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MORGRIDGE COLLEGE OF EDUCATION

# Practicum and Internship Packet

2020-2021  
Counseling Psychology  
Master of Arts  
Clinical Mental Health Counseling (CMHC)



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MORGRIDGE COLLEGE OF EDUCATION

# PRACTICUM



## INTRODUCTION TO PRACTICUM

The first year Practicum experience for the Counseling Psychology program at the University of Denver's Morgridge College of Education provides a supervised transition from an academic setting to the professional field of counseling. A professor from the Counseling Psychology program works with selected on-site supervisors (practitioners from approved field settings) to coordinate the practicum experience. Components of practicum experience include: (1) an introductory course (Fieldwork) (2) supervised experience in the field setting and (3) additional individual and group consultation sessions with the Counseling Psychology Beginning Practicum instructor.

### **Fieldwork (Fall Quarter)**

Prior to enrolling in Beginning Practicum, students are required to take Fieldwork (CNP 4743) in the Fall of their first year. The Fieldwork orientation experience should help the student develop the basic knowledge needed in order to function on site. Students will attend Fieldwork weekly and engage with the instructor to review progress. Concurrently, students will also take other academic courses to prepare them for practicum and internship. A student needs to develop fundamental skills for a practicum. A student should:

1. Be able to evaluate themselves in terms of strengths and weaknesses in specific counseling areas.
2. Possess basic counseling skills and be effective at a level that is more than just minimally facilitative.
3. Demonstrate a willingness to learn new approaches or techniques and have the flexibility to change styles.
4. Demonstrate a willingness to learn the basic differences as well as similarities of major counseling and psychotherapeutic theories and be open to using these theories in practical applications.

Students are to assume responsibility for developing the above skills before entering the practicum training program. In certain cases where deficiencies are apparent, a student will be asked to complete additional training or course work before proceeding with practicum. Students should choose a practicum/internship site in consultation with the Fieldwork instructor.

The Practicum and Internship Coordinator for Counseling Psychology will work to establish relationships with agencies in the community and will communicate with students and Fieldwork instructors as to the availability of positions within those agencies. Students will prepare a Curriculum Vitae in the first weeks of Fieldwork and will then engage in the application and interview process as directed by Fieldwork instructors.

Once a site is established, students' training consists of 30 on-site hours of basic professional orientation at the Practicum site. During the Fieldwork orientation period students may attend case conferences or staff meetings, sit in on client sessions or intake interviews as appropriate, or be assigned readings that will aid the orientation process. Students **do not** participate in

individual counseling with clients during the fieldwork orientation. The fieldwork orientation must include at least one hour per week of individual supervision with the on-site supervisor. Once the 30-hour requirement for Fieldwork (plus 10 hours of class) has been met, the student may count up to 20 additional hours towards the total on-site Beginning Practicum hour requirement.

### **Beginning Practicum (Winter & Spring Quarters)**

Practicum provides 1<sup>st</sup> year Master students with supervised field experience in professional counseling. The Beginning Practicum in Counseling Psychology, scheduled in the Winter Quarter and continues through Spring Quarter, begins immediately after the Fieldwork orientation.

#### **Students are required to:**

1. Complete at least 200 hours of Practicum on-site work over 2 to 3 quarters. The 200 hours must include: (1) at least 100 hours of **\*direct client contact** (2) Of the 100 direct client contact hours, 25 hours must be individual counseling.
2. Record (audio or video) and transcribe **two** individual counseling sessions per quarter with Beginning Practicum instructor.
3. Receive a minimum of **one** hour of face-to-face individual on-site **\*\*supervision** per week.
4. Complete **one** case report with corresponding case presentation per quarter.

#### **The Beginning Practicum classes should foster:**

1. Social and professional responsibility in accordance with the profession's ethical code
2. The ability to understand and conceptualize human problems
3. Knowledge of human differences and multicultural diversity issues
4. An understanding of how personality, individual biases, environmental and cultural factors may influence human interactions
5. Skill development such as interviewing, diagnosis, testing, treatment planning, etc.
6. The ability to contribute to current knowledge and/or practice

**\* direct client contact** includes: individual and group counseling, milieu therapy, intake, couples counseling, family counseling, vocational/career counseling, crises intervention, assessment, phone consultation, and/or workshop/presentation by student when there are client's present. The student/trainee should be working one on one with the client for it to count towards the 25 hours of direct Individual client contact. It does **NOT** include any indirect work with clients (i.e.,: observation, writing notes, staff meetings).

**\*\*** Students in the CMHC concentration must be supervised by a Master's level mental health professional (license not required) with at least **one year** of experience in the field.



## INITIATING PRACTICUM

As this is an extremely important part of the student's professional training, determining where and when the practicum will take place should be decided with great care. The University of Denver's Counseling Psychology has collaborated with **over 100 sites** in the Denver Metro Area the past 4 years. Practicum sites in the area are quite varied, and choices should be made based on the student's interests, preparation, and experience. Furthermore, students are encouraged to work with a diversity of clients, and supervisors are urged to try to give students these opportunities. The student must be aware that some sites require one or more interviews with practicum candidates before agreeing to provide training experience. Therefore, advance planning is essential when preparing for the practicum placement.

Students will receive a list of sites provided by their Fieldwork instructor in the Fall Quarter. The list includes approved sites that have an established relationship with the Counseling Psychology program. Each site may have different instructions on how to apply. Please get with your instructor for details surrounding when and how to apply to each site. It is also suggested that after reviewing the potential sites with your instructor, students visit several sites and talk with each on-site contact person about possible practicum activities. Students should take with them a copy of their own vita/resume and be prepared to discuss their training, experience, and goals for the practicum. If a student is interested in a site that is not on the approved list of sites, they must contact the Practicum and Internship Coordinator, who will contact the site to ensure the program requirements can be met. The Coordinator will then contact the student and the Fieldwork instructor as to whether it is a viable site. **Students should not make a final commitment to a site before clearing the site with their Fieldwork instructor.**

In the interest of professional standards as well as for practical considerations, students are encouraged to pursue practicum experiences in settings other than their normal place of employment. Practicum experience in regular places of employment may produce a conflict of obligations for the employer. Experiences in other settings will provide the student with a broader exposure to the counseling field, which is important in a training program. Exceptions will be granted to this rule only on the recommendation of the advisor and with the approval of the Counseling Psychology faculty. The student must show that he/she will obtain new and relevant training at the current place of employment as well as appropriate supervision.

The policy of the Counseling Psychology program is that students are not allowed to pay for practicum supervision due to the risk of problems arising from a dual relationship. Different

Beginning Practicum instructors will require different assignments as specified in course outlines. All students will participate in 2 hours of Beginning Practicum class each week and two hours of individual consultation during the quarter with the instructor. Students are required to accumulate the required 200 practicum hours at **one site**. However, if a student wants to change sites for some extraordinary reason, the procedures outlined below must be followed: (1) Discuss the situation with the Beginning Practicum instructor and advisor; (2) Write a letter of petition to the faculty explaining the situation and requesting a change; (3) Wait for a faculty decision before any new site is contacted. It is very important that these steps be followed in order to ensure that both practicum students and sites have the best experience possible.

### **Roles**

If a student has an issue with their site or On-Site Supervisor, they must go directly to their Fieldwork (Fall) instructor or their Beginning Practicum (Winter & Spring) instructors. On-Site Supervisors are instructed to reach out to the Fieldwork or Beginning Practicum instructors for any issues that come up. For any training issues and questions, students can reach out to the Training Director, Dr. Jennifer Gafford. The Practicum Coordinator will be in communication with all instructors teaching Fieldwork and Beginning Practicum for updated information regarding sites. You can reach out to the Practicum Coordinator or your advisor for assistance in searching for a site.

### **The Agreement**

The University of Denver will provide students with an On-Site Supervisor Memorandum and Agreement to assist the practicum sites, the students, and the University in delineating responsibilities. The agreement will address issues of time commitment, specific duties and expectations of the student, the functions of the on-site practicum supervisor, the practicum agency, and the Beginning Practicum instructor.

### **Insurance**

Practicum students are required to obtain their own malpractice insurance during the supervised practicum experience. This insurance may be purchased from ACA or APA for greatly reduced student rates.



**ON-SITE SUPERVISOR MEMORANDUM**

**TO: Practicum On-Site Supervisor**

**FROM: Jennifer Gafford, PhD**

**SUBJECT: Supervision of Counseling Psychology Practicum Students from the University of Denver**

Thank you for agreeing to supervise one of our Counseling students for their practicum. Your main requirement as an On-Site Supervisor is to meet with the practicum student for at least one hour per week for a face-to-face supervisory conference. Your comments may be based on observing the student's counseling sessions, listening to tapes, or reading session notes. For liability and professional development reasons, we require that a clinical supervisor is on site when our students are working in your agency. It is expected that you will be responsible for screening clients and matching them with the supervisee's ability level. Students are encouraged to work with a diversity of clients. Activities considered appropriate for the practicum experience are direct services such as: individual and group counseling, consultation with parents and teachers, career counseling and assessment opportunities commensurate with the student's skills. Students are also required to record at least two of their individual client sessions for instructional purposes at DU. Each student will be asked to present some of their counseling case material to the practicum class on campus. Client names will not be used so that confidentiality is observed. If any of these requirements cannot be met at your site, please contact the practicum instructor at DU as soon as possible. The student must be able to meet these requirements in order to complete the practicum course.

We highly value the time and effort you will give to the supervision of this student. In exchange, we expect the practicum student will give you service of good quality. It is the policy of our program at this time that supervisors will not be compensated by either the student or the University for supervision time.

You will receive your copy of the student's practicum evaluation form to be completed independently by you. The student is responsible for evaluating themselves on a duplicate form and arranging a joint feedback session so you can discuss your perceptions of the student's skill level. Both forms must be returned by the student to the practicum instructor by the end of the quarter.

Thank you,

Jennifer Gafford, PhD. Licensed Psychologist  
Clinical Assistant Professor  
Training Director, MA Clinical Mental Health  
Department of Counseling Psychology at the University of Denver



AGREEMENT

**THIS AGREEMENT, by and between**

- 1) Counseling Psychology Program  
Morgridge College of Education  
University of Denver  
1999 E. Evans Ave.  
Denver, CO 80208-1700  
Phone: 303-871-2473

2) School or Agency Name: \_\_\_\_\_

Address: \_\_\_\_\_

On-Site Supervisor Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

3) Student Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**NOTE: A minimum of 200 hours is required over two quarters. A minimum of 100 of the 200 hours must be direct client contact hours. A minimum of 25 of the 100 direct client contact hours must be individual counseling.**

It is mutually agreed that the **above-named school or agency** will provide the following services and supervision for the above-named student:

- 1) A clinical supervisor on site while students are working for the agency.
- 2) An orientation to the school or agency and specific student duties.
- 2) Individual supervision with the On-Site Supervisor for a minimum of one hour per week.
- 3) The on-site supervisor will actively work with the University of Denver staff in eliminating problems that might arise during placement.
- 5) The on-site supervisor will be responsible for determining that assigned cases are within the ability of the student.

- 6) The on-site supervisor will submit an evaluation of each student at the end of each quarter and share the evaluation with the student.

It is mutually agreed that the **student** will:

- 1) Arrange for own transportation.
- 2) Be at the agreed upon location at the following days and times (minimum 10-20 hours/week):

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- 3) Be assigned the following specific duties and responsibilities:

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- 4) Be accountable directly to the agency or school supervisor.
- 5) Follow the policies/regulations of the agency or school.
- 6) Maintain client confidentiality.
- 7) Attend classes at the University of Denver to discuss common problems and experiences.
- 7) Keep a log of the time spent in the practicum (dates, hours) and the duties performed.
- 8) Write an evaluation of their experience in the field to be submitted to the faculty instructor at the end of the quarter.

It is mutually agreed that the **University of Denver Counseling Psychology faculty** will provide the following:

- 1) Advise the student as to the requirements (classes, reports, evaluations) involved in the practicum course.
- 2) Provide Beginning Practicum courses to discuss common problems and experiences and assist the student in report writing.

- 3) Maintain periodic contact with the on-site supervisor and the student to discuss the student's progress.
- 4) Give the student feedback regarding the faculty's consultation and maintain appropriate records for registration and grading.
- 5) Provide consultation for recorded samples of counseling sessions.
- 6) Actively work with the agency in eliminating problems which arise during placement.
- 7) Maintain client confidentiality.

It is the expectation of all three parties involved that the above-stated conditions be met. Should they not be met, it is imperative that all three parties discuss why these expectations have not been met at the earliest possible date.

**The following signatures verify agreement with the above-stated conditions:**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

On-Site Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

School Administrator (if appropriate): \_\_\_\_\_ Date: \_\_\_\_\_

University of Denver Instructor: \_\_\_\_\_ Phone: \_\_\_\_\_

Email: \_\_\_\_\_ Date: \_\_\_\_\_

**CONSENT FORM**

Date: \_\_\_\_\_

I, \_\_\_\_\_ freely agree to participate as a client  
(client)  
for \_\_\_\_\_. The purpose and procedures for recording  
(student)  
the counseling sessions have been explained to me. I understand that recording the counseling  
sessions partially fulfill the requirements of the courses Practicum, Internship I, or Internship II,  
taught by \_\_\_\_\_ of the Counseling Psychology Program at the  
(instructor)  
University of Denver. I have been informed that participation as a client is strictly voluntary and  
that I can withdraw at any time. I understand my present or future status as a client in the agency  
will not be affected by participation or non- participation. \_\_\_\_\_  
(instructor)  
will hear the recordings. Finally, I understand that I am free to ask further questions about the  
counseling recordings. If you have any questions or concerns, feel free to contact  
\_\_\_\_\_ at \_\_\_\_\_.  
(instructor) (instructors phone #)

**Required Signatures:**

Client Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Witness: \_\_\_\_\_



**EVALUATION OF STUDENT PERFORMANCE**

**(Two copies to be turned in)**

**Student:** \_\_\_\_\_

**Date of Evaluation:** \_\_\_\_\_ **Supervision Dates: From** \_\_\_\_\_ **to** \_\_\_\_\_

**Practicum Site:** \_\_\_\_\_

**Type of Site (CMHC, Hospital, UCC, VA, etc.):** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**How many PhD students have you supervised:** \_\_\_\_\_

**How many MA students have you supervised:** \_\_\_\_\_

**Which of the following activities have you performed as a supervisor?**

\_\_\_\_ Observed student directly

\_\_\_\_ Listened to tapes or videos of sessions

\_\_\_\_ Read session notes

\_\_\_\_ Discussed cases with student

**What percentage of overall Practicum hours did the student spend in direct and indirect client activities?**

\_\_\_\_\_ % Direct (counseling)

\_\_\_\_\_ % Indirect (e.g., case conference, staff meetings, consultation, admin)

**Which of the following activities has the student performed?**

\_\_\_ Individual therapy

\_\_\_ Group therapy

\_\_\_ Couple and Family therapy

\_\_\_ Career Counseling

\_\_\_ Assessment

Other \_\_\_\_\_

This feedback form is consistent with the training model for our counseling psychology programs as it uses a developmental, competency-based model. The areas of competency listed below have been discussed in literature and are considered the critical areas of knowledge, awareness, and skills for the practice of psychology. Trainees should be provided feedback based on their level of professional development, *not* relative to peers. Expectations of trainees vary depending on their training level.

**Please use the following scale to rate your supervisee on the items below:**

**+7 Strongly Above Expectations:** The trainee has shown strong evidence of the knowledge, awareness, and/or skill. Performance is highly consistent.

**+6 Above Expectations:** The trainee has shown some evidence of the knowledge, awareness, and/or skill. Performance is mostly consistent.

**+5 Slightly Above Expectations:** The trainee has shown some evidence of the knowledge, awareness, and/or skill. Performance is fairly consistent

**+4 Meets Expectations:** The trainee has shown some evidence of the knowledge, awareness, and/or skill. Performance is inconsistent.

**+3 Slightly Below Expectations:** This is an emerging knowledge, awareness, and/or skill for trainee. The trainee's knowledge, awareness, and/or skill are not very evident in their performance or discussions. Extra attention and focus should be provided in supervision.

**+2 Below Expectations:** Trainee lacks understanding and demonstrates minimal to no evidence of the knowledge, awareness, and/or skill. Extra attention and focus should be provided in supervision. Remedial work may be required.

**+1 Extremely Below Expectations:** Trainee demonstrates problematic or harmful behavior requiring immediate attention. Immediate attention and remedial work will be required.

**N/A** Not applicable for this training experience or not assessed by this supervisor

<b>I. Assessment / Diagnosis / Case Conceptualization</b>	<b>Rating</b>
1. Effectively gathers information about the nature and severity of clients' presenting concerns.	
2. Formulates meaningful case conceptualizations and hypotheses concerning client behavior and dynamics.	
3. Develops treatment goals that are appropriate.	
4. Knowledgeable about and open to various theoretical approaches and their application to diverse clients.	
5. Knowledgeable about when to seek further information to conceptualize the client.	
6. Demonstrates competence using diagnostic criteria (DSM-IV-TR) including differential diagnoses.	
7. Incorporates cultural considerations into assessment, diagnosis, treatment planning, and case conceptualizations.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

<b>II. Intervention</b>	<b>Rating</b>
1. Uses basic interviewing skills effectively, including initiating & terminating the interview appropriately.	
2. Ability to form a working alliance with clients.	
3. Tolerates difficult emotions and explores clients' feelings.	
4. Deals with ruptures effectively and negotiates differences with clients.	
5. Knowledgeable about different interventions, demonstrates flexibility and knowledge about when to change interventions, and selects interventions based on client needs.	
6. Adapts and tailors interventions and mainstream treatment methods to be culturally relevant and congruent to clients.	
7. Refers clients to appropriate resources when appropriate (e.g., psychiatry, group, community therapists, agencies).	
8. Considers empirically supported treatments or evidence-based treatments.	
9. Prepares clients for termination of treatment appropriately and sensitively.	
10. Understands and maintains appropriate professional boundaries with clients.	
<b>GROUP:</b>	
11. Demonstrates awareness and knowledge of group development and process	
12. Formulates specific, demonstrable and realistic treatment goals and discusses with the group	
13. Takes appropriate therapeutic actions	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

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<b>III. Psychological Testing</b>	<b>Rating</b>
1. Administers and scores psychological tests appropriately, in a standard way, and capably.	
2. Combines test data, referral information, observations and client statements into clear, theoretically verifiable statements about the client. Separates facts based on material at hand from speculations based on theory. Indicates basis for inferences.	
3. Demonstrates ability to develop appropriate recommendations and to relate recommendations to assessment findings and conclusions.	
4. Discusses evaluation results with client in language client can understand. Makes clear to client the status of assessment, statements, whether fact or hypothesis. Spells out for client how assessment is to be used in facilitating treatment.	
5. Reports clients' behaviors accurately (including client posture, expression, and verbalizations)	
6. Backs up inferences about client characteristics (e.g., defensiveness, anxiety, attitudes, etc.) with specific behavioral observations.	
7. Selects appropriate assessment procedures based on referral information, initial contact, and continuing interaction with client.	
8. Reports are written in non-technical language and with absence of jargon. Reports address questions raised by referrer--implications of assessment results are spelled out.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

<b>IV. Crisis intervention</b>	<b>Rating</b>
1. Assesses crisis situations appropriately.	
2. Intervenes during crisis situations appropriately.	
3. Conducts suicidal and homicidal assessments thoroughly, effectively and appropriately. Elicits relevant information.	
4. Assesses for potential child and elder abuse/neglect and domestic violence thoroughly, effectively, and appropriately. Elicits relevant information.	
5. Seeks appropriate consultation or supervision when encountering crisis situations.	
6. Follows-up with client needs related to the crisis and provides case management when appropriate.	
7. Demonstrates ability to remain calm during a crisis situation.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

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<b>V. Consultation and Outreach</b>	<b>Rating</b>
1. When seeking consult, trainee maintains rapport with colleagues and is aware of other disciplines' contributions.	
2. Knowledgeable about when to consult with other professionals or supervisors.	
3. Knowledgeable about didactic learning strategies that take into consideration developmental and individual differences during outreach programs.	
4. Demonstrates comfort in presenting to audiences and engages audience when presenting.	
5. Demonstrates clear and effective communication skills in both consultation and outreach.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

<b>VI. Personal Characteristics</b>	<b>Rating</b>
1. Monitors and accurately assesses own strengths and weaknesses (i.e., self-awareness).	
2. Empathizes with thoughts, feelings, and needs of others (i.e., empathy).	
3. Demonstrates ability to identify personal distress and uses resources that support healthy functioning when experiencing personal distress (i.e., self-care).	
4. Demonstrates awareness of one's own feelings toward clients and understands client's impact on self.	
5. Understands impact of self on others including colleagues and clients.	
6. Demonstrates consistent attendance of meetings and seminars and if there are absences, takes the initiative to plan ahead and/or to follow-up after the absence(s) to be caught up.	
7. Demonstrates professionalism in the workplace (e.g., dress, work ethic, timeliness)	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

<b>VII. Relationships and Interpersonal Issues (Colleagues, Agency)</b>	<b>Rating</b>
1. Works collaboratively with peers and colleagues.	
2. Provides constructive feedback and support to peers.	
3. Receives feedback non-defensively from peers.	
4. Respects support staff roles and persons.	
5. Willing to acknowledge and correct interpersonal conflict with colleagues if	

applicable.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

<b>VIII. Use of Supervision</b>	<b>Rating</b>
1. Open and non-defensive to supervisory evaluation and feedback.	
2. Self-reflects and self-evaluates regarding clinical work with clients.	
3. Willing to voice own opinion and does not inappropriately defer to supervisor. Demonstrates good judgment as to when supervisory input is necessary.	
4. Communicates self to the supervisor when appropriate (i.e., transparency)	
5. Willing to take risks and acknowledge troublesome areas and make mistakes.	
6. Applies what is discussed in supervision to interactions with clients.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

<b>X. Management and Administration</b>	<b>Rating</b>
1. Follows agency's policies and operating procedures.	
2. Documents crisis assessments appropriately.	
3. Maintains organized and timely notes and client records. Notes are completed within the week and prior to any significant leave; documents are up-to-date.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

<b>XI. Diversity – Individual and Cultural Differences</b>	<b>Rating</b>
1. Knowledge of one's own beliefs, values, attitudes, assumptions in the context of diversity.	
2. Recognizes own biases and stereotypes, personal limitations, and areas for future growth and takes action to reduce such biases.	
3. Open to exploring one's feelings and reactions to power and diversity issues.	
4. Knowledge about the nature and impact of diversity in different clinical situations.	
5. Facilitates discourse and acts as an ally when oppression or poor treatment is imposed on stigmatized and underserved groups.	
6. Infuses culture and diversity into all aspects of professional work.	
7. Demonstrates respect for and values differing worldviews in all domains of professional practice and professional interactions.	
<b>OVERALL RATING</b>	

**Comments:**

<b>XII. Ethical and Legal Standards</b>	<b>Rating</b>
1. Knowledgeable about ethical principles, legal mandates, and standards of professional conduct.	
2. Recognizes and analyzes ethical dilemmas and legal issues using ethical decision-making skills across the range of professional activities in the clinical setting.	
3. Seeks appropriate information and consultation when faced with ethical issues and dilemmas.	
4. Behaves ethically across all aspects of professional work.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

**Summary of student's strengths and outstanding professional skills. (these are skills which are above the level to be expected of a student at this level of development)**

**Summary of student's skills that need improvement. Please make brief suggestions for working on these skills. (These are skills which are not far below the level expected of a student with comparable training and experience, but which most immediately stand in the way of professional growth.)**

**Summary of deficient areas which need immediate correction. Please make brief suggestions for working on these skills. (These are skills considerably below the level to be expected of a student with comparable training and experience.)**

**Summary of suggested professional experience moving forward that will aid in assisting trainee to become prepared for licensure.**

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Supervisor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Trainee's Response:**



**SITE EVALUATION (only completed in final quarter)**

*(Please print)*

Quarter: \_\_\_ Spring \_\_\_ Year: \_\_\_\_\_

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Site: \_\_\_\_\_

Address: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

*(Circle one)*

Please rate your overall clinical experience at your practicum/internship site.

**Excellent                  Good                  Fair                  Poor**

Would you recommend this site to future students? **Yes                  No**

Please rate the clinical supervision received at this site.

**Excellent                  Good                  Fair                  Poor**

Please rate the working conditions and atmosphere at this site.

**Excellent                  Good                  Fair                  Poor**

Please make comments to the strengths and weaknesses of this site, clinical experience, or supervision.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*(Check any item below)*

I am comfortable with future students calling/emailing me directly to gain information about this site; My contact information is \_\_\_\_\_.

I am NOT comfortable with future students calling/emailing me directly to gain information about this site.

**Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_**



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# **INTERNSHIP**



## INTRODUCTION TO MASTERS INTERNSHIP

The Master's Internship for the Counseling program in the Morgridge College of Education, University of Denver (DU), is a fieldwork experience that provides a supervised transition from an academic setting to the professional field of counseling. A list of approved sites will be given to students, and they will be allowed to begin looking for internship placements during the Winter Quarter of their first year. The internship is generally undertaken during the second year of the master's program (typically Fall, Winter, and Spring quarters), and is coordinated by a professor from the Counseling Psychology program working with selected on-site supervisors. Components of the internship include: 1) supervised experience in the field setting; and 2) additional individual and group consultation sessions with a Counseling Psychology faculty member (the DU Internship instructor).

Students will receive a list of sites in the Winter Quarter from the Practicum Coordinator. The list includes approved sites that have an established relationship with the Counseling Psychology program. Each site may have different instructions on how to apply. Please get with the Practicum Coordinator for details surrounding when and how to apply to each site. It is also suggested that after reviewing the potential sites, students visit several sites and talk with each on-site contact person about possible practicum activities. Students should take with them a copy of their own vita/resume and be prepared to discuss their training, experience, and goals for the practicum. If a student is interested in a site that is not on the approved list of sites, they must get with the Practicum Coordinator so that they can initiate contact with that site. **Students should not make a final commitment to a site before clearing the site with their advisor or Practicum Coordinator.**

The Counseling Psychology internship requires a minimum approximately 20 hours per week for Master's students. They must complete at least 600 hours of on-site work (generally 200 hours per quarter, over 3 quarters). This includes a minimum of 300 **\*direct client contact** hours. Of these, a minimum of 75 hours must be spent doing individual counseling. Individual counseling is defined as the student providing counseling to one client (co-therapy is not included in this 75 hours).

In the interest of professional standards as well as practical considerations, students are required to pursue internship experiences in settings other than their normal place of employment, except in unusual circumstances and with the permission of the faculty. Internship experiences in normal places of employment may produce a conflict of obligations for the employer. Further, students must pursue internship placements that are different from their first-year practicum placements. Experiences in other settings will provide the student with a broader exposure to the counseling field, which is important in a training program. In those cases where students wish to continue their training at the same site where they completed their practicum, major change in tasks and training must occur. For example, the training experience could change from an outpatient setting with adults to an inpatient setting with adolescents the same agency. Exceptions to these rules will be granted only on the recommendation of the advisor and with the approval of the Counseling Psychology faculty. The student must show that he/she will obtain new and relevant training and appropriate supervision if he/she remains at the site where

practicum was completed.

\* **direct client contact** includes: individual and group counseling, milieu therapy, intake, couples counseling, family counseling, vocational/career counseling, crises intervention, assessment, phone consultation, and/or workshop/presentation by student. The student/trainee should be working one on one with the client for it to count as direct client contact. It does **NOT** include any indirect work with clients (ie: observation, writing notes, staff meetings).

### **Roles**

If a student has an issue with their site or On-Site Supervisor, they must go directly to their Internship instructors. Additionally, On- Site Supervisors are instructed to reach out to the Internship instructors for any issues that come up. For any training issues and questions, students can reach out to the Training Director, Dr. Jennifer Gafford. The Practicum Coordinator will be in communication with all instructors teaching Beginning Practicum for updated information regarding sites. You can reach out to the Practicum Coordinator or your advisor for assistance in searching for a site.

### **The Agreement**

The University of Denver will provide students with an On- Site Supervisor Memorandum and Agreement to assist the practicum sites, the students, and the University in delineating responsibilities. The agreement will address issues of time commitment, specific duties and expectations of the student, the functions of the on-site practicum supervisor, the internship agency, and the Internship instructor.

### **Insurance**

Practicum students are required to obtain their own malpractice insurance during the supervised internship experience. This insurance may be purchased from ACA or APA for greatly reduced student rates.

**ON-SITE SUPERVISOR MEMORANDUM**

**TO: Counseling Internship On-Site Supervisor**  
**FROM: Jennifer Gafford, PhD**  
**SUBJECT: Supervision of Counseling Psychology Internship Students from the University of Denver**

Thank you for agreeing to supervise one of our Counseling students for their internship. Your main requirement as an On-Site Supervisor is to meet with the internship student for at least one hour per week for a face-to-face supervisory conference, and to evaluate the student's performance at your site. Your comments may be based on observing the student's counseling sessions, listening to tapes, or reading session notes. For liability and professional development reasons, we require that a clinical supervisor is on site when our students are working in your agency. It is expected that you will be responsible for screening clients and matching them with the supervisee's ability level. Students are encouraged to work with a diverse group of clients. Activities considered appropriate for the internship experience are direct services such as: individual, marital, family, and group counseling, consultation with parents and teachers, career counseling, and assessment opportunities commensurate with the student's skills. Students are required to accumulate 600 hours on site over the course of 3 quarters. Of the required hours, students must have at least 75 hours of individual client contact. Students are also required to audiotape at least two of their sessions per quarter for review purposes at DU. In addition, each student will be asked to present some of his/her counseling case material to the internship class on campus. Client names will not be used so that confidentiality is observed. If any of these requirements cannot be met at your site, please contact the internship supervisor at DU as soon as possible. The student must be able to meet these requirements in order to complete the internship course. Enclosed is your copy of the student's internship evaluation form to be completed independently by you. The student is responsible for evaluating him/herself on a duplicate form and arranging a joint feedback session. Both forms must be returned by the student to the internship supervisor by the end of the quarter.

We highly value the time and effort you will give to the supervision of this student. In exchange, we expect the internship student will give you service of good quality. It is the policy of our department at this time that supervisors will not be compensated by either the student or the University for supervision time.

Please contact the Internship instructor with any questions or concerns.

Thank you,



Jennifer Gafford, PhD. Licensed Psychologist  
Clinical Assistant Professor

Training Director, MA Clinical Mental Health Department of Counseling Psychology at the University of Denver



**AGREEMENT**

**THIS AGREEMENT, by and between**

- 1) Counseling Psychology Program  
Morgridge College of Education  
University of Denver  
1999 E. Evans Ave.  
Denver, CO 80208-1700  
Phone: 303-871-2473

2) School or Agency Name: \_\_\_\_\_

Address: \_\_\_\_\_

On-Site Supervisor Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

3) Student Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**NOTE: A minimum of 600 hours is required over two quarters. A minimum of 300 of the 600 hours must be direct client contact hours. A minimum of 75 of the 300 direct client contact hours must be individual counseling.**

It is mutually agreed that the **above-named school or agency** will provide the following services and supervision for the above-named student:

- 1) A clinical supervisor on site while students are working in the agency.
- 2) An orientation to the school or agency and specific student duties.
- 3) Individual supervision with the On-Site Supervisor for a minimum of one hour per week.
- 4) The on-site supervisor will actively work with the University of Denver staff in eliminating problems that might arise during placement.
- 5) The on-site supervisor will be responsible for determining that assigned cases are within the ability of the student.

- 6) The on-site supervisor will submit an evaluation of each student at the end of each quarter and share the evaluation with the student.

It is mutually agreed that the **student** will:

- 1) Arrange for own transportation.
- 2) Be at the agreed upon location at the following days and times (minimum 10-20 hours/week):

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- 3) Be assigned the following specific duties and responsibilities:

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- 4) Be accountable directly to the agency or school supervisor.
- 5) Follow the policies/regulations of the agency or school.
- 6) Maintain client confidentiality.
- 7) Attend classes at the University of Denver to discuss common problems and experiences.
- 8) Keep a log of the time spent in the practicum (dates, hours) and the duties performed.
- 9) Write an evaluation of their experience in the field to be submitted to the faculty instructor at the end of the quarter.

It is mutually agreed that the **University of Denver Counseling Psychology faculty** will provide the following:

- 1) Advise the student as to the requirements (classes, reports, evaluations) involved in the practicum course.

- 2) Provide Beginning Practicum courses to discuss common problems and experiences and assist the student in report writing.
- 3) Maintain periodic contact with the on-site supervisor and the student to discuss the student's progress.
- 4) Give the student feedback regarding the faculty's consultation and maintain appropriate records for registration and grading.
- 5) Provide consultation for recorded samples of counseling sessions.
- 6) Actively work with the agency in eliminating problems which arise during placement.
- 7) Maintain client confidentiality.

It is the expectation of all three parties involved that the above-stated conditions be met. Should they not be met, it is imperative that all three parties discuss why these expectations have not been met at the earliest possible date.

**The following signatures verify agreement with the above-stated conditions:**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

On-Site Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

School Administrator (if appropriate): \_\_\_\_\_ Date: \_\_\_\_\_

University of Denver Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_



CONSENT FORM

Date: \_\_\_\_\_

I, \_\_\_\_\_ freely agree to participate as a client  
 (client)  
 for \_\_\_\_\_.  
 (student)  
 The purpose and procedures for recording the counseling sessions have been explained to me. I understand that recording the counseling sessions partially fulfill the requirements of the courses Practicum, Internship I, or Internship II, taught by \_\_\_\_\_ of the Counseling Psychology Program at the  
 (instructor)  
 University of Denver. I have been informed that participation as a client is strictly voluntary and that I can withdraw at any time. I understand my present or future status as a client in the agency will not be affected by participation or non- participation. \_\_\_\_\_  
 (instructor)  
 will hear the recordings. Finally, I understand that I am free to ask further questions about the counseling recordings. If you have any questions or concerns, feel free to contact  
 \_\_\_\_\_ at \_\_\_\_\_.  
 (instructor) (instructors phone #)

**Required Signatures:**

Client Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Witness: \_\_\_\_\_



**EVALUATION OF STUDENT PERFORMANCE**

**(Two copies to be turned in)**

**Date of Evaluation:** \_\_\_\_\_ **Supervision Dates: From** \_\_\_\_\_ **to** \_\_\_\_\_

**Student:** \_\_\_\_\_

**Internship Site:** \_\_\_\_\_

**Type of Site (CMHC, Hospital, UCC, VA, etc.):** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**How many PhD students have you supervised:** \_\_\_\_\_

**How many MA students have you supervised:** \_\_\_\_\_

**Which of the following activities have you performed as a supervisor?**

\_\_\_\_ Observed student directly

\_\_\_\_ Listened to tapes or videos of sessions

\_\_\_\_ Read session notes

\_\_\_\_ Discussed cases with student

**What percentage of overall Practicum hours did the student spend in direct and indirect client activities?**

\_\_\_\_\_ % Direct (counseling)

\_\_\_\_\_ % Indirect (e.g., case conference, staff meetings, consultation, admin)

**Which of the following activities has the student performed?**

\_\_\_ Individual therapy

\_\_\_ Group therapy

\_\_\_ Couple and Family therapy

\_\_\_ Career Counseling

\_\_\_ Assessment

Other \_\_\_\_\_

This feedback form is consistent with the training model for our counseling psychology programs as it uses a developmental, competency-based model. The areas of competency listed below have been discussed in literature and are considered the critical areas of knowledge, awareness, and skills for the practice of psychology. Trainees should be provided feedback based on their level of professional development, *not* relative to peers. Expectations of trainees vary depending on their training level.

**Please use the following scale to rate your supervisee on the items below:**

**+7 Strongly Above Expectations:** The trainee has shown strong evidence of the knowledge, awareness, and/or skill. Performance is highly consistent.

**+6 Above Expectations:** The trainee has shown some evidence of the knowledge, awareness, and/or skill. Performance is mostly consistent.

**+5 Slightly Above Expectations:** The trainee has shown some evidence of the knowledge, awareness, and/or skill. Performance is fairly consistent

**+4 Meets Expectations:** The trainee has shown some evidence of the knowledge, awareness, and/or skill. Performance is inconsistent.

**+3 Slightly Below Expectations:** This is an emerging knowledge, awareness, and/or skill for trainee. The trainee’s knowledge, awareness, and/or skill are not very evident in their performance or discussions. Extra attention and focus should be provided in supervision.

**+2 Below Expectations:** Trainee lacks understanding and demonstrates minimal to no evidence of the knowledge, awareness, and/or skill. Extra attention and focus should be provided in supervision. Remedial work may be required.

**+1 Extremely Below Expectations:** Trainee demonstrates problematic or harmful behavior requiring immediate attention. Immediate attention and remedial work will be required.

**N/A** Not applicable for this training experience or not assessed by this supervisor.

<b>I. Assessment / Diagnosis / Case Conceptualization</b>	<b>Rating</b>
8. Effectively gathers information about the nature and severity of clients' presenting concerns.	
9. Formulates meaningful case conceptualizations and hypotheses concerning client behavior and dynamics.	
10. Develops treatment goals that are appropriate.	
11. Knowledgeable about and open to various theoretical approaches and their application to diverse clients.	
12. Knowledgeable about when to seek further information to conceptualize the client.	
13. Demonstrates competence using diagnostic criteria (DSM-IV-TR) including differential diagnoses.	
14. Incorporates cultural considerations into assessment, diagnosis, treatment planning, and case conceptualizations.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

<b>II. Intervention</b>	<b>Rating</b>
14. Uses basic interviewing skills effectively, including initiating & terminating the interview appropriately.	
15. Ability to form a working alliance with clients.	
16. Tolerates difficult emotions and explores clients' feelings.	
17. Deals with ruptures effectively and negotiates differences with clients.	
18. Knowledgeable about different interventions, demonstrates flexibility and knowledge about when to change interventions, and selects interventions based on client needs.	
19. Adapts and tailors interventions and mainstream treatment methods to be culturally relevant and congruent to clients.	
20. Refers clients to appropriate resources when appropriate (e.g., psychiatry, group, community therapists, agencies).	
21. Considers empirically supported treatments or evidence-based treatments.	
22. Prepares clients for termination of treatment appropriately and sensitively.	
23. Understands and maintains appropriate professional boundaries with clients.	
<b>GROUP:</b>	
24. Demonstrates awareness and knowledge of group development and process	
25. Formulates specific, demonstrable and realistic treatment goals and discusses with the group	
26. Takes appropriate therapeutic actions	
<b>OVERALL RATING</b>	

<b>Comments:</b>	
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<b>III. Psychological Testing</b>	<b>Rating</b>
9. Administers and scores psychological tests appropriately, in a standard way, and capably.	
10. Combines test data, referral information, observations and client statements into clear, theoretically verifiable statements about the client. Separates facts based on material at hand from speculations based on theory. Indicates basis for inferences.	
11. Demonstrates ability to develop appropriate recommendations and to relate recommendations to assessment findings and conclusions.	
12. Discusses evaluation results with client in language client can understand. Makes clear to client the status of assessment, statements, whether fact or hypothesis. Spells out for client how assessment is to be used in facilitating treatment.	
13. Reports clients' behaviors accurately (including client posture, expression, and verbalizations)	
14. Backs up inferences about client characteristics (e.g., defensiveness, anxiety, attitudes, etc.) with specific behavioral observations.	
15. Selects appropriate assessment procedures based on referral information, initial contact, and continuing interaction with client.	
16. Reports are written in non-technical language and with absence of jargon. Reports address questions raised by referrer--implications of assessment results are spelled out.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

<b>IV. Crisis intervention</b>	<b>Rating</b>
8. Assesses crisis situations appropriately.	
9. Intervenes during crisis situations appropriately.	
10. Conducts suicidal and homicidal assessments thoroughly, effectively and appropriately. Elicits relevant information.	
11. Assesses for potential child and elder abuse/neglect and domestic violence thoroughly, effectively, and appropriately. Elicits relevant information.	
12. Seeks appropriate consultation or supervision when encountering crisis situations.	
13. Follows-up with client needs related to the crisis and provides case management when appropriate.	
14. Demonstrates ability to remain calm during a crisis situation.	
<b>OVERALL RATING</b>	

**Comments:**

<b>V. Consultation and Outreach</b>	<b>Rating</b>
6. When seeking consult, trainee maintains rapport with colleagues and is aware of other disciplines' contributions.	
7. Knowledgeable about when to consult with other professionals or supervisors.	
8. Knowledgeable about didactic learning strategies that take into consideration developmental and individual differences during outreach programs.	
9. Demonstrates comfort in presenting to audiences and engages audience when presenting.	
10. Demonstrates clear and effective communication skills in both consultation and outreach.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

<b>VI. Personal Characteristics</b>	<b>Rating</b>
8. Monitors and accurately assesses own strengths and weaknesses (i.e., self-awareness).	
9. Empathizes with thoughts, feelings, and needs of others (i.e., empathy).	
10. Demonstrates ability to identify personal distress and uses resources that support healthy functioning when experiencing personal distress (i.e., self-care).	
11. Demonstrates awareness of one's own feelings toward clients and understands client's impact on self.	
12. Understands impact of self on others including colleagues and clients.	
13. Demonstrates consistent attendance of meetings and seminars and if there are absences, takes the initiative to plan ahead and/or to follow-up after the absence(s) to be caught up.	
14. Demonstrates professionalism in the workplace (e.g., dress, work ethic, timeliness)	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

<b>VII. Relationships and Interpersonal Issues (Colleagues, Agency)</b>	<b>Rating</b>
6. Works collaboratively with peers and colleagues.	
7. Provides constructive feedback and support to peers.	
8. Receives feedback non-defensively from peers.	
9. Respects support staff roles and persons.	

10. Willing to acknowledge and correct interpersonal conflict with colleagues if applicable.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

<b>VIII. Use of Supervision</b>	<b>Rating</b>
7. Open and non-defensive to supervisory evaluation and feedback.	
8. Self-reflects and self-evaluates regarding clinical work with clients.	
9. Willing to voice own opinion and does not inappropriately defer to supervisor. Demonstrates good judgment as to when supervisory input is necessary.	
10. Communicates self to the supervisor when appropriate (i.e., transparency)	
11. Willing to take risks and acknowledge troublesome areas and make mistakes.	
12. Applies what is discussed in supervision to interactions with clients.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

<b>X. Management and Administration</b>	<b>Rating</b>
4. Follows agency's policies and operating procedures.	
5. Documents crisis assessments appropriately.	
6. Maintains organized and timely notes and client records. Notes are completed within the week and prior to any significant leave; documents are up-to-date.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

<b>XI. Diversity – Individual and Cultural Differences</b>	<b>Rating</b>
8. Knowledge of one's own beliefs, values, attitudes, assumptions in the context of diversity.	
9. Recognizes own biases and stereotypes, personal limitations, and areas for future growth and takes action to reduce such biases.	
10. Open to exploring one's feelings and reactions to power and diversity issues.	
11. Knowledge about the nature and impact of diversity in different clinical situations.	
12. Facilitates discourse and acts as an ally when oppression or poor treatment is imposed on stigmatized and underserved groups.	
13. Infuses culture and diversity into all aspects of professional work.	
14. Demonstrates respect for and values differing worldviews in all domains of professional practice and professional interactions.	

<b>OVERALL RATING</b>
<b>Comments:</b>

<b>XII. Ethical and Legal Standards</b>	<b>Rating</b>
5. Knowledgeable about ethical principles, legal mandates, and standards of professional conduct.	
6. Recognizes and analyzes ethical dilemmas and legal issues using ethical decision-making skills across the range of professional activities in the clinical setting.	
7. Seeks appropriate information and consultation when faced with ethical issues and dilemmas.	
8. Behaves ethically across all aspects of professional work.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

**Summary of student's strengths and outstanding professional skills. (these are skills which are above the level to be expected of a student at this level of development)**

**Summary of student's skills that need improvement. Please make brief suggestions for working on these skills. (These are skills which are not far below the level expected of a student with comparable training and experience, but which most immediately stand in the way of professional growth.)**

**Summary of deficient areas which need immediate correction. Please make brief suggestions for working on these skills. (These are skills considerably below the level to be expected of a student with comparable training and experience.)**

**Summary of suggested professional experience moving forward that will aid in assisting trainee to become prepared for licensure.**

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Supervisor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Trainee's Response:**



**SITE EVALUATION**

*(Please print)*

Quarter: \_\_\_Spring\_\_\_\_\_ Year: \_\_\_\_\_

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Site: \_\_\_\_\_

Address: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

*(Circle one)*

Please rate your overall clinical experience at your practicum/internship site.

**Excellent                  Good                  Fair                  Poor**

Would you recommend this site to future students? **Yes          No**

Please rate the clinical supervision received at this site.

**Excellent                  Good                  Fair                  Poor**

Please rate the working conditions and atmosphere at this site.

**Excellent                  Good                  Fair                  Poor**

Please make comments to the strengths and weaknesses of this site, clinical experience, or supervision.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*(Check any item below)*

I am comfortable with future students calling/emailing me directly to gain information about this site; My contact information is \_\_\_\_\_.

I am NOT comfortable with future students calling/emailing me directly to gain information about this site.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_