-based learning program. | | | | |

| Intern Recruitment, Orientation/Training, Supervision, and Evaluation | | | | | |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------|-----------------|------------------|
| Best Practice | Component | Lead/Contributors/Stakeholders | Timeline | | |
| | | | Within 3 months | Within 6 months | Within 12 months |
| Establish effective, iterative, and responsive recruitment strategies in tandem with a referral partner. | <input type="checkbox"/> Strategize and build capacity to promote our work-based learning program in coordination with our referral partner. | | | | |
| | <input type="checkbox"/> Review, assess, and revise recruitment process to yield diverse and inclusive cohorts more effectively. | | | | |
| | <input type="checkbox"/> Identify and train staff to serve as reviewers and interviewers. | | | | |
| Establish effective and interactive, intern-centered onboarding/training workshops. | <input type="checkbox"/> Develop and implement a structured orientation/training plan facilitated by trained staff. | | | | |
| | <input type="checkbox"/> Identify and develop orientation tools for topics including standard administrative tasks, program goals and expectations, workplace culture and inclusivity, and behavioral health ethics and standards. | | | | |
| | <input type="checkbox"/> Strategize and proactively expand the number of voices facilitating our training, to incorporate, for example, outside experts and intern alumni. | | | | |

| Intern Recruitment, Orientation/Training, Supervision, and Evaluation (continued) | | | | | |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------|-----------------|------------------|
| Best Practice | Component | Lead/Contributors/Stakeholders | Timeline | | |
| | | | Within 3 months | Within 6 months | Within 12 months |
| Establish effective and interactive, intern-centered follow-up training, mentoring, and/or supervision. | <input type="checkbox"/> Design, schedule, and implement structured follow-up training and/or weekly mentoring and supervision. | | | | |
| | <input type="checkbox"/> Identify and develop tools for topics such as revisiting program goals and expectations, overcoming challenges in the workplace and career ladders. | | | | |
| | <input type="checkbox"/> Review, assess, and strategize procedures and supports to ensure that supervisors demonstrate cultural humility and cultural responsiveness. | | | | |
| Establish and implement an ongoing and responsive evaluation process for intern growth and program improvement. | <input type="checkbox"/> Identify and assess key performance and personal/career growth benchmarks for our interns. | | | | |
| | <input type="checkbox"/> Strategize and implement a plan for interns to assess key performance benchmarks for our program. | | | | |
| | <input type="checkbox"/> Develop or find a flexible and responsive set of assessment tools, and identify personnel who can review, analyze, and synthesize data with an eye toward reporting as well as program improvement. | | | | |

| Programmatic Data Collection and Continuous Improvement | | | | | |
|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------|-----------------|------------------|
| Best Practice | Component | Lead/Contributors/Stakeholders | Timeline | | |
| | | | Within 3 months | Within 6 months | Within 12 months |
| Define and support internship program outcomes beyond participation and completion rates. | <input type="checkbox"/> Define clear goals and outcomes that reflect intern feedback, include a variety of skill gains, and share narratives around successful outcomes. | | | | |
| Continuously collect evidence and feedback to conduct ongoing evaluations and plan for internship program improvement. | <input type="checkbox"/> Establish scope and means to collect data on a broad range of performance outcomes focused on implementing data-driven change. | | | | |
| Support program innovations by contributing to the planning, implementation, and evaluation of emerging practices. | <input type="checkbox"/> Establish protocols for staff to regularly engage in data-informed reflection and dialogue about how to improve and refine our internship program. | | | | |
| | <input type="checkbox"/> Establish protocols and blueprints to pilot and refine new practices. | | | | |

| Promotion and Program Operations | | | | | |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------|-----------------|------------------|
| Best Practice | Component | Lead/Contributors/Stakeholders | Timeline | | |
| | | | Within 3 months | Within 6 months | Within 12 months |
| Use traditional and social media strategies to raise awareness of program opportunities, outcomes, and general promotion. | <input type="checkbox"/> Design and implement a thorough outreach campaign including press coverage, publicity events, and social media materials that support the program mission, contain targeted messages for different audiences, and seek to attract community support and interest. | | | | |
| | <input type="checkbox"/> Provide, structure, and coordinate staff time for developing a network including current and past participants, local and regional government offices, and agencies affected by and/or invested in behavioral health workforce development. | | | | |

| Promotion and Program Operations (continued) | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------|-----------------|------------------|
| Best Practice | Component | Lead/Contributors/Stakeholders | Timeline | | |
| | | | Within 3 months | Within 6 months | Within 12 months |
| Establish clear worksite/ operational agreements, payroll procedures, safety guidelines, and reporting methods for violations and/or grievances. | <input type="checkbox"/> Establish clear and effective procedures for all key operational issues and clear and concise handbooks that detail these policies and procedures. | | | | |
| | <input type="checkbox"/> Establish protocols for staff and participants to provide feedback on creating more effective and relevant worksite agreements. | | | | |
| Effectively manage, track, and report resources and program data. | <input type="checkbox"/> Establish protocols and oversight to effectively complete all of the following: timely program monitoring, effective use of funding, and submission of individual record data. | | | | |
| | <input type="checkbox"/> Proactively contact our funders with feedback and questions. | | | | |



ASSET-MAPPING TEMPLATE

This template offers suggestions for how to organize and track community assets as they relate to your mentored internship programming. This same approach can be used in a spreadsheet format. Consider where a drop-down menu could offer a quick set of relevant options, such as with the “Focus” column (for example, options could include Educational, Licensing/Credentialing, Career Center, and Behavioral Health Provider).

| Organization | Focus | Contact Person | Contact Email/ Phone | Website | MOU Y/N | Notes/Comments |
|---------------------------------|-------------|----------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------|------------|--------------------------------------------------------|
| EXAMPLE: University of . . . | Educational | Dr. John Doe | jdoe@university.edu (222) 222-2222 ext. 22 | www.university.org | | Have recruited interns from M.S.W. program since 2017. |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |



MEMORANDUM OF UNDERSTANDING (MOU) TEMPLATE

This MOU is between **Educational Partner (Party A)** and **Clinical Partner (Party B)**.

Purpose and Scope

The purpose of this MOU is to define the roles and responsibilities of each party as they relate directly to providing a supportive and engaging work-based learning experience for student-interns, with the intent of fostering the professional development of individual participants and augmenting a workforce pipeline for the behavioral health field.

Term of MOU

This MOU is effective upon the day and date last signed and duly executed by the authorized representative of the parties and shall remain in full force and effect for no longer than **XX weeks/months/years**.

Responsibilities of Party A

Collaborate/partner with Party B to

- Identify a program coordinator/point of contact to ensure effective communication, problem-solving, and sustainability related to the goals of this work-based learning internship;
- Communicate any staffing changes that require introductions and (re)orientation to programming within the context of this MOU;
- Orient interns to/review with interns the core workplace skills (effective, professional communication; collaboration; dependability and accountability; initiative; etc.); and
- Coordinate how program assessment/data will be administered/collected.

Prepare interns by

- Providing/reviewing academic content relevant to the clinical worksite,
- Completing/reviewing internship goals (e.g., Internship Expectation Worksheet), and
- Reviewing protocols for communication among stakeholders.

Responsibilities of Party B

Collaborate/partner with Party A to

- Identify a program coordinator/point of contact to ensure effective communication, problem-solving, and sustainability related to the goals of this work-based learning internship;
- Communicate any staffing changes that require introductions and (re)orientation to programming within the context of this MOU;
- Orient interns to/review with interns the core workplace skills (effective, professional communication; collaboration; dependability and accountability; initiative; etc.); and
- Coordinate how program assessment/data will be administered/collected.

Support interns by

- Striving to align worksite responsibilities/tasks to academic preparation/career interest;
- Reviewing internship goals (e.g., Internship Expectation Worksheet);
- Orienting interns to/reviewing with interns worksite protocols (parking, sign-in/-out protocols, proper use of equipment, timesheets, dress code, etc.) and professional expectations (confidentiality; forms of address; diversity, equity, and inclusion expectations; etc.);
- Reviewing protocols for communication among stakeholders;
- Providing regular, supportive supervision; and
- Completing an exit interview.

Signature

Signature

Name Printed

Name Printed

Title

Title

Organization

Organization

Date

Date



SAMPLE REVISED JOB DESCRIPTION

Revising Job Descriptions

A re-emerging best practice is to implement a competency-based approach to job descriptions, interview and hiring practices, onboarding and performance management, and discussion of career pathways. This whole-person approach allows an organization to go beyond assessing qualifications to include inviting and gauging candidates who are a good fit for their workplace culture and care team dynamics.

| Original | Change | Revised |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Behavioral Health Intern, Full-Time</p> <p>Our organization is seeking interns in behavioral health interested in learning all about managed care and being part of our dynamic company. This is the opportunity of a lifetime to see how an effective organization runs.</p> | <p>Added a short second paragraph toward being more inclusive and welcoming of interested candidates.</p> | <p>Behavioral Health Intern, Full-Time</p> <p>Our organization is seeking interns in behavioral health interested in learning all about managed care and being part of our dynamic company. This is the opportunity of a lifetime to see how an effective organization runs.</p> <p>If this opportunity interests you, even if you do not yet have all the knowledge, skills, and attributes (KSAs) listed below but you do have an interest in pursuing a career in behavioral health, we're interested in talking with you.</p> |

| Original | Change | Revised |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Responsibilities:</p> <ul style="list-style-type: none"> • Undertake an internship designed to provide on-the-job training and experience. • Engage in various work assignments, projects, and activities of varying complexity, structured to enable the intern to gain the necessary KSAs needed to perform at a professional level. • Complete day-to-day activities including but not limited to desk-level procedures (intake, medical history), workflow management, care-related service provision (as appropriate), participation in meetings, and documentation. • Receive training and mentorship in planning and carrying out activities and assignments. • Undertake and/or participate in projects and programs designed to develop professional skills and expertise appropriate to the needs of the organization. • Execute multiple assignments in an efficient manner. • Perform miscellaneous job-related duties as assigned. <p>Education/Experience:</p> <ul style="list-style-type: none"> • High school diploma. • Enrollment in an undergraduate or graduate degree program related to behavioral health. • Strong verbal and written communication skills. • Excellent analytical and problem-solving skills. • Ability to work well on a team. • Ability to work in fast-paced environment. • Strong work ethic and attention to detail. • Ability to execute tasks with a sense of urgency. • General computer skills, including skills with Microsoft Word, Excel, and PowerPoint. | <ul style="list-style-type: none"> • Prioritized and used KSAs framework to articulate the scope of expectations; used language from original Education/ Experience section but edited, simplified, and added more language related to desired attributes. • Moved the Responsibilities section below the KSAs to prioritize job fit over job duties; simplified some of the language. | <p>Knowledge:</p> <ul style="list-style-type: none"> • High school diploma. • Enrollment in an undergraduate or graduate degree program related to behavioral health (e.g., psychology, applied health care, social work, sociology, human services). <p>Skills:</p> <ul style="list-style-type: none"> • Strong verbal and written communication skills. • Excellent analytical and problem-solving skills. • General computer skills, including skills with Microsoft Word, Excel, and PowerPoint. <p>Attributes:</p> <ul style="list-style-type: none"> • Dedicated to helping others. • Enjoys collaborating on a team. • Doesn't mind a fast-paced environment. • Kind and caring. • Curious and willing to ask questions. <p>Responsibilities:</p> <ul style="list-style-type: none"> • Engage in an internship designed to provide on-the-job training and experience. • Engage in various work assignments, projects, and activities to expand on the KSAs needed to perform at a professional level. • Complete day-to-day activities including but not limited to desk-level procedures (intake, medical history), workflow management, care-related service provision (as appropriate), participation in meetings, and documentation. • Receive training and mentorship. • Undertake and/or participate in projects and programs designed to develop professional skills and expertise. • Complete other job-related duties as assigned. |

| Original | Change | Revised |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| We are an Equal Opportunity/Affirmative Action employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, sexual orientation, gender identity, protected veteran status, status as an individual with a disability, or status as belonging to any other protected class, as required by federal, state, or local law. We will consider reasonable accommodation requests as part of the recruiting and hiring process. | No change. | We are an Equal Opportunity/Affirmative Action employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, sexual orientation, gender identity, protected veteran status, status as an individual with a disability, or status as belonging to any other protected class, as required by federal, state, or local law. We will consider reasonable accommodation requests as part of the recruiting and hiring process. |

After applying a competency-based lens to job descriptions and postings, start to align all other job-related content and protocols to create a consistent set of expectations, benchmarks, and key performance indicators based on the same language. This may include the following:

- Interview questions and onboarding.
- Goal-setting and performance reviews.
- Discussions during mentoring and supervision.



SAMPLE INTERVIEW QUESTIONS

Introduction

These sample interview questions are designed to guide your assessment of candidates for the Mentored Internship Program (MIP), focusing on attributes, skills, and experiences relevant to success in behavioral health and within a mentorship dynamic.

To promote transparency and candidate comfort, consider sharing these questions in advance. The interview questions are structured to include (1) the sample question, which should be tailored to the specific position; (2) probing questions, for follow-up to gain deeper insights; and (3) evaluation guidance, to ensure fair and consistent assessment. Remember that not all questions will be necessary for every interview. Adapt the questions to fit your internship requirements, the candidate's education level (e.g., high school, master's), and the position's complexity.

I. Assessing Attributes (Personal Qualities)

Rationale: These questions explore the candidate's personal qualities and how they align with the organization's values and the demands of behavioral health work.

Sample Questions

1. "In the job description, we highlighted [list two or three key attributes, e.g., empathy, resilience, cultural sensitivity]. Which of these do you believe are your strongest, and can you provide a specific example from your academic, volunteer, or work experience that demonstrates this?"
 - **Probing:** "Can you tell me more about the situation? How did you feel? What was the outcome?"
2. "Behavioral health work can be challenging. Describe a time you faced a difficult situation and how you demonstrated resilience and perseverance."
 - **Probing:** "What strategies did you use to cope? What did you learn from that experience?"
3. "Diversity is essential in our organization. How do you demonstrate openness to diverse perspectives and a willingness to learn about different cultures?"
 - **Probing:** "Give an example of a time you interacted with someone from a different background. What did you do to ensure respectful communication?"
4. "Mentorship is a key part of our program. What qualities do you value in a mentor, and how do you think you would best use a mentor's guidance?"
 - **Probing:** "What are your preferred learning styles? How do you typically receive feedback?"

Evaluation Guidance:

- Look for specific examples and detailed explanations, not just general statements.
- Assess the candidate's self-awareness and ability to articulate their strengths and weaknesses.
- Evaluate their responses in terms of the organization's values (e.g., compassion, integrity, collaboration).
- Consider their openness to learning and receiving guidance.

II. Assessing Skills

Rationale: These questions assess the candidate's practical skills and their ability to apply them in a behavioral health context.

Sample Questions:

"This internship involves [mention key skills, e.g., communication, problem-solving, documentation]. Describe your experience with [choose one of those skills] and provide an example of how you effectively used it."

- **Probing:** "What was the context? What were the key steps you took? What was the result?"

"Tell me about a time you had to work as part of a team to achieve a goal. What role did you play, and how did you contribute to the team's success?"

- **Probing:** "How did you handle disagreements? How did you ensure effective communication within the team?"

"In behavioral health, ethical dilemmas can arise. Describe how you would approach a situation where you observed a colleague acting unethically."

- **Probing:** "What factors would you consider? What steps would you take?"

"How do you typically manage your time and prioritize tasks, especially when dealing with multiple deadlines?"

- **Probing:** "Can you give an example of a time you successfully managed a demanding workload?"

Evaluation Guidance

- Focus on the candidate's ability to provide concrete examples and demonstrate skills.
- Assess their problem-solving approach, communication style, and teamwork abilities.
- Evaluate their ethical reasoning and awareness of professional boundaries.
- Consider their time management and organizational skills.

III. Assessing Education, Experience, and Fit

Rationale: These questions explore the candidate's academic background, relevant experience, and overall fit with the internship program and organization.

Sample Questions

1. "What aspects of your education or training do you believe are most relevant to this internship, and why?"
 - **Probing:** "Did any specific courses or projects prepare you for this type of work?"
2. "Describe any experience you have (academic, volunteer, or work-related) that has exposed you to the behavioral health field or working with individuals in need."
 - **Probing:** "What did you learn from that experience? What were the challenges and rewards?"
3. "What are your career goals in the behavioral health field, and how do you see this internship contributing to your development?"
 - **Probing:** "What are you hoping to gain from this experience? What skills do you want to develop?"
4. "Why are you interested in our organization and this particular internship program?"
 - **Probing:** "What do you know about our mission and values? What excites you about this opportunity?"

Evaluation Guidance

- Assess the relevance of the candidate's education and experience to the internship.
- Evaluate their career goals and motivation for working in behavioral health.
- Consider their understanding of the organization and their alignment with its mission.
- Gauge their overall enthusiasm and fit for the program.



UNDERSTANDING BEHAVIORAL HEALTH INTERNSHIPS

An internship in the behavioral health field is a structured form of work-based learning, providing individuals pursuing a related degree with the opportunity to gain practical experience and develop career-related skills. These internships are typically integrated into an academic program to fulfill degree requirements. The scope of work for a behavioral health intern is defined by their academic level (undergraduate, graduate, or post-graduate), the requirements of their degree program, and the regulations governing their specific field of practice. The following guidelines outline common permitted and restricted activities for behavioral health interns.

Permitted Activities (Can Do)

- **Observation and Shadowing:** Interns can observe licensed professionals (e.g., clinicians, counselors, social workers) to learn assessment techniques, intervention strategies, and therapeutic modalities.
- **Administrative and Supportive Tasks:** Interns may assist with documentation, scheduling, data collection, and progress reporting, gaining valuable insight into service delivery processes.
- **Community Outreach:** Under the supervision of a licensed professional, interns can participate in outreach initiatives, such as public health campaigns, wellness program promotion, and community workshops.
- **Client Interaction (with Supervision):** Depending on their training level, interns may assist with client intakes, assessments, and interviews under direct supervision. Graduate-level interns may co-facilitate therapy sessions or lead group sessions, contingent on meeting competency requirements and receiving appropriate supervision.
- **Program Development:** Interns can assist with developing or refining programs related to mental health services, conducting research, or creating resources for clients (e.g., educational materials or outreach tools) and other related public health or prevention activities.

Restricted Activities (Cannot Do)

1. **Unsupervised Client Care:** Interns cannot provide any clinical services or therapies without direct supervision from a licensed professional. This includes diagnosing independently, planning treatment, and conducting therapy.
2. **Handling of Sensitive Information Without Authorization:** Interns must adhere to Health Insurance Portability and Accountability Act (HIPAA) regulations and can access or handle sensitive client information only under strict supervision and with appropriate consent. In addition to HIPAA on the federal level, California has state-based privacy laws for behavioral health and health care, including the Confidentiality of Medical Information Act and the California Consumer Privacy Act, which contains the California Privacy Rights Act amendment. If you are not sure what interns can and cannot do regarding sensitive information, consult with your organization's legal team as you build their job descriptions.
3. **Independent Clinical Decision-Making:** Interns are not authorized to make independent clinical decisions or modify treatment plans unless explicitly allowed under close supervision within their training plan.



QUESTIONNAIRE: MENTEE MATCHING

I. Basic Information

1. Name: _____

2. Pronouns: _____ (Optional)

3. Email Address: _____

4. Phone Number: _____ (Optional)

5. Current Education Level:

- ☐ High school
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Doctorate
- ☐ Post-doctorate
- ☐ Other: _____

6. Degree/Program of Study: _____

7. Career Stage:

- ☐ Early career (0–2 years in the field)
- ☐ Emerging professional (3–5 years in the field)
- ☐ Career change
- ☐ Other: _____

II. Career Goals and Interests

1. Which of the following behavioral health areas are you most interested in exploring during your internship? (Select all that apply.)

- ☐ Mental health counseling
- ☐ Substance use disorder treatment
- ☐ Community mental health
- ☐ Child and adolescent services
- ☐ Geriatric behavioral health
- ☐ Trauma-informed care
- ☐ Crisis intervention
- ☐ Other: _____

☐ 2. What are your primary career goals in the behavioral health field? (Select up to three.)

- ☐ Gain specific clinical skills
- ☐ Explore different career paths
- ☐ Build professional network
- ☐ Prepare for licensure/certification
- ☐ Develop research skills
- ☐ Increase confidence in clinical practice
- ☐ Other: _____

3. What type of role do you envision yourself having in 5 years? (Open-ended)

4. What specific skills do you hope to develop during your internship? (Open-ended)

III. Learning Style and Preferences

1. How do you prefer to receive feedback?

- ☐ Verbal feedback
- ☐ Written feedback
- ☐ A combination of verbal and written feedback
- ☐ Immediate feedback
- ☐ Reflective feedback (after time to process)

2. What kind of learning environment do you find most effective?

- ☐ Hands-on experience
- ☐ Observing others
- ☐ Discussing concepts
- ☐ Structured assignments
- ☐ Independent projects

3. How comfortable are you with seeking guidance and asking questions?

- ☐ Very comfortable
- ☐ Comfortable
- ☐ Somewhat comfortable
- ☐ Uncomfortable

4. What level of guidance do you prefer from a mentor?

- ☐ Very directive (clear instructions, specific advice)
- ☐ Collaborative (working together to find solutions)
- ☐ Supportive (encouragement, listening)
- ☐ A combination of these (please specify): _____

IV. Preferences and Considerations

1. Are there any specific characteristics or experiences that you would *prefer* in a mentor?

(Optional; select all that apply.)

- ☐ Someone with experience in my specific area of interest (specify): _____
- ☐ Someone who shares a similar professional background
- ☐ Someone who has navigated similar career challenges
- ☐ Someone with shared lived experiences (specify): _____
- ☐ A mentor of a specific gender identity (specify): _____
- ☐ A mentor of a similar cultural/ethnic background
- ☐ Other: _____

2. Are there any factors that might make it difficult for you to connect with a mentor? (Optional; open-ended)

3. What are your typical communication preferences?

- ☐ In-person meetings
- ☐ Phone calls
- ☐ Email
- ☐ Videoconferences
- ☐ Text messages

4. What is your availability for meeting with a mentor? (Specify days/times.)

V. Additional Information (Optional)

1. Is there anything else you'd like us to know to help with the mentor-matching process? (Optional; open-ended)



QUESTIONNAIRE: MENTOR MATCHING

I. Basic Information

1. Name: _____

2. Pronouns: _____ (Optional)

3. Department/Position: _____

4. Years of Experience in Behavioral Health:

- ☐ 0–5 years
- ☐ 6–10 years
- ☐ 11–15 years
- ☐ 16–20 years
- ☐ 20+ years

5. Licensure/Credentials: (Select all that apply.)

- ☐ LCSW
- ☐ LMFT
- ☐ LPCC
- ☐ RN
- ☐ Ph.D.
- ☐ Psy.D.
- ☐ Other: _____

II. Mentoring Experience and Style

1. Have you served as a mentor before?

- ☐ Yes
- ☐ No
- ☐ If yes, how many times? _____

2. What aspects of being a mentor do you find most rewarding? (Select up to three.)

- ☐ Guiding someone's career path
- ☐ Sharing my expertise
- ☐ Developing my leadership skills
- ☐ Learning new perspectives
- ☐ Contributing to the field
- ☐ Building a professional relationship
- ☐ Other: _____

3. Describe your preferred mentoring style: (Select all that apply.)

- ☐ Directive: Providing clear instructions and specific advice
- ☐ Collaborative: Working together to explore options and find solutions
- ☐ Supportive: Offering encouragement, listening, and emotional support
- ☐ Coaching-oriented: Focusing on skill development and performance improvement
- ☐ Role-modeling: Demonstrating best practices and professional behavior

4. How comfortable are you with providing feedback in the following areas? (Rate on a scale of 1 to 5, where 1 = not comfortable and 5 = very comfortable.)

- ☐ Clinical skills
- ☐ Professionalism
- ☐ Communication skills
- ☐ Time management
- ☐ Self-care/well-being

5. What are your strengths as a mentor? (Open-ended)

6. What areas of mentoring do you want to develop further? (Open-ended)

III. Areas of Expertise and Interest

1. In which of the following areas of behavioral health are you comfortable mentoring? (Select all that apply.)

- ☐ Assessment and diagnosis
- ☐ Treatment planning
- ☐ Therapeutic modalities (specify): _____
- ☐ Crisis intervention
- ☐ Ethical and legal issues
- ☐ Documentation
- ☐ Professional development
- ☐ Career planning
- ☐ Navigating organizational culture
- ☐ Self-care and burnout prevention
- ☐ Other: _____

2. Are you comfortable mentoring mentees with the following backgrounds/experiences?
(Indicate “yes” or “no” for each.)

- ☐ Early-career professionals
- ☐ Career changers
- ☐ Individuals from diverse cultural backgrounds
- ☐ Individuals with lived experience
- ☐ Students with specific learning needs

3. Do you have any specific interests or experiences that you'd like to share with a mentee (e.g., research, advocacy, specific populations)? (Open-ended)
-

IV. Support and Development

1. What type of training or resources would be most helpful for you as a mentor? (Select all that apply.)

- ☐ Training on providing constructive feedback
- ☐ Training on addressing common mentee challenges
- ☐ Resources on setting boundaries and expectations
- ☐ Opportunities to connect with other mentors
- ☐ Guidance on cultural humility and diversity
- ☐ Other: _____

2. What format for training and support do you prefer? (Select all that apply.)

- ☐ Workshops
- ☐ Online modules
- ☐ Mentoring guides/manuals
- ☐ Regular group meetings with other mentors
- ☐ One-on-one consultations

3. Are there any specific areas where you feel you need more support or guidance to be an effective mentor? (Open-ended)
-

V. Availability and Preferences

1. What are your preferred methods of communication with a mentee? (Select all that apply.)

- ☐ In-person meetings
- ☐ Phone calls
- ☐ Email
- ☐ Videoconferences
- ☐ Text messages

2. What is your typical availability for meeting with a mentee? (Specify days/times.)

3. Are there any time commitments or work demands that might limit your availability or flexibility as a mentor? (Open-ended.)

VI. Additional Information (Optional)

1. Is there anything else you'd like us to know to help with the mentor-matching process? (Optional; open-ended)



PREPARING FOR YOUR INTERNSHIP: A GUIDE FOR INTERNS

Work-based learning is a valuable part of your education and can help you explore future career paths. This guide outlines what you can expect from your school, faculty, mentor, and worksite supervisor and provides a checklist to help you prepare for a successful internship experience.

Understanding Your Support System

A successful internship involves a partnership between you, your school, and your internship site. Here's what each party typically provides:

Your School and Faculty:

- Your school has an agreement with the field site to ensure a high-quality learning experience.
 - This agreement often specifies that the site will align your work with your career interests, provide necessary information about policies and procedures, and offer appropriate supervision.
 - If your internship isn't meeting these expectations, communicate your concerns to your internship advisor or coordinator.
- Faculty will support your development of clinical knowledge and skills.
- Faculty preceptors will collaborate with your worksite supervisor to connect you with relevant activities and provide feedback on your performance.
 - Feedback from faculty is intended to be constructive and help you improve your practice.

Your Mentor:

- Your mentor offers guidance, support, and career development advice based on trust, openness, and mutual learning.
- Your mentor will help you develop your professional goals and skills through discussions and learning activities.
- Your mentor shares insights and experiences, models effective workplace relationships, answers your questions, and addresses your concerns.

Your Worksite Supervisor:

- Your worksite supervisor is your main point of contact at the internship site.
- Your supervisor manages your onboarding, provides orientation to the organizational culture, and explains expectations, policies, and procedures.
- Your supervisor should also discuss your specific goals and help you access any necessary accommodations.

Reflection:

- What are you most excited to learn from your mentor?
- What support do you anticipate needing from your worksite supervisor?

Preparing for Your Internship: A Checklist

To ensure a smooth start to your internship, complete the following steps:

- Administrative Tasks:
 - ☐ Complete all required application materials.
 - ☐ Attend all scheduled meetings with internship coordinators and advisors.
 - ☐ Complete any necessary background checks.
 - ☐ Complete Health Insurance Portability and Accountability Act (HIPAA) training (if required).
- Communication with Your Worksite Supervisor:
 - ☐ Communicate with your supervisor before your start date to confirm key details.
 - ☐ Verify that you have completed all required tasks and training.
 - ☐ Obtain answers to these questions:
 - ☐ Where do I go on my first day, and what time should I arrive?
 - ☐ What is my schedule for the first week?
 - ☐ Is parking available? Where is it located, and what is the cost?
 - ☐ What is the expected dress code?

Reflection:

- What steps can you take to ensure you have a productive relationship with your supervisor?
- What information do you still need to gather before starting your internship?



INTERNSHIP ONBOARDING AND OFFBOARDING: ROLES AND RESPONSIBILITIES

This is a shared document to guide activities when onboarding and offboarding interns. Using this form, employers, supervisors, mentors, educators or referral partners, and interns can collaborate and coordinate the intern experience.

Referral Partner and Work-Based Learning Site (Completed Together)

Onboarding

- ☐ **Core Workplace Skills:** Collaboratively identify and plan how to orient interns to core workplace skills (e.g., effective communication, professionalism, collaboration, dependability, accountability, initiative).
- ☐ **Communication Protocols:** Identify all stakeholders involved (faculty, worksite supervisor, intern) and establish clear communication protocols for updates, changes, and challenges.
- ☐ **Assessment Tools:** Collaboratively discuss and develop assessment tools (e.g., surveys, debriefing formats) to gather data and inform program improvement.

Offboarding

- ☐ **Assessment Implementation:** Coordinate the implementation of the agreed-upon assessment tools to collect data for program evaluation.
- ☐ **Exit Interview Format:** Collaboratively discuss and design the format for the intern's exit interview (which may be part of the overall assessment strategy).
- ☐ **Data Review and Program Improvement:** Jointly review assessment data and coordinate program adjustments for future mentored internship program iterations.

Faculty/Educational Partner (Completed with Intern/Interns)

Onboarding

- ☐ **Classroom Content:** Review and highlight classroom content relevant to the intern's placement and worksite.
- ☐ **Workplace Skills Instruction:** Provide instruction and guidance on workplace skills, as agreed upon with the work-based learning site.
- ☐ **Internship Expectations:** Collaboratively complete the Internship Expectations Worksheet with the intern.

Offboarding

- ☐ **Assessment Oversight:** Check on and supervise the intern's completion of assessment tools.
- ☐ **Communication Protocols:** Review communication protocols among all stakeholders.

Work-Based Learning Site (Completed with Intern/Interns)

Onboarding

- ☐ **Workplace Procedures:** Orient interns to workplace procedures (e.g., hours, schedule, parking, sign-in/out, timesheets, equipment use, dress code).
- ☐ **Workplace Professionalism:** Orient interns to workplace professionalism (e.g., confidentiality, forms of address, diversity, equity, and inclusion expectations).
- ☐ **Workplace Skills Instruction:** Provide instruction and guidance on workplace skills, as agreed upon with the faculty/educational partner.
- ☐ **Internship Expectations:** Review the Internship Expectations Worksheet with the intern and develop a plan to support their goals.
- ☐ **Communication Protocols:** Review communication protocols among all stakeholders.

Offboarding

- ☐ **Assessment Oversight:** Check on and supervise the intern's completion of assessment tools.
- ☐ **Exit Interview:** Conduct the intern's exit interview.



FACULTY–STUDENT INTERNSHIP EXPECTATIONS FORM

Use this form to identify, describe, set, and track expectations, skills, and goals—academic, clinical, workplace-specific, career, or other.

Complete only the parts needed to provide each intern with an appropriate, attainable, and measurable set of goals.

This form should be completed with the intern, allowing for their input and revision so that the resulting set of goals reflects a mutually understood intent, a foundation for professional development, and a record toward accountability.

| Academic Expectations | | | | |
|----------------------------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------|
| Expectation/ Competency | Brief Description | Timeline | Status | Notes/Comments |
| | | <input type="checkbox"/> 2 weeks <input type="checkbox"/> 4 weeks <input type="checkbox"/> 8 weeks <input type="checkbox"/> 12 weeks | <input type="checkbox"/> In progress <input type="checkbox"/> Completed | |
| | | <input type="checkbox"/> 2 weeks <input type="checkbox"/> 4 weeks <input type="checkbox"/> 8 weeks <input type="checkbox"/> 12 weeks | <input type="checkbox"/> In progress <input type="checkbox"/> Completed | |

Academic Expectations (continued)

| Expectation/ Competency | Brief Description | Timeline | Status | Notes/Comments |
|----------------------------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------|
| | | <input type="checkbox"/> 2 weeks <input type="checkbox"/> 4 weeks <input type="checkbox"/> 8 weeks <input type="checkbox"/> 12 weeks | <input type="checkbox"/> In progress <input type="checkbox"/> Completed | |
| | | <input type="checkbox"/> 2 weeks <input type="checkbox"/> 4 weeks <input type="checkbox"/> 8 weeks <input type="checkbox"/> 12 weeks | <input type="checkbox"/> In progress <input type="checkbox"/> Completed | |
| | | <input type="checkbox"/> 2 weeks <input type="checkbox"/> 4 weeks <input type="checkbox"/> 8 weeks <input type="checkbox"/> 12 weeks | <input type="checkbox"/> In progress <input type="checkbox"/> Completed | |

| Job Readiness Skills | | | | |
|----------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------|
| Skill | Benchmarks/Components | Timeline | Status | Notes/Comments |
| | | <input type="checkbox"/> 2 weeks <input type="checkbox"/> 4 weeks <input type="checkbox"/> 8 weeks <input type="checkbox"/> 12 weeks | <input type="checkbox"/> In progress <input type="checkbox"/> Completed | |
| | | <input type="checkbox"/> 2 weeks <input type="checkbox"/> 4 weeks <input type="checkbox"/> 8 weeks <input type="checkbox"/> 12 weeks | <input type="checkbox"/> In progress <input type="checkbox"/> Completed | |
| | | <input type="checkbox"/> 2 weeks <input type="checkbox"/> 4 weeks <input type="checkbox"/> 8 weeks <input type="checkbox"/> 12 weeks | <input type="checkbox"/> In progress <input type="checkbox"/> Completed | |
| | | <input type="checkbox"/> 2 weeks <input type="checkbox"/> 4 weeks <input type="checkbox"/> 8 weeks <input type="checkbox"/> 12 weeks | <input type="checkbox"/> In progress <input type="checkbox"/> Completed | |

| Job Readiness Skills (continued) | | | | |
|----------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------|
| Skill | Benchmarks/Components | Timeline | Status | Notes/Comments |
| | | <input type="checkbox"/> 2 weeks <input type="checkbox"/> 4 weeks <input type="checkbox"/> 8 weeks <input type="checkbox"/> 12 weeks | <input type="checkbox"/> In progress <input type="checkbox"/> Completed | |

Example Skills (Components)

Effective Communication (Active Listening, Nonverbal Communication, Note-taking, Clarifying Questions)

Effective Collaboration (Identifying Roles, Clarifying Responsibilities, Problem-solving)

Cultural Humility (Active Listening, Self-assessment, Empathy, Openness to Change)

Professional Engagement (Establishing Trust, Positive Rapport, Transparency, Problem-solving, Motivating)

| Career Exploration Goals | | | | |
|--------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------|
| Guiding Question | Resources/Supports | Timeline | Status | Notes/Comments |
| | | <input type="checkbox"/> 2 weeks <input type="checkbox"/> 4 weeks <input type="checkbox"/> 8 weeks <input type="checkbox"/> 12 weeks | <input type="checkbox"/> In progress <input type="checkbox"/> Completed | |
| | | <input type="checkbox"/> 2 weeks <input type="checkbox"/> 4 weeks <input type="checkbox"/> 8 weeks <input type="checkbox"/> 12 weeks | <input type="checkbox"/> In progress <input type="checkbox"/> Completed | |
| | | <input type="checkbox"/> 2 weeks <input type="checkbox"/> 4 weeks <input type="checkbox"/> 8 weeks <input type="checkbox"/> 12 weeks | <input type="checkbox"/> In progress <input type="checkbox"/> Completed | |
| | | <input type="checkbox"/> 2 weeks <input type="checkbox"/> 4 weeks <input type="checkbox"/> 8 weeks <input type="checkbox"/> 12 weeks | <input type="checkbox"/> In progress <input type="checkbox"/> Completed | |

| Career Exploration Goals (continued) | | | | |
|--------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------|
| Guiding Question | Resources/Supports | Timeline | Status | Notes/Comments |
| | | <input type="checkbox"/> 2 weeks <input type="checkbox"/> 4 weeks <input type="checkbox"/> 8 weeks <input type="checkbox"/> 12 weeks | <input type="checkbox"/> In progress <input type="checkbox"/> Completed | |

Sample Guiding Question (Resources/Supports)

What might next steps be in pursuing a career in providing behavioral health counseling to adolescents? (Brainstorm session with mentor, job shadow/informational interview with professional in field, online research on local degrees/scholarship opportunities, meeting with a financial aid/admissions counselor)

| Other | | | | |
|------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------|
| Guiding Question | Resources/Supports | Timeline | Status | Notes/Comments |
| | | <input type="checkbox"/> 2 weeks <input type="checkbox"/> 4 weeks <input type="checkbox"/> 8 weeks <input type="checkbox"/> 12 weeks | <input type="checkbox"/> In progress <input type="checkbox"/> Completed | |
| | | <input type="checkbox"/> 2 weeks <input type="checkbox"/> 4 weeks <input type="checkbox"/> 8 weeks <input type="checkbox"/> 12 weeks | <input type="checkbox"/> In progress <input type="checkbox"/> Completed | |
| | | <input type="checkbox"/> 2 weeks <input type="checkbox"/> 4 weeks <input type="checkbox"/> 8 weeks <input type="checkbox"/> 12 weeks | <input type="checkbox"/> In progress <input type="checkbox"/> Completed | |



YOUR BEHAVIORAL HEALTH WORKSITE INTERNSHIP EXPECTATIONS FORM

Please complete within the first week and share a copy with both your mentor and your supervisor.

With your internship experience in mind, think about what you want to take away from this opportunity—new knowledge, specific experience, development and/or practice of a career-related skill, etc. Then, using the chart below, name and strategize around achieving this goal for yourself. This can be an internship-specific goal, or it can be an initial goal achieved within the course of this internship that applies to a longer-term professional goal.

If you would prefer, ask your mentor and/or supervisor to complete this activity with you.

| Goal (Be specific.) | Action Steps (Keep simple, add/delete/revise as needed.) | Resources Needed (Informational interview, structured observation, job shadow, etc.) | Timeline (List action steps by number, resources, evidence, etc.) | Evidence of Progress/ Achievement (Reflective journal, summary statement, exit interview, etc.) |
|------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Goal: | 1. | | Immediately: | |
| | 2. | | First two weeks: | |
| Relevance/value: | 3. | | First month: | |
| | 4. | | End of internship: | |



SELF-ADVOCACY AND RESOLVING CONFLICT FOR INTERNS

Navigating workplace dynamics effectively is a crucial skill, especially for interns who are entering a new professional environment and learning to advocate for their needs. Developing strong self-advocacy and conflict resolution skills will help you build positive relationships, ensure your learning needs are met, and contribute to a successful internship experience.

Understanding Root Causes of Conflict in an Internship

Conflict can arise from various sources, including the following:

- **Communication Challenges:** Misunderstandings due to different communication styles or lack of clarity can be common, especially in a new environment.

Example: An intern might misinterpret a supervisor's direct feedback as criticism.

- **Differences in Expectations:** Interns and supervisors may have different expectations regarding tasks, deadlines, or the level of supervision.

Example: An intern might expect more hands-on training, while the supervisor expects them to take initiative.

- **Role Ambiguity:** Unclear roles and responsibilities can lead to conflict.

Example: An intern might be unsure whether a task falls within their scope of work.

- **Personality Clashes:** Differences in personality or work styles can sometimes create friction.

Example: An intern who prefers a structured environment might clash with a supervisor who is more flexible.

- **Stress and Workload:** High-pressure situations or heavy workloads can contribute to conflict.

Example: An intern feeling overwhelmed with tasks might become irritable.

Strategizing to Navigate Conflict

When faced with a conflict, consider these steps:

- **Think First:** Take a moment to pause, breathe, and gather your thoughts before reacting.
Example: If you receive critical feedback, avoid reacting defensively. Take a deep breath and try to understand the supervisor's perspective.
- **Identify the Root Cause:** Try to pinpoint the underlying reason for the conflict. Is it a misunderstanding, a difference in expectations, or something else?
Example: If you're feeling excluded from team meetings, is it because you haven't been proactively introducing yourself, or is there another reason?
- **Understand the Other Person's Perspective:** Put yourself in the other person's shoes and try to see the situation from their point of view.
Example: If your mentor seems distant, consider that they might be under a lot of pressure with their own workload.
- **Prioritize the Issue:** Determine how important it is to "win" this particular conflict. Is it a critical issue, or is it something you can let go?
Example: It might be less important to argue if you disagree with a minor task assignment than if you are feeling consistently disrespected.
- **Communicate Respectfully:** Express your concerns clearly and calmly, focusing on facts and your feelings rather than blaming. Use "I" statements.
Example: Instead of saying "You always interrupt me," say "I feel like I haven't been able to fully share my ideas in meetings."
- **Seek Solutions Together:** Work collaboratively to find a solution that addresses everyone's needs. Be open to compromise.
Example: If you need more feedback, suggest scheduling regular check-ins with your supervisor or mentor.
- **Know When to Seek Help:** If you can't resolve the conflict on your own, seek guidance from your supervisor, your mentor, or the program coordinator.
Example: If you're experiencing harassment or discrimination, it's crucial to report it immediately.

Reflecting on Your Conflict Resolution Skills

To develop your conflict resolution abilities, consider these questions:

- **Root Cause Patterns:** What types of conflict are most challenging for you (e.g., communication issues, differing values)? How can recognizing these patterns help you prepare?
Example: If you struggle with communication differences, you might research active listening techniques.
- **Emotional Regulation:** How easily do you become defensive or angry in conflict situations? What strategies can you use to stay calm and focused?
Example: Practice mindfulness or take a short break before responding.
- **Willingness to Compromise:** How open are you to finding solutions that involve compromise?
Example: Consider that finding a middle ground may be more important than getting your way.
- **Support Options:** When do you typically seek help from others? Are you comfortable asking for guidance when you need it?
Example: Realize that seeking help is a sign of strength, not weakness.
- **Apologies:** How comfortable are you with apologizing for your part in a conflict?
Example: Understand that apologizing can de-escalate a situation and build stronger relationships.



PSYCHOLOGICAL SAFETY GUIDEPOSTS²

In the workplace, psychological safety means “the belief that one can speak up without risk of punishment or humiliation” (Edmondson & Mortenson, 2021). Key strategies for fostering psychological safety include the following:

- **COMMUNICATE AND OVERCOMMUNICATE:** Prioritize check-ins and do not cancel them. Follow through. Be honest but kind. Send a weekly email with updates, reviews, or reminders regarding any plans and an expression of gratitude.
- **BE TRANSPARENT:** Explain why staff are asked to do something, share the organization’s strategy, and share meeting agendas in advance.
- **RESOLVE CONFLICTS QUICKLY:** Listen actively and repeat what you hear. This will ensure that you understand them and that they feel what was said is important. Find something about the person’s position with which you can agree. For example, you can agree with the truth, agree in principle, or agree with the experience:
 - With the truth: “Yes, it’s been a long day for you.”
 - In principle: “Yes, everyone needs a break from time to time.”
 - With the experience: “Yes, there are probably others who feel this way.”

Agreeing can help the other person feel heard and more open to resolution.
- **CONSIDER WHERE EACH OF YOU IS COMING FROM (POSITIONALITY):** Positionality is the social and political context that forms one’s identity (e.g., race, class, gender, sexuality, ability). Where we come from shapes how we see the world and how we interact with others. Understanding our positionality can help us confront our biases. By acknowledging the limits of our perspective, we help create space for different perspectives and experiences.
- **ADDRESS MICROAGGRESSIONS:** A microaggression is an expression of bias. These acts are the subtle, sometimes intentional, but often unintentional interactions or behaviors that communicate bias. People who commit microaggressions are often unaware that what they say or do may be offensive. Examples include making comments about how well an Asian American person speaks English or turning away or crossing the street to avoid a Black man. Recognize how microaggressions affect your employees and address challenges to foster a psychologically safe workplace. Help staff use “I” statements, such as “I feel...” or “That comment made me feel....” If you make a hurtful comment, apologize.

² Adapted from Edmondson, A. C., & Mortenson, M. (2021, April 19). [What psychological safety looks like in a hybrid workplace](https://hbr.org/2021/04/what-psychological-safety-looks-like-in-a-hybrid-workplace). *Harvard Business Review*. <https://hbr.org/2021/04/what-psychological-safety-looks-like-in-a-hybrid-workplace>



TIP SHEET: SMALL STEPS TO INCLUSION

1. **MAKE SPACE FOR EVERYONE:** Encourage everyone on your team to offer ideas and feedback, especially those who feel silenced. Intentionally invite them to speak up. Consider:
 - a. Who do you yield the floor to in meetings?
 - b. Who do you pass to during Zoom meeting introductions?
 - c. Whose opinion and perspective do you usually seek?
 - d. Is it someone who looks like you or thinks like you?

2. **STRENGTHEN FEEDBACK:** Ask your staff how they like to receive feedback.
 - a. Strive to give feedback immediately in private.
 - b. Ask permission. For example, “Is it OK to talk about project performance and feedback?”
 - c. Get curious. Ask where they feel strong and where they want to be stronger or where they need support.

3. **PROMOTE RESPECT:** When you kick off a project, tell team members how you expect them to collaborate. For example, you might use these standards:
 - a. Tell them you expect respectfulness even when disagreeing.
 - b. Share your pronouns and invite others to share theirs.
 - c. Set the rules for how a team interacts. For example, have the team make a list of behaviors, such as “Be present,” “Suspend judgment,” and “Be curious.”

4. **PRACTICE INCLUSIVE EMPATHY:** Don’t get defensive; get curious. Consider how your behavior may limit others’ level of trust. Listen for and acknowledge the emotion behind what everyone, including yourself, says.



SUPERVISOR'S QUICK GUIDE TO HELPING YOUR STAFF REACH THEIR FULL POTENTIAL

How to Use This Tool

Supervisors can use the following strategies to foster well-being at work. These strategies include steps for nurturing well-being on your team, in your organization, and for yourself.



SUPPORT STAFF IN FINDING THE SOLUTION

Avoid the “righting reflex.” Do not provide a solution. When staff come to you with a problem, help them think through their options. Let staff use check-ins to reflect, think aloud, and explore next steps.



ACT ON STAFF FEEDBACK

Whenever possible, let staff feedback inform practices or decisions, or explain why something may not work.



EXPECT MISTAKES

We should expect mistakes. Support staff autonomy in making decisions and addressing mistakes. Encourage staff to think for themselves and to test new ways of doing their jobs.



SET STAFF UP FOR SUCCESS

Give staff advice on the organization's unwritten rules, normalize challenges, and name what you wish you'd known early in your career. Help them develop skills and gain experiences that will strengthen their skill sets.



SET BOUNDARIES

Set boundaries for days and hours when employees must be available while also making it clear that communication outside of work hours is only for urgent matters.



SURVEY: EMPLOYEE ENGAGEMENT

Employee engagement relates directly to retention. When an employee is working at the top of their license and feels seen, heard, and valued, their commitment to their work and workplace is sustained. The value of the survey depends on how an organization responds to and acts on the gaps and challenges that it reveals. Without using an employee engagement survey as a resource for change and improvement, it quickly becomes a hollow exercise that can contribute to a disconnect between employees and their workplace.

Though this survey is designed for all employees, it can be a valuable tool for assessing the impact of the mentored internship program (MIP) on your organization's overall climate and staff morale. Understanding employee engagement is crucial for creating a supportive environment for interns and staff alike.

Range of Questions

In the sample survey below, questions gather information on career status (e.g., job role, how long in the field, how long with your organization), general job perceptions (e.g., satisfaction, workplace culture), and workplace experiences (e.g., burnout, harassment, quality of leadership, supervision).

The evaluative questions use a Likert scale in which answers range from one extreme response (e.g., strongly disagree) to the opposite (e.g., strongly agree) and include moderate and neutral options. When aggregating from these scaled responses, you can begin to get a picture of where an organization falls in terms of stressors such as burnout, lack of responsive leadership, or inconsistent messaging and practices around work-life harmony.

Evaluating the Results

As with most surveys, the quality of the results depends on the scope and quality of the questions. When you avoid a question, you are looking to avoid the answer. When you ask a full range of questions, you get a more complete picture of where efforts toward change and improvement are needed. The range of questions in this sample is intended to provide a matrix of responses that can direct follow-up conversations and action steps. For example, if a significant number of respondents who have worked at your organization for less than a year are experiencing stress that they feel they cannot control and do not feel comfortable speaking up, you may want to revisit any number of practices:

- Onboarding
- Supervision
- 90-day probationary protocols

Follow-up conversations might result in a variety of solutions:

- Providing more opportunities for staff to collaborate with interns on projects to increase interaction and learning.
- Establishing a formal mentoring program for all staff, mirroring the structure used in the MIP, if a lack of support is indicated.
- Scaffolding the work/caseload differently.
- Setting up a facilitated affinity group for new employees.

Survey results can also inform adjustments to the MIP, such as providing more training for supervisors on supporting interns or creating more opportunities for staff–intern interaction. The potential in consistently collecting and evaluating data comes from being able to identify patterns and relationships between and among factors. In turn, this knowledge offers you a chance to pinpoint even small changes that could lead to long-term improvements.

Best Practices

- Anonymously assess staff engagement annually. Then, treat the results as constructive feedback to help you identify what is working and what merits change.
- As you craft your survey, include input from all staffing levels. Leadership and staff might differ significantly on priorities and how to ask questions.
- Send the survey to everyone and share the aggregate results—good and bad—with everyone. This transparency builds trust, while the lack of it contributes to mistrust.
- Based on survey results and with input from all staffing levels, plan, share those plans, and act on changes in practice. It's equally important to celebrate and acknowledge positive findings and staff contributions.

Basic Survey Questions and Response Options

How to Use This Sample

This is a sample only. Your organization may need to revise or add questions. For example, you will likely need to shorten the list of job titles. However, before removing a question, be sure to assess why that information is either irrelevant or unwanted. As mentioned above, crafting this kind of survey is a good opportunity to include staff from all levels to help inform its scope.

Sample Survey

1. Which of the following best describes your current job or the job for which you are currently interning/training?
- ☐ Addiction counselor
 - ☐ Administrative staff at an individual contributor level at an organization in the behavioral health field (non-direct care)
 - ☐ Advanced practice psychiatric nurse
 - ☐ Alcohol and drug counselor
 - ☐ Behavior analyst
 - ☐ Behavior technician
 - ☐ Certified prevention specialist
 - ☐ Clinical and counseling psychologist
 - ☐ Director at an organization in the behavioral health field (non-direct care)
 - ☐ Executive (e.g., VP, C-Suite) at an organization in the behavioral health field (non-direct care)
 - ☐ Group therapist
 - ☐ Manager at an organization in the behavioral health field (non-direct care)
 - ☐ Marriage and family therapist
 - ☐ Mental health/professional counselor
 - ☐ Neuropsychologist
 - ☐ Paraprofessional in psychiatric rehabilitation or addiction recovery field (e.g., case manager, homeless outreach specialist, parent aide)
 - ☐ Peer support specialist
 - ☐ Psychiatric aide or technician
 - ☐ Psychiatric rehabilitation specialist
 - ☐ Psychiatrist
 - ☐ Psychologist
 - ☐ Recovery coach
 - ☐ Social worker
 - ☐ Substance use disorder or substance abuse counselor
 - ☐ Other _____

2. How long have you been in the behavioral health field without changing to another field?
- ☐ I've always worked in behavioral health (1)
 - ☐ Less than 6 months (2)
 - ☐ Between 6 months and 1 year (3)
 - ☐ 1–2 years (4)
 - ☐ 3–4 years (5)
 - ☐ 5–6 years (6)
 - ☐ More than 6 years (7)
3. Please mark below how often you felt burned out by your work in the **past year**.
- ☐ Never (0)
 - ☐ A few times a year or less (1)
 - ☐ Once a month or less (2)
 - ☐ A few times a month (3)
 - ☐ Once a week (4)
 - ☐ A few times a week (5)
 - ☐ Daily (6)
4. What is your level in your current organization?
- ☐ Executive (e.g., director, assistant director) (1)
 - ☐ Middle management or supervisor (e.g., department manager, office manager, operation manager) (2)
 - ☐ Staff/employee (3)
5. How satisfied are you with your life at the moment?
- ☐ Very satisfied (1)
 - ☐ Satisfied (2)
 - ☐ Somewhat satisfied (3)
 - ☐ Neither satisfied nor dissatisfied (4)
 - ☐ Somewhat dissatisfied (5)
 - ☐ Dissatisfied (6)
 - ☐ Very dissatisfied (7)

6. How long have you been employed in your current position?
- ☐ Less than 6 months (1)
 - ☐ 6–12 months (2)
 - ☐ 1–2 years (3)
 - ☐ 2–3 years (4)
 - ☐ 3–5 years (5)
 - ☐ More than 5 years (6)
7. Please rate your satisfaction with the quality of the onboarding process you experienced during the first month at your current position (i.e., the resources and guidance you received from your coworkers or supervisor).
- ☐ Very dissatisfied (1)
 - ☐ Dissatisfied (2)
 - ☐ Neutral (3)
 - ☐ Satisfied (4)
 - ☐ Very satisfied (5)
8. What percentage of your workday is spent helping others with behavioral or emotional problems or supervising those who do?
- ☐ Most, if not all, of my time (1)
 - ☐ More than half of my day (2)
 - ☐ Less than half of my day (3)
 - ☐ Not much of my time (4)
9. How frequently do you notice specific behaviors or practices within your organization that you believe contradict the organization's desired culture?
- ☐ Very infrequently (1)
 - ☐ Somewhat infrequently (2)
 - ☐ Neither frequently nor infrequently (3)
 - ☐ Somewhat frequently (4)
 - ☐ Very frequently (5)

10. Please choose the option below that matches how much you agree or disagree with this statement: Top-level leadership at my organization treats employees fairly and equitably.
- ☐ Strongly disagree (1)
 - ☐ Disagree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Agree (4)
 - ☐ Strongly agree (5)
11. Please choose the option below that matches how much you agree or disagree with this statement: My supervisor encourages differences in opinion and unique contributions from our team.
- ☐ Strongly disagree (1)
 - ☐ Disagree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Agree (4)
 - ☐ Strongly agree (5)
12. Please choose the option below that matches how much you agree or disagree with this statement: My supervisor regularly volunteers to help me or others on the team with challenging tasks that they don't necessarily have to help with (i.e., is willing to "roll up their sleeves" with us).
- ☐ Strongly disagree (1)
 - ☐ Disagree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Agree (4)
 - ☐ Strongly agree (5)
13. Please choose the option below that matches how much you agree or disagree with this statement: The culture at my organization highly rewards those who work the hardest and longest hours.
- ☐ Strongly disagree (1)
 - ☐ Disagree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Agree (4)
 - ☐ Strongly agree (5)

14. Please mark **how much you agree** with the following statements about your current job/position.

| | Disagree (1) | Neither agree nor disagree (2) | Agree (3) |
|-------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------|--------------------------|
| I feel passionate about my work more often than not. (1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I look forward to the beginning of my work week more often than not. (2) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| It is easy for me to become focused and stay focused throughout each workday more often than not. (3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

15. Please choose the option below that matches how much you agree or disagree with this statement: I can speak up with recommendations or ideas for new projects or changes in procedures to my team leader.

- ☐ Strongly disagree (1)
- ☐ Disagree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Agree (4)
- ☐ Strongly agree (5)

16. Please choose the option below that matches how much you agree or disagree with this statement: If I made a mistake on this team, I would feel safe speaking up to my team leader.

- ☐ Strongly disagree (1)
- ☐ Disagree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Agree (4)
- ☐ Strongly agree (5)

17. Please choose the option below that matches how much you agree or disagree with this statement: I can speak up to my peers with recommendations or ideas for new projects or changes in procedures.

- ☐ Strongly disagree (1)
- ☐ Disagree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Agree (4)
- ☐ Strongly agree (5)

18. How many different **organizations** have you worked for in your career?

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|

19. How long (in months) is your waiting list for new patients?

| | | | | | | | | | | |
|---|----|----|----|----|----|----|----|----|----|-----|
| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|----|----|----|----|----|----|----|----|----|-----|

20. Have you been bullied or harassed at work by each of the following individuals in the **past month**?

| | Yes (1) | No (0) |
|------------------------------------------|--------------------------|--------------------------|
| Leadership (e.g., your boss, supervisor) | <input type="checkbox"/> | <input type="checkbox"/> |
| Coworkers | <input type="checkbox"/> | <input type="checkbox"/> |
| Clients, patients, or patrons | <input type="checkbox"/> | <input type="checkbox"/> |

21. Please mark the extent to which you agree or disagree with the following statements about your experiences in the workplace in the past month.

| | Disagree (1) | Neither agree nor disagree (2) | Agree (3) |
|---------------------------------------------------------------------------------------------------|--------------------------|--------------------------------|--------------------------|
| I have experienced more consistent workplace stress than normal that I can't seem to control. (1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel more exhausted or depleted from my work than normal. (2) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel more distant toward or negative about my work than normal. (3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel like I'm performing as well at my job as I used to. (4) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



STAY INTERVIEWS

A stay interview is a proactive retention tool that allows you to check in with employees, understand their needs, and address potential issues *before* they lead to turnover. Unlike exit interviews, which occur after an employee has decided to leave, stay interviews provide an opportunity for open dialogue and preventative action. Insights gained from one employee often reflect broader trends within the organization.

Key Principles for Stay Interviews

- **One-on-One, Not Evaluation:** Emphasize that this is a listening session focused on understanding the employee's experience and fostering open communication, not on judging their performance.
- **Flexibility and Transparency:** Offer flexible scheduling, share the interview questions in advance to allow for thoughtful responses, and encourage honest feedback beyond the scope of the provided questions.
- **Positive Framing:** Express the employee's value to the organization and frame the interview as a collaborative effort to improve the workplace for everyone.
- **Balanced Discussion:** While allowing space for concerns to be shared and fully explained, maintain a solution-oriented and positive tone, focusing on how to address challenges constructively.
- **Time Management and Follow-Up:** To respect the employee's time, keep the initial meeting concise (20–30 minutes). Schedule a follow-up conversation if a complex issue requires further discussion and resolution.

Sample Topics and Questions

Read through these suggested topics and questions to determine which will be most effective in gathering actionable feedback to improve your organization and support employee retention.

Opening

Setting the tone and building rapport: These questions aim to create a comfortable and open atmosphere for the discussion.

1. What makes you excited to come to work?
2. Describe what an ideal workday looks like for you.

Skills and Value

Understanding the employee's perception of their contributions: These questions explore how the employee perceives their role and contributions to the organization.

3. What aspects of your day-to-day work allow you to fully utilize your strengths and talents?
4. What recent challenges have you encountered that engaged you and provided a sense of accomplishment?
5. Where do you feel your talents are underutilized in your current role? Do you have suggestions for changes?

Professional and Career Development

Gauging the employee's future with the organization: These questions assess the employee's sense of growth and opportunities within the organization.

6. Do you feel supported in achieving your career goals within the organization?
7. What additional support or resources would be beneficial for your professional development?
8. Where do you see yourself professionally in five years, and how can the organization help you get there?

Workplace Culture

Assessing alignment with organizational values: These questions explore the employee's experience of the organizational culture and its impact on their well-being.

9. Do you feel seen, heard, and respected by your colleagues and supervisors?
10. Do you perceive leadership as authentic, transparent, and responsive to employee input?
11. Do you have the necessary resources, tools, and support to perform your job effectively?
12. How has the mentored internship program affected your workload, team dynamics, or overall experience working here?

Closing

Confirming understanding and commitment to action: These questions ensure the employee feels heard and that their feedback will lead to change.

13. Is there anything we haven't discussed that you would want me to know about your experience working here?
14. Based on our conversation, what specific actions would you like me to take, and when would you expect a response?

Action and Follow-Up

Document key takeaways from the stay interview and develop a clear action plan to address any identified concerns. Communicate the follow-up actions and timeline to the employee to demonstrate that their feedback is valued, taken seriously, and acted upon. This reinforces trust and strengthens the employee's commitment to the organization.



SURVEY: INTERN PRE/POST

Intern Name: _____

Dates of Your Mentored Internship Program

Start Date: _____ End Date: _____

School: _____

Grade/Level of Education: _____

Time to Complete: 12–20 minutes

Directions: There are no right or wrong answers to this survey. This survey will be used to help assess and understand how this mentored internship contributed to the development of your knowledge and skills. Information from this survey will be reported only in aggregate. Your individual responses will be kept confidential.

Part A: Background, Interests, and Program Assessment

1. What brought you to this mentored internship opportunity? (Check all that apply.)

- ☐ Desire to gain general experience in the behavioral health field
- ☐ Need for the work/money
- ☐ Need to fulfill credit/experience requirements for a degree
- ☐ Hope to have this internship turn into a paid permanent staff position
- ☐ Desire to gain experience with my specific host organization
- ☐ Other: _____

2. What about working in behavioral health connects with you? (Check all that apply.)

- ☐ Lived experience (self/family)
- ☐ General desire to help others
- ☐ Specific career path interest
- ☐ Potential to earn a living wage
- ☐ Other: _____

3. Please evaluate the following statement: I plan to pursue a career in behavioral health.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

3a. If you answered “Agree” or “Strongly agree,” which field/area of behavioral health are you most likely to pursue? (Adolescent mental health, adult mental health, substance use disorders, family/marriage counselor, etc.)

4. Did you complete an interest survey/matching tool to help match you with your mentor?

- ☐ Yes
- ☐ No

4a. If yes, please evaluate the following statement: The interest survey/matching tool I used contributed to an effective foundation for the mentorship.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

Please evaluate the following statements.

5. I found my mentor to be engaged and helpful during my internship.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

5a. Please explain your response.

6. My meetings and interactions with my mentor had a distinctly different character/feel to them than my meetings and interactions with my supervisor.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

6a. Please explain your response.

7. My clinical experience and professional development benefited from having a mentoring relationship independent from and in addition to a supervisory relationship.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

- 7a. If you answered “Agree” or “Strongly agree,” please explain how your clinical experience and professional development benefited from the mentoring relationship.
-

- 7b. If you answered “Neither agree nor disagree,” “Disagree,” or “Strongly disagree,” please explain what would have made a mentoring relationship enhance your clinical experience and professional development.
-

8. This mentored internship informed and better prepared me for a career in behavioral health.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

9. This mentored internship reaffirmed or increased my interest in pursuing a career in behavioral health.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

10. I would recommend participating in a mentored internship to my friends and colleagues.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

11. I would consider being a mentor in my future career.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

12. Please check the option that best describes your situation at the end of this mentored internship.

- ☐ Your host organization offered you a part- or full-time position, and you accepted.
- ☐ Your host organization offered you a part- or full-time position, and you declined.
- ☐ If your host organization had offered you a part- or full-time position, you would have accepted.
- ☐ If your host organization had offered you a part- or full-time position, you would have declined.

12a. If you declined or would have declined a position with your host organization, what informed or would have informed this decision?

13. What, if anything, would you change about your mentored internship experience?

Part B: Skill Gain

At this point, respondents should be directed to different rubrics: one for undergraduates and one for graduate students.

Graduate Student Rubric

Directions: For each topic or skill, please rate where you think you were at the start of your mentored internship and where you think you are now.

| Goal-Setting | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 14. Before starting my mentored internship, I would rate my goal-setting skills as: _____ | | | | |
| 1 – Underdeveloped <ul style="list-style-type: none"> • I seldom set goals for myself. • For the goals I set, I do not share them with others. • I do not really see the point in goal-setting. | 2 – Working on it <ul style="list-style-type: none"> • I sometimes set goals for myself. • Sometimes I will talk about my goals with others. • I can see how setting goals can help with long-term plans. | 3 – Getting there <ul style="list-style-type: none"> • I break my goals down into steps. • I understand how talking with others can clarify my goals. • I see the importance in matching my long-term goals to my personal and career values. | 4 – Effective <ul style="list-style-type: none"> • I consistently set goals and deadlines, and I track my progress. • I readily seek input and feedback when discussing my goals. • I seek to match my personal interests, educational goals, and career values with my work. | 5 – Highly effective <ul style="list-style-type: none"> • In my goal-setting practice, I seek input and support and try to anticipate obstacles. • I have a specific educational plan in mind that will help me achieve my goals. • My personal interests, educational plan, and career values directly inform my career goals. |
| 15. At this point in my mentored internship, I would rate my goal-setting skills as: _____ | | | | |

Professional Engagement: Therapeutic Rapport, Support, and Problem-Solving

16. Before starting my mentored internship, I would rate my professional engagement as: _____

| 1 – Underdeveloped | 2 – Working on it | 3 – Getting there | 4 – Effective | 5 – Highly effective |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • I struggle with how to establish therapeutic relationships based on trust. • I often feel that establishing rapport depends on the client's attitude. • I am uncomfortable in pushing clients to self-disclose personal concerns. • I struggle with how best to prompt action toward progress with goals/treatment plans. | <ul style="list-style-type: none"> • I recognize the need to establish effective therapeutic relationships based on trust. • I recognize the need to build positive rapport. • I encourage clients to self-disclose personal concerns. • I offer support and prompt action toward progress with goals/treatment plans. | <ul style="list-style-type: none"> • I am exploring strategies to establish effective therapeutic relationships based on trust. • I am exploring ways to be more authentic and positive. • I encourage clients to self-disclose personal concerns and lift up patterns underlying their difficulties. • I offer support, engage in collaborative problem-solving, and prompt action toward progress with goals/treatment plans. | <ul style="list-style-type: none"> • I work to establish effective therapeutic relationships based on trust. • I work to create an authentic and positive rapport. • I work to create a safe therapeutic relationship in which clients can self-disclose personal concerns and increase insight regarding patterns underlying their difficulties. • I offer support, engage in collaborative problem-solving, and motivate action toward progress with goals/treatment plans. | <ul style="list-style-type: none"> • I consistently establish effective therapeutic relationships based on trust. • I consistently establish authentic and positive rapport. • I am effective in creating a safe therapeutic relationship in which clients can self-disclose personal concerns and increase insight regarding patterns underlying their difficulties. • I am able to use this trust to provide support, engage in collaborative problem-solving, and motivate action toward progress with goals/treatment plans. |

17. At this point in my mentored internship, I would rate my professional engagement as: _____

Demonstrating Cultural Humility and Advancing Social Justice

18. Before starting my mentored internship, I would rate my practice of cultural humility and advocacy of social justice as: _____

| 1 – Underdeveloped | 2 – Working on it | 3 – Getting there | 4 – Effective | 5 – Highly effective |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • I am unconvinced of the importance and relevance of diversity and difference. • I do not see the connection of social, economic, and environmental justice to my work. • I often struggle to learn from new perspectives. • I do not practice much self-reflection. | <ul style="list-style-type: none"> • I am beginning to appreciate the importance and relevance of diversity and difference. • I am beginning to see the connection of social, economic, and environmental justice to my work. • I am generally open but sometimes struggle to learn from new perspectives. • I understand that self-reflection is an important practice. | <ul style="list-style-type: none"> • I recognize the need to communicate understanding of the importance and relevance of diversity and difference. • I apply my understanding of social, economic, and environmental justice in some interactions. • I am often willing to learn from new perspectives. • When prompted, I practice self-reflection to identify my own biases and values. | <ul style="list-style-type: none"> • I usually communicate understanding of the importance and relevance of diversity and difference. • I apply my understanding of social, economic, and environmental justice in most interactions. • I demonstrate a willingness to learn from new perspectives. • I periodically practice self-reflection to manage my own biases and values. | <ul style="list-style-type: none"> • I consistently communicate understanding of the importance and relevance of diversity and difference. • I apply my understanding of social, economic, and environmental justice in all interactions. • I demonstrate a willingness to learn from and engage with new perspectives. • I regularly practice self-reflection to manage my own biases and values. |

19. At this point in my mentored internship, I would rate my practice of cultural humility and advocacy of social justice as: _____

Engagement with Individuals, Families, Groups, Organizations, and Communities

20. Before starting my mentored internship, I would rate the spectrum of my engagement skills as: _____

| 1 – Underdeveloped | 2 – Working on it | 3 – Getting there | 4 – Effective | 5 – Highly effective |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • I do not fully understand my role as an advocate. • I am unclear about how to negotiate, mediate, and advocate with and on behalf of clients and constituencies. • I seldom evaluate my engagement and intervention practices. | <ul style="list-style-type: none"> • I appreciate the need to engage with clients and constituencies. • I understand the need but often cannot recognize when to negotiate, mediate, and advocate with and on behalf of clients and constituencies. • When prompted, I evaluate my engagement and intervention practices. | <ul style="list-style-type: none"> • I understand the need to engage with clients and constituencies. • I recognize when the need arises but sometimes struggle to negotiate, mediate, and advocate with and on behalf of clients and constituencies. • When prompted, I evaluate my engagement and intervention practices to improve effectiveness. | <ul style="list-style-type: none"> • I usually seek to engage with clients and constituencies. • I usually seek to negotiate, mediate, and advocate with and on behalf of clients and constituencies. • I periodically evaluate my engagement and intervention practices to improve effectiveness. | <ul style="list-style-type: none"> • I consistently seek to engage with clients and constituencies. • I consistently seek to negotiate, mediate, and advocate with and on behalf of clients and constituencies. • I regularly evaluate my engagement and intervention practices to improve effectiveness. |

21. At this point in my mentored internship, I would rate the spectrum of my engagement skills as: _____

Clinical Communication

22. Before starting my mentored internship, I would rate my clinical communication skills as: _____

| 1 – Underdeveloped | 2 – Working on it | 3 – Getting there | 4 – Effective | 5 – Highly effective |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • I cannot name the components of active listening and nonverbal communication. • I struggle with being open to others' perspectives. • I look to avoid difficult situations and conversations. | <ul style="list-style-type: none"> • I understand the importance of active listening and nonverbal communication. • I understand the importance of being open to others' perspectives. • I recognize that handling difficult situations and conversations is an area of growth for me. | <ul style="list-style-type: none"> • I work to make eye contact, nod, and paraphrase when listening. • I usually demonstrate effective nonverbal communication. • I understand the importance of empathy and being open to others' perspectives. • I try to handle difficult situations and conversations well. | <ul style="list-style-type: none"> • I work to make eye contact, nod, paraphrase, ask open-ended questions, and make connections when listening. • I demonstrate effective nonverbal communication. • I demonstrate empathy by seeking to understand others' perspectives. • I handle most difficult situations and conversations well. | <ul style="list-style-type: none"> • I consistently make eye contact, nod, paraphrase, pursue salient details with open-ended questions, and make connections when listening. • I demonstrate effective nonverbal communication, even in challenging situations. • I demonstrate empathy by seeking to understand others' perspectives and cultural differences and communicate that understanding back to them. • I can handle difficult situations and conversations well, even in very challenging moments. |

23. At this point in my mentored internship, I would rate my clinical communication skills as: _____

Assessment and Treatment-Planning

24. Before starting my mentored internship, I would rate my assessment and treatment-planning skills as: _____

1 – Underdeveloped

- I am unfamiliar with biopsychosocial assessment tools.
- I am not clear on when or how to communicate the *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition* (DSM-5) diagnosis (if applicable and within my scope of work as an intern), the findings, or the therapeutic recommendations.
- I struggle with developing treatment plans.

2 – Working on it

- I recognize that my familiarity and comfort with biopsychosocial assessment tools is an area of growth for me.
- I seek support around how best to communicate the DSM-5 diagnosis (if applicable and within my scope of work as an intern), the findings, and the therapeutic recommendations.
- I always seek guidance to develop and coordinate individualized treatment plans, including any goals, task assignments, and time frames.

3 – Getting there

- I use established biopsychosocial assessment tools to identify strengths and needs with significant guidance from a supervisor.
- I communicate the DSM-5 diagnosis (if applicable and within my scope of work as an intern) and list the findings and therapeutic recommendations.
- I often seek guidance to develop and coordinate individualized treatment plans.
- The treatment plans I develop include a set of goals, task assignments, and time frames.

4 – Effective

- I use established biopsychosocial assessment tools to identify strengths and needs with moderate guidance from a supervisor.
- When appropriate, I communicate the DSM-5 diagnosis (if applicable and within my scope of work as an intern), list the findings, and discuss therapeutic recommendations.
- I can develop and coordinate individualized treatment plans informed by the finding(s) of an assessment.
- The treatment plans I develop include a set of goals, task assignments, and time frames.

5 – Highly effective

- I use established biopsychosocial assessment tools to identify strengths and needs with little guidance from a supervisor.
- When appropriate, I effectively communicate the DSM-5 diagnosis (if applicable and within my scope of work as an intern), explain what findings an assessment offers, and discuss the therapeutic opportunities in response and where I can best provide support.
- I can develop and coordinate individualized treatment plans informed by the finding(s) of an assessment.
- The treatment plans I develop include immediate steps, as well as short- and long-range goals.
- The treatment plans I develop include clear objectives, task assignments, and time frames.

25. At this point in my mentored internship, I would rate my assessment and treatment-planning skills as: _____

Care Team Collaboration

26. Before starting my mentored internship, I would rate my care team collaboration skills as: _____

1 – Underdeveloped

- I have a hard time working in groups or on teams.
- I would rather work alone than lead or support others.
- I generally wait to be told what to do in a group or team.
- I am not sure how to interact with the care team.

2 – Working on it

- I can sometimes work in groups if I like the people.
- I am getting more comfortable being in a group as long as I don't have to lead.
- I try to figure out how to help, but often I am not sure about how best to contribute to group work.
- I recognize that working effectively with the care team is an area of growth for me.

3 – Getting there

- I generally work well with groups, even when there are challenging personalities.
- I am working toward improving my skills for leadership and support roles.
- I can usually figure out how to contribute to group work, especially when I am interested in the topic or focus.
- I work with the care team around client needs.

4 – Effective

- I am effective at being part of a group or team with different types of people.
- I can take the lead or support and am glad to take direction from others.
- I always find a way to contribute to a group.
- I am comfortable working with the care team around client needs.

5 – Highly effective

- I am effective at contributing to a group or team and am adept at working with a wide range of personalities.
- I am equally comfortable taking the lead or being in a support role, and I look to assume the role where I can be most effective.
- I always find a way to contribute to a group, and I can help others establish and fulfill their roles.
- I can use information provided to me by other care team members to effectively meet client needs.

27. At this point in my mentored internship, I would rate my care team collaboration skills as: _____

Clinical Documentation and Recordkeeping

28. Before starting my mentored internship, I would rate my clinical documentation and recordkeeping skills as: _____

1 – Underdeveloped

- I struggle with notetaking and keeping strong records of client services.
- I have not explored the practice of cultural humility.

2 – Working on it

- I recognize the importance of keeping accurate records of client services.
- I recognize that the practice of cultural humility is an area of growth for me.

3 – Getting there

- I work to keep professional, comprehensive, and accurate records of client services.
- I try to practice cultural humility when documenting observations and transcribing notes.
- I would consider reviewing my documentation practices with my supervisor.

4 – Effective

- I very often keep professional, comprehensive, and accurate records of client services.
- I practice cultural humility when documenting observations and transcribing notes.
- I am open to reviewing my documentation practices with my supervisor as requested.

5 – Highly effective

- I consistently keep professional, comprehensive, and accurate records of client services.
- I consistently work to practice cultural humility and filter for personal bias when documenting observations and transcribing notes.
- I periodically review my documentation practices with my supervisor to ensure they meet or exceed the expected standards.

29. At this point in my mentored internship, I would rate my clinical documentation and recordkeeping skills as: _____

Undergraduate Student Rubric

Directions: For each topic or skill, please rate where you think you were at the start of your mentored internship and where you think you are now.

Goal-Setting

14. Before starting my mentored internship, I would rate my goal-setting skills as: _____

1 – Underdeveloped

- I seldom set goals for myself.
- For the goals I set, I do not share them with others.
- I do not really see the point in goal-setting.

2 – Working on it

- I sometimes set goals for myself.
- Sometimes I will talk about my goals with others.
- I can see how setting goals can help with long-term plans.

3 – Getting there

- I break my goals down into steps.
- I understand how talking with others can clarify my goals.
- I see the importance in matching my long-term goals to my personal and career values.

4 – Effective

- I consistently set goals and deadlines, and I track my progress.
- I readily seek input and feedback when discussing my goals.
- I seek to match my personal interests, educational goals, and career values with my work.

5 – Highly effective

- In my goal-setting practice, I seek input and support and try to anticipate obstacles.
- I have a specific educational plan in mind that will help me achieve my goals.
- My personal interests, educational plan, and career values directly inform my career goals.

15. At this point in my mentored internship, I would rate my goal-setting skills as: _____

Professionalism

16. Before starting my mentored internship, I would rate my professionalism as: _____

1 – Underdeveloped

- I am not comfortable talking about myself.
- I am not sure what is expected of me during an interview or on the job.
- I am reluctant to ask questions or accept feedback.

2 – Working on it

- I am somewhat comfortable talking about my interests and strengths.
- For the most part, I believe I am a good employee and could explain why.
- I ask questions when I need to.
- I sometimes struggle when hearing feedback.

3 – Getting there

- I have identified several skills and interests that I can talk about.
- I understand my workplace role and responsibilities.
- I ask clarifying questions routinely.
- I am open to hearing feedback.

4 – Effective

- I speak confidently about my strengths, interests, and how they relate to my work.
- I understand my workplace role and responsibilities and seek out ways I can contribute further.
- I ask clarifying questions and encourage the same from others.
- I understand feedback as a tool for development.

5 – Highly effective

- I speak confidently about my strengths, interests, and areas where professional growth is needed.
- I understand my workplace role and responsibilities and seek out ways I can contribute further.
- I ask clarifying questions and encourage the same from others.
- I use feedback to inform my own growth and development.

17. At this point in my mentored internship, I would rate my professionalism as: _____

Career Awareness

18. Before starting my mentored internship, I would rate my career awareness as: _____

1 – Underdeveloped

- I do not understand what a career in behavioral health involves.
- I do not know what next educational steps I should consider.

2 – Working on it

- I am beginning to understand the main aspects of a career in behavioral health, such as potential roles and responsibilities.
- I have started to research my next educational steps.

3 – Getting there

- I understand the main aspects of a career in behavioral health, such as potential roles and responsibilities.
- I have researched and gotten feedback on my next educational step.

4 – Effective

- I understand and can speak about most aspects of a career in behavioral health, including requirements, roles, and general responsibilities.
- I have developed an educational plan based on my values and input from other professionals.

5 – Highly effective

- I understand and can speak about the requirements, roles, responsibilities, rewards, and challenges of a career in behavioral health.
- I have developed an educational plan, including financial planning, based on my values and input from other resources and professionals.

19. At this point in my mentored internship, I would rate my career awareness as: _____

Workplace Communication

20. Before starting my mentored internship, I would rate my workplace communication skills as: _____

1 – Underdeveloped

- I do not volunteer to speak or ask questions.
- I struggle to listen and tend to avoid eye contact.
- I do not think about my nonverbal communication.
- I avoid addressing difficult situations and conversations.

2 – Working on it

- I do not usually volunteer, but I will always participate if asked.
- Sometimes, I try to listen actively and make eye contact.
- I do not think much about my nonverbal communication, but I try to smile when I meet someone new or to show interest.
- I am just starting to be able to deal with difficult situations and conversations.

3 – Getting there

- I volunteer to speak, but I get quiet around new people and new topics.
- I try to listen actively to other people. If I am tired, nervous, excited, or confused, it is hard to listen well.
- I often think about my nonverbal communication, especially for important things like interviews.
- Sometimes I can handle difficult situations and conversations, but I can also get overwhelmed.

4 – Effective

- I volunteer to speak and ask questions in most situations.
- Most of the time I listen actively, nod, and make eye contact.
- I demonstrate effective nonverbal communication most of the time. When I get nervous or angry, it is much harder.
- I can handle difficult situations and conversations, especially with people I know well.

5 – Highly effective

- I volunteer to speak and ask questions often, but I am also careful not to talk too much.
- I always make eye contact, nod, paraphrase, and connect when listening.
- I demonstrate effective nonverbal communication almost all of the time, even in challenging situations.
- I can handle difficult situations and conversations well, even in very challenging moments.

21. At this point in my mentored internship, I would rate my workplace communication skills as: _____

Demonstrating Cultural Humility and Advancing Social Justice

22. Before starting my mentored internship, I would rate my practice of cultural humility and advocacy of social justice as: _____

| 1 – Underdeveloped | 2 – Working on it | 3 – Getting there | 4 – Effective | 5 – Highly effective |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • I am unconvinced of the importance and relevance of diversity and difference. • I do not see the connection of social, economic, and environmental justice to my work. • I often struggle to learn from new perspectives. • I do not practice much self-reflection. | <ul style="list-style-type: none"> • I am beginning to appreciate the importance and relevance of diversity and difference. • I am beginning to see the connection of social, economic, and environmental justice to my work. • I am generally open but sometimes struggle to learn from new perspectives. • I understand that self-reflection is an important practice. | <ul style="list-style-type: none"> • I recognize the need to communicate understanding of the importance and relevance of diversity and difference. • I apply my understanding of social, economic, and environmental justice in some interactions. • I am often willing to learn from new perspectives. • When prompted, I practice self-reflection to identify my own biases and values. | <ul style="list-style-type: none"> • I usually communicate understanding of the importance and relevance of diversity and difference. • I apply my understanding of social, economic, and environmental justice in most interactions. • I demonstrate a willingness to learn from new perspectives. • I practice self-reflection to manage my own biases and values. | <ul style="list-style-type: none"> • I consistently communicate understanding of the importance and relevance of diversity and difference. • I apply my understanding of social, economic, and environmental justice in all interactions. • I demonstrate a willingness to learn from and engage with new perspectives. • I practice self-reflection to manage my own biases and values. |

23. At this point in my mentored internship, I would rate my practice of cultural humility and advocacy of social justice as: _____

Workplace Collaboration

24. Before starting my internship, I would rate my workplace collaboration skills as: _____

1 – Underdeveloped

- I have a hard time working in groups or on teams.
- I would rather work alone than lead or support others.
- I generally wait to be told what to do in a group or team.

2 – Working on it

- I can sometimes work in groups if I like the people.
- I am getting more comfortable being in a group as long as I don't have to lead.
- I try to figure out how to help, but often I am not sure about how best to contribute to group work.

3 – Getting there

- I generally work well with groups, even when there are challenging personalities.
- I am working toward improving my skills for leadership and support roles.
- I can usually figure out how to contribute to group work, especially when I am interested in the topic or focus.

4 – Effective

- I am effective at being part of a group or team with different types of people.
- I can lead or support and am glad to take direction from others.
- I always find a way to contribute to a group.

5 – Highly effective

- I am effective at contributing to a group or team and am adept at working with a wide range of personalities.
- I am equally comfortable taking the lead or being in a support role, and I look to assume the role where I can be most effective.
- I always find a way to contribute to a group, and I can help others establish and fulfill their roles.

25. At this point in my mentored internship, I would rate my workplace collaboration skills as: _____

Engagement with Individuals, Families, Groups, Organizations, and Communities

26. Before starting my mentored internship, I would rate the spectrum of my engagement skills as: _____

| 1 – Underdeveloped | 2 – Working on it | 3 – Getting there | 4 – Effective | 5 – Highly effective |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • I do not fully understand my role as an advocate. • I am unclear how to negotiate, mediate, and advocate with and on behalf of clients and constituencies. • I seldom evaluate my engagement and intervention practices. | <ul style="list-style-type: none"> • I appreciate the need to engage with clients and constituencies. • I understand the need but often cannot recognize when to negotiate, mediate, and advocate with and on behalf of clients and constituencies. • When prompted, I evaluate my engagement and intervention practices. | <ul style="list-style-type: none"> • I understand the need to engage with clients and constituencies. • I recognize the need but sometimes struggle to negotiate, mediate, and advocate with and on behalf of clients and constituencies. • When prompted, I evaluate my engagement and intervention practices to improve effectiveness. | <ul style="list-style-type: none"> • I usually seek to engage with clients and constituencies. • I usually seek to negotiate, mediate, and advocate with and on behalf of clients and constituencies. • I periodically evaluate my engagement and intervention practices to improve effectiveness. | <ul style="list-style-type: none"> • I consistently seek to engage with clients and constituencies. • I consistently seek to negotiate, mediate, and advocate with and on behalf of clients and constituencies. • I regularly evaluate my engagement and intervention practices to improve effectiveness. |

27. At this point in my mentored internship, I would rate the spectrum of my engagement skills as: _____

Problem-Solving and Stress Management

28. Before starting my mentored internship, I would rate my problem-solving and stress management skills as: _____

1 – Underdeveloped

- I need help to identify and remove obstacles.
- I need help to identify sources of stress and manage stress.
- I tend to wait too long before seeking help.

2 – Working on it

- I can identify obstacles but am not able to troubleshoot or remove them without help.
- I can identify some sources of stress, but I struggle to identify strategies to manage my stress.
- I recognize when I am feeling stressed but still need to develop a strong support network.

3 – Getting there

- I identify and work to address obstacles.
- I can identify sources of stress but do not always use stress management strategies.
- I recognize when I am feeling stressed but do not always turn to or use my support network effectively.

4 – Effective

- I identify and effectively strategize how best to address obstacles.
- I can identify sources of stress and implement a range of strategies to manage it.
- I recognize when I am feeling stress and use my support network effectively.

5 – Highly effective

- I work to anticipate potential obstacles and proactively avoid them or plan how to address them.
- I can identify sources of stress and manage my stress; moreover, I advocate for policies and practices to reduce workplace stress for all staff.
- I recognize when I am feeling stress and use my support network effectively; moreover, I provide support to others.

29. At this point in my mentored internship, I would rate my problem-solving and stress management skills as: _____

Workplace Confidence

30. Before starting my mentored internship, I would rate my workplace confidence as: _____

1 – Underdeveloped

- When others point them out, I can see my strengths and skills.
- I am not sure what my learning strengths are.
- For me, work is just work.

2 – Working on it

- I am beginning to notice my strengths and personal skills when I do well at school or on the job.
- I can identify my preferred learning strengths.
- I want to be happy in my work and career.

3 – Getting there

- I think about how my strengths and personal skills could relate to my educational and professional goals.
- I can identify and if asked will advocate around my preferred learning strengths.
- I can identify jobs and careers that would be a good fit for me.

4 – Effective

- I understand how my strengths and personal skills relate to my educational and professional goals.
- I can identify and usually advocate around my preferred learning strengths.
- I understand what fulfills me in terms of my work and career.

5 – Highly effective

- I understand how my strengths and personal skills relate to my educational and professional goals; moreover, I actively work to develop new and relevant skills.
- I can identify and advocate around my preferred learning strengths.
- I understand and can articulate what fulfills me in terms of my work and career.

31. At this point in my mentored internship, I would rate my workplace confidence as: _____



SURVEY: MENTOR PRE/POST

Mentor Name: _____

Date: _____

Dates of Your Mentoring Experience

Start Date: _____ End Date: _____

Directions: There are no right or wrong answers to this survey. This survey will be used to help us assess and understand how this mentored internship contributed to the development of your knowledge and skills.

1. How many interns have you mentored? Current _____ Past _____

2. What brought you to this mentorship opportunity? (Check all that apply.)

- ☐ Desire to share my experience/guidance
- ☐ Interest in fostering the development of novice behavioral health care giver
- ☐ Opportunity to develop my teaching/communication skills
- ☐ Curiosity as to what mentorship might be like
- ☐ Belief in mentorship as a strategy for developing the behavioral health workforce
- ☐ Encouraged to volunteer
- ☐ Required to participate
- ☐ Other: _____

3. What about working in behavioral health connects with you? (Check all that apply.)

- ☐ Lived experience (self/family)
- ☐ General desire to help others
- ☐ Specific career path interest
- ☐ Potential to earn a living wage
- ☐ Other: _____

4. How were you matched with your mentee(s)?

- ☐ A Mentor–Mentee Matching Survey
- ☐ Informal process (e.g., conversation among staff or supervisors)
- ☐ Did not use a matching strategy or tool

4a. If you used a matching tool, do you feel it contributed to an effective foundation for the mentorship.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

5. I found my mentee to be engaged and curious during their internship.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

6. I had enough time and resources to be an effective mentor.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

7. This mentored internship reaffirmed for me my decision to pursue a career in behavioral health.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

8. I plan on continuing to be in contact with and a mentor for my mentee.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

9. I would recommend becoming a mentor to my friends and colleagues.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

10. I would consider being a mentor again.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

11. What other resources or training would be helpful in preparing to be a mentor?

12. What if anything would you change about this mentored internship program?

Part B: Skill practice/gain resulting from your role as mentor

Directions: For each topic or skill, please rate where you think you were at the start of this mentored internship program and then again for where you think you are now as a result of your role as mentor.

Professionalism

At the start of the mentored internship program, I would rate my professionalism as: _____

| 1 – Underdeveloped | 2 – Working on it | 3 – Getting there | 4 – Effective | 5 – Highly effective |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • I have been unable to offer my intern(s) thought partnership and/or establish trust. • I do not feel very effective within my role as part of the behavioral health field. • I struggle to manage shifting expectations among my workplace roles (health care provider, colleague, mentor, supervisee). | <ul style="list-style-type: none"> • I experience gaps in offering my intern(s) thought partnership and/or establish trust. • I struggle with how to define components for self-efficacy within my role as part of the behavioral health field. • I do not always manage shifting expectations among my workplace roles (health care provider, colleague, mentor, supervisee). | <ul style="list-style-type: none"> • I am working to offer my intern(s) more effective thought partnership and/or establish trust. • I have begun to define components for self-efficacy within my role as part of the behavioral health field (pride in work, accountability for words/actions, professional boundaries, sense of engagement with my future goals). • I am still learning to manage shifting expectations among my workplace roles (health care provider, colleague, mentor, supervisee). | <ul style="list-style-type: none"> • I am generally able to offer my intern(s) thought partnership based on trust. • I have a better sense of self-efficacy within my role as part of the behavioral health field (pride in work, accountability for words/actions, professional boundaries, sense of engagement with my future goals). • I am generally able to manage shifting expectations among my workplace roles (health care provider, colleague, mentor, supervisee). | <ul style="list-style-type: none"> • I am consistently able to offer my intern(s) candid thought partnership based on trust. • I have a clear sense of self-efficacy within my role as part of the behavioral health field (pride in work, accountability for words/actions, professional boundaries, sense of engagement with my future goals). • I am consistently able to manage shifting expectations among my workplace roles (health care provider, colleague, mentor, supervisee). |

At this point in and as a result of the mentored internship program, I would rate my professionalism as: _____

Communications Skills

At the start of the mentored internship program, I would rate my communication skills as: _____

| 1 – Underdeveloped | 2 – Working on it | 3 – Getting there | 4 – Effective | 5 – Highly effective |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • I tend to do most of the talking with my intern(s). • I am not aware of my practice with effective nonverbal communication. • I look to avoid addressing difficult situations and conversations. | <ul style="list-style-type: none"> • I do not think to give my intern(s) the “floor” to speak, question, problem-solve, and think aloud. • I recognize that the practice of effective nonverbal communication is an area for growth. • I recognize a need to develop skills to address and resolve difficult situations and conversations more effectively. | <ul style="list-style-type: none"> • In my desire to share my thinking, I often forget to give my intern(s) the “floor” to speak, question, problem-solve, and think aloud. • I am not always consistent with the practice of effective nonverbal communication. • I sometimes struggle to address and resolve difficult situations and conversations well, particularly with more challenging moments. | <ul style="list-style-type: none"> • I work to give my intern(s) the “floor” to speak, question, problem-solve, and think aloud. • I generally make eye contact, nod, paraphrase, ask open-ended questions, and connect when conversing. • I work to practice effective nonverbal communication, even in challenging situations. • I am usually able to address and resolve difficult situations and conversations well, though not always with more challenging moments. | <ul style="list-style-type: none"> • I consistently give my intern(s) the “floor” to speak, question, problem-solve, and think aloud. • I consistently make eye contact, nod, paraphrase, ask open-ended questions, and connect when conversing. • I demonstrate effective nonverbal communication almost all of the time, even in challenging situations. • I am able to address and resolve most difficult situations and conversations well, even in challenging moments. |

At this point in and as a result of the mentored internship program, I would rate my communication skills as: _____

Cultural Responsiveness and Cultural Humility

At the start of the mentored internship program, I would rate my cultural responsiveness and humility as: _____

| 1 – Underdeveloped | 2 – Working on it | 3 – Getting there | 4 – Effective | 5 – Highly effective |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> I do not see the need to be more open to new perspectives and the value of experiences that are not mine. I find this change in my thinking causes me discomfort. I am reluctant to listen to feedback around my practice of cultural humility because I hear it as unwarranted criticism. Generally, I do not reflect on my words and actions. | <ul style="list-style-type: none"> I recognize the need to be more open to new perspectives and the value of experiences that are not mine. I find this change in my thinking causes me discomfort. I will listen to feedback around my practice of cultural humility but find this awkward and sometimes tune out what I hear as criticism. I recognize that I should reflect on my words and actions more consistently. | <ul style="list-style-type: none"> I remind myself to seek new perspectives and be open to the value of experiences that are not mine. I work at but struggle with sitting with my discomfort. I will listen to feedback around my practice of cultural humility but find this awkward. I recognize that I should reflect on my words and actions more consistently. | <ul style="list-style-type: none"> I seek new perspectives and am open to the value of experiences that are not mine. I practice sitting with my discomfort as a strategy for growth. I am able to listen to feedback around my practice of cultural humility. I sometimes reflect on my words and actions. | <ul style="list-style-type: none"> I seek new perspectives and am open to the value of experiences that are not mine, even as I recognize that often I still perceive people initially as "other." I practice sitting with my discomfort as a strategy for growth. I am able to listen to and hear feedback around my practice of cultural humility. I reflect on my words and actions as a practice. |

At this point in and as a result of the mentored internship program, I would rate my cultural responsiveness and humility as: _____



SURVEY: CLINICAL SUPERVISOR PRE/POST

Directions: There are no right or wrong answers to this survey. It will be used to help our organization assess and understand how this mentored internship contributed to the development of your staff's knowledge and skills.

1. Please evaluate the following statement: The role of mentor provided my staff with a good opportunity for professional development.
 - ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Neither agree nor disagree
 - ☐ Agree
 - ☐ Strongly agree

2. Please evaluate the following statement: As a result of their work as mentors, my staff are more of an asset to my organization.
 - ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Neither agree nor disagree
 - ☐ Agree
 - ☐ Strongly agree

3. How did your organization match mentor(s) with intern(s)/mentee(s)?
 - ☐ A mentor–mentee matching survey
 - ☐ Informal process (e.g., conversation among staff or supervisors)
 - ☐ Did not use a matching strategy or tool

- 3a. If you used a matching tool, do you feel it contributed to an effective foundation for the mentorship?
 - ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Neither agree nor disagree
 - ☐ Agree
 - ☐ Strongly agree

Please evaluate the following statements.

4. My staff were provided sufficient time and resources to offer effective mentorship.
- ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Neither agree nor disagree
 - ☐ Agree
 - ☐ Strongly agree
5. I regularly dedicated supervisory time to discuss the mentoring experience.
- ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Neither agree nor disagree
 - ☐ Agree
 - ☐ Strongly agree
6. I felt comfortable in providing guidance and feedback around the mentoring experience.
- ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Neither agree nor disagree
 - ☐ Agree
 - ☐ Strongly agree
7. I found my staff engaged by their role as a mentor.
- ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Neither agree nor disagree
 - ☐ Agree
 - ☐ Strongly agree

8. I found my staff challenged by their role as a mentor.
- ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Neither agree nor disagree
 - ☐ Agree
 - ☐ Strongly agree
9. I will encourage and support my staff in providing mentorship with subsequent interns/intern cohorts.
- ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Neither agree nor disagree
 - ☐ Agree
 - ☐ Strongly agree
10. I would recommend a mentored internship program to colleagues in other behavioral health organizations.
- ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Neither agree nor disagree
 - ☐ Agree
 - ☐ Strongly agree

11. As a result of their participation as a mentor, in which of the following areas has your staff gained proficiency/effectiveness? (Check all that apply.)

- ☐ Accountability
- ☐ Clinical acumen
- ☐ Collaboration
- ☐ Communication
- ☐ Confidence
- ☐ Cultural responsiveness
- ☐ Empathy/perspective-taking
- ☐ Initiative
- ☐ Leadership
- ☐ Professionalism
- ☐ Time management

12. What other resources or training would be helpful?

13. What, if anything, would you change about this mentored internship program?



The behavioral health field faces a critical challenge: a growing demand for services, a significant portion of the workforce nearing retirement, a lack of diversity among professionals, and the resulting longer wait times and increased workloads that diminish capacity to provide comprehensive care. This impacts individuals, families, and entire communities, and the convergence creates a growing gap in access to crucial care. Developing and retaining a skilled workforce to meet the growing demand for treatment and recovery services, as well as advocates focused on prevention and well-being, is essential.

