Appendix 13:  
Clinical Mental Health Practicum/Internship Guide

Graduate Program in Counseling  
School of Applied Human Sciences  
University of Northern Iowa

Practicum and Internship Packet  
for  
Students, Interns, and Site Supervisors

COUN 6290 Clinical Mental Health Counseling Practicum  
and  
COUN 6291 Clinical Mental Health Counseling Internship
Dear Colleague:

Thank you for agreeing to supervise one of our Clinical Mental Health Counseling Practicum students. Because you have agreed to mentor and supervise a practicum student, you must be aware of the rewards. Practicum supervision is the important link between the academic program of study and the profession of practicing counselors. Many of the requirements Practicum are detailed in our CACREP accreditation standards. Our program has been CACREP accredited since 1990, but UNI has been graduating counselors since 1953!

Supervision can involve a combination of activities which include didactic instruction, case discussion, role plays, direct observation of sessions, joint therapy, frequent review of audio or videotapes, and opportunities to observe the supervisor conducting counseling sessions. We recommend that both parties (intern and supervisor) take an active role in discussing what kinds of learning experiences would be most helpful during internship. Initial and on-going discussions, including a review of the information in the packet are encouraged throughout the experience. Your evaluation is needed both at midterm and the end of the semester. A copy of the Professional Counseling Performance Evaluation (PCPE) is provided in this packet as a required evaluation tool. The student will not receive “credit” until the final evaluation is received.

Our practicum students are required to complete 100 contact hours, including 40 hours of direct client (individual, group or family counseling) contact and 60 of indirect time logged over the course of the fall and spring semester. One hour of weekly supervision by the site supervisor meets our minimum requirements and live supervision of practicum students in counseling related actives is necessary, especially if it is not possible to video or audio tape.

I will be available throughout the semester if you need to contact me and I may check in with you on our student’s progress. At least once, I will visit your agency. I am providing both my email and phone contact information below. If you have any questions please let me know and thank you for mentoring our student!

Respectfully,

Instructor’s contact information here
Name, address, phone, and email
Clinical Mental Health Counseling Practicum Guidelines

Course Description
First-level intensive experience designed to further develop individual and group counseling skills. Offered on credit/no credit basis only. Prerequisite(s) for Mental Health Counseling: COUN 4103/5103; COUN 4105/5105; COUN 6205 (grade of B or higher); COUN 6220; COUN 6227; COUN 6241 (recommended/can take as co-requisite); COUN 6250 (recommended); consent of department head.

General Guidelines
The University of Northern Iowa requires that students in Mental Health Counseling program complete a graduate-level clinical supervised counseling practicum consisting of a minimum of 100 clock hours spread across one semester. It is required that the practicum experience will be spread over the entire semester in order to provide a longer time frame for growth and integration as well as an time for working with clients who may need longer-term counseling. The University of Northern Iowa Clinical Mental Health Program is CACREP accredited (Section III Professional Practice G 1-8) and also follows CACREP standards and the State of Iowa Requirements for Mental Health Licensure (31.6 (2)). Below are the guidelines interns will be required to follow:

Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student’s practicum includes all of the following:

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.

3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.

4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients.

5. Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.
During Practicum, students will:

1. Demonstrate the ability to apply and adhere to ethical and legal standards in CMHC.
2. Use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
3. Apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
4. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
5. Demonstrates the ability to use procedures for assessing and managing suicide risk.
6. Applies current record-keeping standards related to clinical mental health counseling.
7. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
8. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.
9. Maintains information regarding community resources to make appropriate referrals
10. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients
11. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
12. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols
13. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
14. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
15. Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.
16. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
17. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
18. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.
Placement Procedures for Practicum

Students will attend an Practicum meeting in March/October prior to the semester they are taking Practicum.

1. During the meeting faculty will
   a. Review sites approved for Practicum (UNI Counseling Center and Wartburg Counseling Center)
   b. Inform students of application procedures of each site and of deadlines for applications and scheduling of interviews.
   c. Discuss expectations and guidelines outlined in within this document

2. Once interviews are conducted site supervisors will provided feedback to faculty and faculty will place students at either site.

3. Students will be informed of placement.
Graduate Program in Counseling  
Clinical Mental Health Counseling and School Counseling  
University of Northern Iowa  

Clinical Mental Health Counseling Emphasis

Date__________________

Dear Colleague:

Thank you for agreeing to supervise one of our Clinical Mental Health Counseling Internship students. Because you have agreed to mentor and supervise an intern, you must be aware of the rewards. Internship supervision is the important link between the academic program of study and the profession of practicing counselors. The process of internship ends with two individuals knowing one another's philosophy and skills in an intimate way; two individuals who are now and will continue to be colleagues. Many of the requirements for internship are detailed in our CACREP accreditation standards. Our program has been CACREP accredited since 1990, but UNI has been graduating counselors since 1953!

Supervision can involve a combination of activities which include didactic instruction, case discussion, role plays, direct observation of sessions, joint therapy, frequent review of audio or videotapes, and opportunities to observe the supervisor conducting counseling sessions. We recommend that both parties (intern and supervisor) take an active role in discussing what kinds of learning experiences would be most helpful during internship. Initial and on-going discussions, including a review of the information in the packet are encouraged throughout the experience. Your evaluation is needed both at the end of the fall and spring semester. A copy of the Professional Counseling Performance Evaluation (PCPE) is provided in this packet. Please use it evaluations. The student will not receive “credit” until the final evaluation is received.

Our interns are required to complete 600 contact hours, including 240 hours of direct client (individual, group or family counseling) contact and 360 of indirect time logged over the course of the fall and spring semester. One hour of weekly supervision by the site supervisor meets our minimum requirements and live supervision of interns in counseling related actives is necessary, especially if it is not possible to video or audio tape.

I will be available throughout the semester if you need to contact me and I may check in with you on our student's progress. At least once, I will visit your agency. I am providing both my email and phone contact information below. If you have any questions please let me know and thank you for mentoring our student!

Respectfully,

Instructor’s contact information here  
Name, address, phone, and email
Clinical Mental Health Counseling Internship Guidelines

Course Description
The counseling internship is a two-semester experience, which provides intensive on-the-job training in a mental health setting. It involves a collaborative effort between the university and community agencies. The internship experience should be similar to that of a typical mental health counseling position, but with closer supervision.

General Guidelines
The University of Northern Iowa requires that students in Mental Health Counseling program complete a graduate-level clinical supervised counseling internship consisting of a minimum of 600 clock hours spread across the fall and spring semesters. At least 240 of these hours must consist of direct contact with clients (i.e. individuals, couples, families, groups). The time beyond 240 that is not client contact hours will typically include time spent at the off-campus site, attendance of seminar sessions on-campus and individual supervision by your on-campus instructor. It is required that the internship experience will be spread over both the entire fall and spring semesters in order to provide a longer time frame for growth and integration as well as an extended time for working with clients who may need longer-term counseling. The University of Northern Iowa Clinical Mental Health Program is CACREP accredited (Section III Professional Practice G 1-8) and also follows CACREP standards. State of Iowa Requirements for Mental Health Licensure (31.6 (2)). Below are the guidelines interns will be required to follow:

1. A minimum of 240 hours of direct service with clientele appropriate to the program of study;
2. A minimum of one hour per week of individual supervision and triadic supervision, throughout the internship, usually performed by the on-site supervisor;
3. A minimum of one and one-half hours per week of group supervision, throughout the internship, usually performed by a program faculty member supervisor;
4. The opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, in-service and staff meetings);
5. The opportunity for the student to develop program-appropriate audiotapes or videotapes, or a combination of both, of the student’s interactions with clients for use in supervision;
6. The opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and nonprint media, professional literature, and research; and
7. A formal evaluation of the student’s performance during the internship by a program faculty member in consultation with the site supervisor.
On Site
As an intern you will be expected to work closely with the site supervisor to:

1. Spend an average of 25 to 30 hours on site per week over two semesters. The needs of a particular site may necessitate additional hours.(Adhere to the agency/site calendar especially regarding vacations(s), breaks, etc.)

2. Average at least 12-13 hours direct client contact per week in order to gain 360 direct contact hours. Interns are encouraged to have as much direct contact as reasonable.

3. Gain experience in the use of the current edition of the DSM in relation to performing initial assessments, interpreting data from a variety of sources, planning treatment and writing reports.

4. Provide counseling to clients who represent different age, socio-economic, and ethnic groups, and clients who present different problems and different personality characteristics. It is also important to have practice in crisis, brief, intermediate, and long-term counseling.

5. Arrange to average of at least three hours of client contact time per week should be video or audio taped.

6. Arrange to receive at least one hour of supervision per week from your site supervisor.

7. Become thoroughly familiar with the site, its purposes, policies, and procedures, including how decisions are made and implemented.

8. Become familiar with the range of clients served, services provided, assessment, treatment, termination and referral policies and procedures, and major theoretical approaches and philosophical positions at the site.

9. Gain experience in as many aspects of a counselor’s position at the site as possible. Attend staff meetings (if permitted), try to spend some time with various staff members, become familiar with administrative and management policies, including fiscal, accounting and service management concerns, utilize the library and other agency resources. Become aware of criteria for determining accountability and quality assurance.

10. Become familiar with prescribed psychotropic medication used by clients and note their effects.

11. Develop and maintain written reports (i.e. case notes, treatment plans, termination notes) as required by your site/agency.

12. Terminate your relationships with both clients and the agency appropriately.
On-Campus

1. Regularly attend seminar sessions on campus and assume responsibility for making your needs, concerns, and ideas known, and for assisting in the growth of your peers. Seminar sessions will generally occur in one to two hour blocks. Seminar may not always be held weekly.

2. Receive individual supervision during each semester from the university instructor on an arranged basis. The session will generally be one to two hours each. The schedule will be determined after the semester begins.

3. You are required to make a case presentation on a minimum of two different clients during the semester. Guidelines for preparing case presentations will be provided. Typed copies of case presentation are to be distributed to your peers one week prior to the date of presentation.

4. Provide at least one video or audiotape (preferably two) for weekly individual supervision. Instructions will be given.

5. Provide a flow chart of your site including its address and phone number(s), names (s), phone numbers, and e-mail address of your site supervisor (s), and any relevant information and materials that will help your instructor and peers to conceptualize its roles and functions in the community.

6. Prepare written reports. These reports will include: Case Presentations, Weekly Logs, Summary of Internship Activities, Summary of Clinical Experience Data, etc.

7. Prepare appropriate client documentation. This will include: Treatment Plans, client case documentation, self-assessment/evaluation of individual sessions.

8. Make available a minimum of two tapes (audio and/or videotapes) per week. Mark your tapes with your name, session number, client, and have them set at the starting point. An instructor will not search for an interview. Use standard size tapes, both audio and video. Turn in appropriate paperwork (Treatment Plans, case documentation, self-assessment/evaluation) with your tape. Put them all in a marked (your name/date/client/tape number) envelope.

9. Students will be expected to research their clients issues. Students will also be asked to share interesting materials and articles with the group. In addition, students will be given short articles to read or web sites to explore and discuss in group.

10. Exhibit professional and ethical standards both on site, on campus, with your supervisor, and while in seminar.

11. Communicate with your supervisor. She is available if there are problems or questions that arise concerning your clients or yourself.
Placement Procedures for Internship

5. Students will attend an Internship meeting in March prior to the semester they are taking internship.

6. During the meeting faculty will
   a. Review various sites available for internship
   b. Provide contact information for approved sites
   c. Review procedures for seeking approval for new sites (see page 13-14)
   d. Discuss expectations and guidelines outlined in within this document
   e. Have students identify which sites they plan to apply to for internship

7. Once students have attended the meeting, they are free to contact approved sites and set up interviews.

8. Students must notify faculty where and when they will be interviewing.

9. After securing an internship site, students will need to gain the site and university supervisors signature on the On Site Supervisor and Internship Student Agreement (see page 16)
Mental Health Internship Sites

Allen Hospital (1 Position)
1825 Logan Ave.
Wateloo Iowa
Ken Wernimont
319-235-3683

Allen Employee Assistant Program (1 position)
1825 Logan Ave.
Wateloo Iowa
Stephanie Lawrence
(319) 235-3550

Blackhawk-Grundy Community Mental Health (2-3 positions)
3251 West 9th Street
Waterloo, Iowa 50702
Tom Eachus
(319) 234-2893

Success Street (1 to 2 Positions)
Expo, East, & West High Schools
Logan Middle School
Central Middle School
Kerry Sullivan 319-433-2780

UNI Counseling Center (1-3 Positions)
Paula Gilroy
319-273-2676

Horizons (1-2 positions)
2101 Kimbal Ave
Waterloo, IA
Denny Feltz
319-272-2873

Iowa Veterans Home (1 position)
1301 Summitt Street
Marshalltown, Iowa 50158
Isabell Lewis
1-800-645-4591

Pathways/Cedar Valley Mental Health (1 position)
Scott Dickinson
111 Tenth St. SW
Waverly, Iowa 50677.
319-352-2064
Pathways Behavioral Services  
3362 University Ave.  
Waterloo, IA 50701  
319-235-6571

Covenant Clinic Waverly/Waterloo  
Paul Werhman  
272-8922

Catholic Charities

Wartburg College (1 position)  
Stephanie Newsom  
(319) 352-8596

Denise Cooper (1-3 positions)  
1st Judicial District Dept. of Correctional Services  
314 E. 6th St. Waterloo, IA 50703  
Office: 319-292-1268  
Fax: 319-291-3947
Approval Application for Clinical Mental Health Counseling Internship

Rationale:

Internship is an important experience during your clinical training. As a program, it is crucial faculty are familiar with your sites, site supervisors, and the services provide at these agencies and organizations. We must ensure the following parameters are met: 1) the services interns provide are ethically appropriate for your level of training and that funding/payment avoid putting students, faculty, and supervisors in unethical positions, 2) interns are provided with opportunities to be involved with all the necessary elements of prevention, treatment, assessment, and the diagnosis of mental health disorders, problems, and issues, and 3) CACREP and state licensure guidelines are followed.

We are interested in adding local sites (within approximately a 1 hour distance from UNI) to our existing list of sites provided they meet all of our requirements. For 2011-2012 interns only, we will consider approval for sites further than one hour travel time but other requirements may be required to accommodate such requests. Distance supervision is not guaranteed and is dependent on who is assigned to teach the sections. Such sites appropriate for internship generally include community agencies, managed behavioral health care organizations, integrated delivery systems, hospitals, employee assistance programs, substance abuse treatment centers. Private practices are not appropriate for internship sites. The American Counseling Association sites the following rationale regarding interns and private practice:

"It is not recommended and strongly discouraged that any students complete internship at a private practice. By the very nature of a private practice, interns simply cannot receive the kind of interaction with other counselors and mental health professionals and the intense supervision that is required - and that they can receive at an agency, school, or institution."

Procedure:

Students interested in applying for a new site to be approved must complete the following application questions and turn in the application to Roberta Roberts in Latham Hall. The faculty will review the request, contact the site, and make decisions based on the appropriateness and uniqueness of the setting, qualifications of supervisor and clinical staff, and the clinical and interpersonal skills of the student.
Application Questions:

1. Please explain the site you are interested in having approved by the Clinical Mental Health Program. Include such information as the services provided, scope of practice, mission statements, how long they have been in existence, how many licensed master level clinicians practice at the organization, and any other information which would help the program learn about the site.

2. Do they have a licensed professional on site with clinical and supervision experience to provide supervision?

3. What academic and clinical experiences will this site provide that the existing approved sites does not provide?

4. Share the personal characteristics you possess which will help you navigate new environments and experiences?

5. Do they meet the following requirements:
   - Two years clinical experience?
   - Licensed as a helping professional (LMHC, LISW, Licensed Psychologist)?
   - Training in supervision?
   - Available for supervision 1 hour per week and other times as needed?
CACREP 2009 Supervisor Qualifications and Support Standards

A. Program faculty members serving as individual or group practicum/internship supervisors must have the following:

1. A doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program.

2. Relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling.

3. Relevant supervision training and experience.

B. Students serving as individual or group practicum student supervisors must meet the following requirements:

1. Have completed a master’s degree, as well as counseling practicum and internship experiences equivalent to those in a CACREP-accredited entry-level program.

2. Have completed or are receiving preparation in counseling supervision.

3. Be supervised by program faculty, with a faculty-student ratio that does not exceed 1:6.

C. Site supervisors must have the following qualifications:

1. A minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.

2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.

3. Knowledge of the program’s expectations, requirements, and evaluation procedures for students.

4. Relevant training in counseling supervision.

D. Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.

E. Supervision contracts for each student are developed to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.
The following pages are required forms for internship and signed copies by all parties should be provided for intern, supervisor, and internship instructor.

COUN 6290 Clinical Mental Health Counseling Practicum  
or  
COUN 6291 Clinical Mental Health Counseling Internship  

University of Northern Iowa

Practicum Student or Intern Name ________________________________

Fall ___________  Spring ___________

Practicum or Internship Site

Location Name ________________________________________________

Address _____________________________________________________  _____________________________________________________

Site Phone __________________________________________________

Intern’s Cell Phone ____________________________________________

Intern’s Email _______________________________________________

Supervisor Information

Supervisor ___________________________________________________

Supervisor’s title _____________________________________________

Phone ______________________________________________________

Email _______________________________________________________

Prior to beginning the internship experience, and after the internship meeting with the instructor, the internship student should have this form signed by the on-site supervisor. 

____________________________ has discussed the internship experience and the CACREP requirements with me and has permission to work with clients under my supervision at:

**Location:** ____________________________________________________

**Semester & Year:** _____________________________________________

I understand that if I have further questions regarding the practicum or internship or if I am unable to resolve any concerns with the student that I will contact.

**Clinical Mental Health Counseling Practicum or Internship Instructor**

*Instructor retains a copy, site supervisor retains a copy, and student retains a copy.*
AUDIO AND VIDEO TAPING PROCEDURES

Audio and/or videotaping is crucial, both for supervisory purposes and in order to protect the interests of clients. Therefore, audio and/or videotaping will be utilized whenever appropriate.

1. Receiving parental consent for taping of children and adolescents is encouraged by UNI. However, this decision is left to the discretion of respective site. Forms are available.

2. It is essential that the purpose of the taping be explained to clients. In essence, indicate that it is to help the trainee improve skills and that their identity will not be revealed to others.

3. All tapes are to be listened to or viewed by the counselor trainee; they also will be shared with the university instructors, and/or his/her designated on-campus supervisor, and by the on-site supervisor. Occasionally, tapes are group critiqued in practicum or internship seminar. However, no tape is shared in the seminar if the identity of the client is likely to be evident, and no reference to the client’s last name is to be made. Listening to or viewing a tape by the seminar is an activity which is entered into only after adequate safeguards are taken to protect the identity and interests of the client. (Only first names of the clients are to be used on tapes and/or forms).

4. After tapes have been critiqued, they are to be erased. This responsibility rests with the counselor trainee.

5. Interview content, whether taped or not, is to be kept strictly confidential. All listening to tapes, critiquing, and supervision are to be confined to private critique and supervisory areas. Under no circumstances are clients, their identities, or the nature of their concerns, to be discussed with persons other than supervisors or seminar members.

If auto or videotaping is not possible at your site, it is essential that the interns receive live supervision of counseling skills in individual or group sessions. Feedback is vital to counselor development.
Clinical Mental Health Counseling Program
University of Northern Iowa
Professional Counseling Performance Evaluation (PCPE)

Student ____________________________  Program _________________________
Semester and Academic Year_______________________

Faculty Supervisor ________________________________
Onsite Supervisor ________________________________
Faculty Counseling Skills __________________________
Other: __________________________________________

Mid-Semester Evaluation: Date: ______
End of Semester Evaluation: Date: ______

Rating Scale:  N - Not required and/or No opportunity to observe
0 - Does not meet criteria expected for student’s level of preparation and experience.
1 - Minimally or inconsistently meets criteria expected for student’s level of preparation and experience.
2 - Consistently meets criteria expected for student’s level of preparation and experience.
3 - Exceeds criteria expected for student’s level of preparation and experience

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<tr>
<td>1. COUNSELING SKILLS</td>
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<tr>
<td>a. Establishes relationships characterized by working alliance.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<td>b. Creates appropriate structure: Sets and maintains boundaries such as meeting place, time, and duration.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<tr>
<td>c. Provides individual, group, family, or educational sessions designed to promote wellness and improve functioning (i.e. relationships, academics, personal/social development, career) (CHMC D3, D5; SC F2)</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<tr>
<td>d. Shows understanding of content of client’s story – primary elements</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<td>e. Shows understanding of context of client’s story – uniqueness and underlying meanings (CHMC D2, F2, F3)</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<td>f. Responds to feelings; identifies client affect and address feelings therapeutically.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<tr>
<td>g. Demonstrates congruence/genuineness; outer behavior consistent with inner affect.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<tr>
<td>h. Shows empathy: Takes client’s perspective without over-identifying and communicates this experience to client.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<tr>
<td>i. Demonstrates effective nonverbal communication: use of body, voice, attire, etc.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<td>j. Creates a psychologically safe environment.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>k. Shows awareness of, and effectively manages, power differences in relationships.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<tr>
<td>l. Collaborates with client to establish clear and measurable counseling goals. (CMHC J2; SC J2)</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
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m. Facilitates client’s movement toward counseling goals and apprises client of progress. (CMHC D1; SC D2, D3) | N 0 1 2 3  
| n. Promotes wellness through both intervention and prevention. (CMHC D1, D3; SC; D2, D3) | N 0 1 2 3  
| o. Manages termination of counseling in a therapeutic manner. (CMHC D1, D2) | N 0 1 2 3  
| p. Identifies and consistently demonstrates one’s guiding theory of counseling. (CMHC D1; SC D2; D3) | N 0 1 2 3  

2. PROFESSIONAL DISPOSITION & BEHAVIOR

| a. Conducts self ethically and in compliance with legal requirements so as to promote confidence in the counseling profession. (CMHC B1; SC B1) | N 0 1 2 3  
| b. Relates to peers, professors, and others according to stated professional standards. (CMHC B1; SC B1) | N 0 1 2 3  
| c. Keeps accurate and timely records. (CMHC B1, D7; SC B1) | N 0 1 2 3  
| d. Demonstrates sensitivity to real and ascribed power differences between self and others; does not exploit or mislead others during or after professional relationships. (CMHC D2, D5; SC D1, F1) | N 0 1 2 3  

3. KNOWLEDGE

| a. Demonstrates basic cognitive, affective, sensory, and motor capacities to respond therapeutically to others. (CMHC D1; SC D2) | N 0 1 2 3  
| b. Recognizes and responds appropriately to cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. (CMHC D2, D5, F3; SC D1, F1) | N 0 1 2 3  
| c. Promotes wellness, optimal mental health, and development through programs by providing programs and services designed to enhance these areas. (CMHC D3, SC L1) | N 0 1 2 3  
| d. Analyzes and applies relevant research findings to the practice of counseling. (CMHC J1; SC J1, J3) | N 0 1 2 3  
| e. Participates in design, implementation, management, and evaluation of effectiveness of counseling services provided to his or her population (i.e school or case load) (CMHC J2, J3 ; SC P1) | N 0 1 2 3  
| f. Appropriately applies assessment and diagnostic tools both initially and throughout counseling through intake interview, mental status evaluation, bio psychosocial history, mental health history, and psychological assessment. (CMHC, D1, H1, H2, H3, H4, L1, L2, L3; SC H1, H2, H3, H5) | N 0 1 2 3  
| g. Identifies and responds appropriately to clients with addiction and co-occurring disorders. (CMHC D8, H3, H4) | N 0 1 2 3  
| h. Assesses and manages suicide risk. (CMHC D6, H3; SC D4) | N 0 1 2 3  
| i. Recognizes and responds therapeutically to crises, disasters, and other trauma-causing events in clients’ lives. (CMHC C6, L3; SC C6) | N 0 1 2 3  
| j. Involves others in client’s life in the counseling process as clinically, ethnically, and legally appropriate. (CMHC D4; SC F4, H4, N1, N3) | N 0 1 2 3  

k. Recognizes the boundaries of one’s particular competencies and the limitations of one’s expertise. (CMHC D9; SC D5)  

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l. Provides only those services and applies only those techniques for which one is qualified by education, training, and experience. (CMHC B1, D9; SC B1, D5)  

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m. Takes responsibility for compensating for one’s deficiencies. (CMHC D9; SC D5)  

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n. Takes responsibility for assuring others’ welfare when encountering the boundaries of one’s expertise, through such activities as consultation and referral. (CMHC D4, D9, F1; SC D5, H4, N2, N3, N5)  

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### 4. SELF-AWARENESS

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a. Exercises appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.  

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b. Demonstrates honesty, fairness, and respect for others.  

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c. Demonstrates an awareness of one’s own belief systems, values, needs and limitations and the effect of these factors on one’s work (CMHC D2; SC D1)  

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d. Seeks, welcomes, receives, integrates, and utilizes feedback from supervisors and others. (CMHC D9; SC D5)  

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e. Exhibits appropriate levels of self-assurance, confidence, and trust in own ability.  

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f. Follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual (s) with whom the conflict exists. (CMHC B1; SC B1)  

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### 5. INTEGRITY

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a. Refrains from making statements that are false, misleading, or deceptive, (CMHC B1; SC B1)  

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b. Avoids improper and potentially harmful dual relationships. (CMHC B1; SC B1)  

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c. Respects and fundamental rights, dignity, and worth of all people. (CMHC B1, D2; SC B1, F1)  

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d. Respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy. (CMHC B1; SC B1)  

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e. Demonstrates the ability to articulate, model, and advocate for policies, programs, and services that meet clients’ unique needs. (CMHC F2; SC B2, F3)  

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Mid-Semester Comments:

Student Comments

Strengths:

Areas of growth:

Supervisor Comments

Strengths:

Areas of growth:

End of Semester Comments:

Student Comments

Strengths:

Areas of growth:

Supervisor Comments

Strengths:

Areas of growth:
This evaluation form should be completed by the practicum/internship student at the end of the practicum/internship experience. Discussion of the form with the site supervisor being evaluated is encouraged but not required.

Name of Site/Faculty Supervisor: __________________________ Date: __________

Name of Site: ___________________________________________________________

Name of Student: __________________________ Semester/Year: _______

DIRECTIONS: Circle the number which best represents how you, the student, perceived the supervision received at your site:

Key: 0 = Insufficient opportunity to observe/experience
1 = Needs much improvement  2 = Needs some improvement
3 = Meets expectations  4 = Superior

- Note: site supervisor and faculty supervisor are used interchangeably throughout the survey depending on who you are evaluating.

My site/faculty supervisor:  

1. Gives time and energy in observing my skills and discussing cases  0 1 2 3 4

2. The site supervisor was friendly and approachable  0 1 2 3 4

3. Accepts and respects me as a person  0 1 2 3 4

4. Recognizes and encourages further development of my strengths & capabilities  0 1 2 3 4

5. Gives me useful feedback when I do something well  0 1 2 3 4

6. The site supervisor observed my work on a regular basis  0 1 2 3 4

7. Encourages and listens to my ideas and suggestions for developing my counseling skills  0 1 2 3 4

8. Provides suggestions for developing my counseling skills  0 1 2 3 4

9. Helps me to understand the implications and dynamics of the counseling approaches I utilize  0 1 2 3 4

10. Encourages me to use new and different techniques when appropriate  0 1 2 3 4
11. The site supervisor demonstrated multicultural competencies 0 1 2 3 4
12. Helps me to define and achieve specific concrete goals for myself during the practicum/internship experience 0 1 2 3 4
13. Gives me useful feedback when I do something inappropriate 0 1 2 3 4
14. Allows me to discuss problems I encounter in my practicum/internship setting 0 1 2 3 4
15. Focuses on both verbal and nonverbal behavior in me and in my clients. 0 1 2 3 4
16. Helps me define and maintain ethical behavior in counseling and case management. 0 1 2 3 4
17. Encourages me to engage in professional behavior 0 1 2 3 4
18. Maintains confidentiality in material discussed in supervisory Sessions 0 1 2 3 4
19. Deals with both content and affect when supervising 0 1 2 3 4
20. Focuses on the implications, consequences, and contingencies of specific behaviors in counseling and supervision. 0 1 2 3 4
21. Helps me organize relevant case data in planning goals and strategies with my client. 0 1 2 3 4
22. Helps me to articulate my a theoretical orientation 0 1 2 3 4
23. Offers resource information when I request or need it 0 1 2 3 4
24. Helps me develop increased skill in critiquing and gaining insight from my counseling tapes/or receiving feedback from live supervision 0 1 2 3 4
25. Allows and encourages me to evaluate myself 0 1 2 3 4
26. Explains his/her criteria for evaluation clearly 0 1 2 3 4
27. Applies his/her criteria fairly in evaluating my counseling performance 0 1 2 3 4
28. The site supervisor was a good liaison to the counseling profession 0 1 2 3 4
29. The site supervisor informed me about professional growth opportunities that would enhance my learning 0 1 2 3 4
30. Did your site placement meet your expectations 0 1 2 3 4
31. Did your site placement broaden your understanding of the counseling field and diverse client populations

32. Do you believe your site placement enhanced your counseling skills and professional growth

33. Would you recommend this supervisor for other students in our program

Additional Comments and/or Suggestions:

Student’s Signature: ____________________________ Date: ____________