



Counseling Psychology Program

Counseling Psychology Practicum Advanced
CNP 4752/4753

ON-SITE PRACTICUM SUPERVISOR'S PACKET

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DENVER

MORGRIDGE COLLEGE OF EDUCATION

**Counseling Psychology Practicum Advanced
CNP 4752/4753
ON-SITE SUPERVISOR MEMORANDUM**

TO: Counseling Practicum Supervisor
FROM: Dr. Maria Riva, Training Director
SUBJECT: Supervision of Counseling Psychology Doctoral Practicum Students from the University of Denver

Thank you for agreeing to supervise one of our Counseling students for his/her practicum. Your main requirement as a Field Supervisor is to meet with the practicum student for at least one hour per week for a face-to-face supervisory conference and be on-site (or have another psychologist supervisor available on site) during the time the doctoral student is at the site. Your comments may be based on observing the student's counseling sessions, listening to tapes, or reading session notes. 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 family members, career counseling, intakes, and assessment opportunities commensurate with the student's skills. Students are also required to tape (video or audio) at least two of their individual client sessions for instructional purposes at DU each quarter. Each student will be asked to present some of his/her 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 department at this time that supervisors will not be compensated by either the student or the University for supervision time.

Enclosed is 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 with you. Both forms must be returned by the student to the practicum instructor by the end of the quarter.

Please contact Dr. _____ (practicum instructor) at _____ with any questions or concerns.



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ROLE OF PRACTICUM INSTRUCTORS AND ON-SITE SUPERVISORS

Because both students and on-site supervisors have sometimes been confused with the role of the practicum instructor, the Counseling Psychology faculty wrote the following clarification.

According to Colorado State Grievance Board Rule 16, Supervision of Psychotherapists, clinical supervision occurs when there is a close, on-going review and direction of a supervisee's clinical practice. Since the practicum instructor typically meets with students between one and three times a quarter, the instructor is not offering clinical supervision according to the definition. By contrast, that is the role of the on-site supervisor since the on-site supervisor is meeting with the student weekly and providing direction and review of the student's cases.

The practicum instructor plays the role of the program monitor of student's counseling skills and skill development. While the instructor uses many of the same skills and procedures that a supervisor would use, because of the limited contact with the student and the student's cases, his or her role is different. As a skill monitor, the practicum instructor will ask students to bring in tapes that both illustrate strengths and weaknesses in their work.

Sometimes because of theoretical or other differences, the practicum instructor and the on-site clinical supervisor may have different views about treating a client. Ideally, students should integrate both sets of recommendations; however, since on-site supervisors have primary responsibility for students' work, students should ultimately follow the on-site supervisor's feedback.

It should be noted that students may sometimes have difficulties on their site. Under those circumstances, students should assume the responsibility of bringing up issues or difficulties for discussion with his or her on-site supervisor. The practicum instructor will work with the site in resolving training issues. Onsite supervisors are encouraged to contact the practicum instructor.



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**INTRODUCTION TO PRACTICUM
Ph.D. in Counseling Psychology**

The 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. The Counseling Psychology program is coordinated by a Department Chair (Dr. Ruth Chao) and a Training Director (Dr. Maria Riva) who worked with selected on-site supervisors. The training director approves all doctoral level practicum placements. All doctoral practicum students meet in a weekly seminar class with a DU instructor who provides instruction on skills and theory to aid in the student's field experience. Components of the Advanced Practicum experience include: 1) supervised experience in the field setting; and 2) additional individual and group consultation sessions with a Counseling Psychology practicum 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 normal 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 training director, 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.

Students in Doctoral Practicum need to complete a minimum of 500 hours of on-site work over 3 quarters with a minimum of 250 direct client contact hours. A minimum of 50 of these direct client contact hours need to be in individual counseling hours. The practicum requires a minimum of 12-20 hours per week. The individual site supervisor needs to be a doctoral level psychologist (unless an exception is made). At least one hour of individual face to face supervision must occur weekly and the supervisor needs to be a regular staff member who is on site and not a person who is contracted to do only supervision.

ELIGIBILITY

Doctoral students should consider applying for a practicum when the following fundamental skills have been developed:



1. The individual should be able to evaluate him/herself in terms of strengths and weaknesses in specific counseling areas.
2. The individual should possess basic counseling skills and be effective at a level that is more than just minimally facilitative
3. The individual should demonstrate a willingness to learn new approaches or techniques and have the flexibility to change style
4. The practicum student should understand the basic differences as well as similarities in the philosophies of major counseling and psychotherapeutic theories and be able to use these theories in practical applications.

Because students who are admitted to the doctoral program are assumed to have developed the above skills, they will be admissible to a practicum upon entering the program. In certain cases where deficiencies are apparent, a student will be asked to complete additional course work before submitting a practicum application. Students should consult with the practicum coordinator and their advisor and choose a practicum that will supplement their previous experiences.

INITIATING PRACTICUM

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.

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. Practicum sites in Denver as well as the Colorado Springs area are quite varied, and choices should be made on the basis of the student's interests, preparation, and experience. Students are encouraged to work with a diversity of clients, and supervisors are urged to try to give students these opportunities.

There are three ways to initiate a practicum placement:

1. Students who are planning to do their practicum in an agency may contact agencies directly. It is also suggested that after reviewing the potential sites with their advisors, students visit several sites and talk with each about possible practicum activities. Students should take with them a copy of their own vita and be prepared to discuss their training, experience, and goals for the practicum. Copies of the Introduction to the Counseling Psychology Practicum should also be taken for the potential supervisor. Students should not make any final commitment to a site before clearing the site with the training director.
2. If students are unfamiliar with potential practicum sites, they may make an appointment with the training director, advisor, and other faculty members to review alternatives. After this review, they should proceed as in step "1" above. Final approval for a practicum site is the responsibility of the training director.

PRACTICUM REQUIREMENTS

The practicum should foster:

- 1) social and professional responsibility in accord with the profession's ethical code;
- 2) the ability to conceptualize human problems;
- 3) knowledge of human differences;
- 4) an understanding of how personality and individual biases may influence human interactions; and
- 5) skill development such as interviewing, diagnosis, testing, treatment planning, etc.; and 6) the ability to contribute to current knowledge and/or practice.

At least half of the on-site time should be spent in direct service such as individual counseling, career counseling, group counseling, family and couples counseling, intake procedures, and crisis intervention. Practicum may also include other experiences such as research, program development and evaluation, consultation, and record keeping. All students must participate in on-site supervision.

For the Doctoral level practicum the following requirements must be met:

1. The student must accumulate a minimum of 500 hours of practicum, including 250 client contact hours and of the 250 hours, at least 50 must be individual client contact hours.
2. The policy of the Counseling Psychology program is that students are not allowed to pay for practicum supervision because it increases the risk of problems arising from a dual relationship.
3. Students must be able to audiotape or videotape client sessions. A minimum of two tapes per quarter will be reviewed with the DU practicum instructor.

Doctoral level students must be supervised by a licensed psychologist (or a doctoral intern who is supervised by a licensed psychologist).

Different DU practicum instructors will require different assignments as specified in course outlines. All students will participate in 1-2 hours of practicum class each week and approximately two hours of individual consultation during the quarter with the DU instructor to review audio or videotaped client sessions.

Students are required to accumulate the 500 hours of practicum at one site. If a doctoral student wants to change sites for some extraordinary reason, the procedures outlined below must be followed:

1. Discuss the situation with the practicum instructor and training director.
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 insure that both practicum students and sites have the best experience possible.

THE CONTRACT

The University of Denver will provide students with a written 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 DU practicum instructor.

INSURANCE

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

GRADING

The D.U. instructor will assign practicum grades by on the basis of the on-site supervisor's recommendation, the D.U. instructor's observations, and class assignments. The following criteria will be used:

- A** = Student is performing at a higher than expected level compared to other students of equivalent training.
- B** = Student is performing at the expected level compared with other students of equivalent training (typical grade for 1st and 2nd quarters).
- C** = Student is deficient in some area of expected competence or has been unable to complete the required number of hours on-site or assignments.

--Adapted from practicum guidelines developed by the American Psychological Association.



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AGREEMENT/CONTRACT

THIS AGREEMENT, by and between

- 1) Counseling Psychology Program Morgridge College of Education
University of Denver, 1999 E. Evans Ave. Denver, CO 80208-1700
303.871.2473

- 2) School or Agency

Name _____

Address _____

Field Supervisor _____

Phone _____ Email _____

- 3) Student

Name _____

Address _____

Phone _____ Email _____

Is for the purpose of providing practicum training for the above-named student for:

CNP 4752/4753: Counseling Psychology Practicum Advanced

Quarter (Circle One) : Fall Winter Spring Summer

Month and Year _____

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

- 1) An orientation to the school or agency and specific student duties.
- 2) Supervision with the Field Supervisor for a minimum of one hour per week.

In addition, it is agreed that:

- 3) Supervision of the student will be done in accordance with the guidelines established by the school or agency for all regular personnel.
- 4) The supervisor will actively work with the University of Denver staff in eliminating problems that might arise during placement.
- 5) The supervisor will submit a final evaluation on each student completing a practicum and share the evaluation with the student.
- 6) The supervisor will be responsible for determining that assigned cases are within the ability of 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):

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

- 4) Be accountable directly to the agency or school supervisor.
- 5) Follow the policies/regulations of the agency or school. Maintain client confidentiality.
- 6) Attend weekly seminars 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 his/her 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 (seminars, reports, evaluations) involved in the practicum course.
- 2) Provide coordinating seminars to discuss common problems and experiences and assist the student in report writing.
- 3) Maintain periodic contact with the field 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 audiotaped samples of counseling interviews.
- 6) Actively work with the agency in eliminating problems which arise during placement.
- 7) Observe confidentiality of information.

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 _____

Field Supervisor _____ Date _____

D.U. Instructor _____ Date _____

Phone _____ Email _____



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COUNSELING PSYCHOLOGY
University of Denver
Evaluation of Student Performance

Trainee Name: _____ Date of Evaluation: _____
Supervision Dates: From _____ to _____
Supervisor Name: _____ Training Level: [] Masters

[] Doctoral [] Doctoral Intern

Prior Clinical Experience _____ (direct client hours prior to this placement)

Practicum Site Name _____ Type of Site (e.g., CMHC, Hospital, UCC, VA, etc) _____

How many PhD students have you supervised _____ How many MA students have you supervised _____

APA requires that supervisors observe supervisees directly. How have you observed this student directly?

- ___ Reviewed video sessions
___ Co-led a group/ co-led therapy
___ Observed clinical sessions
___ Other, please explain _____

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

- ___ Listened to tapes
___ Read session notes
___ Discussed cases with student
___ Observed Student in Case Report
___ Other (Please Describe: _____

What percentage of overall Practicum/Internship 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.

I. Assessment / Diagnosis / Case Conceptualization	Rating
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.	
OVERALL RATING	
Comments:	

II. Intervention	Rating
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.	
GROUP:	
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	
OVERALL RATING	
Comments:	

III. Psychological Testing	Rating
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.	
OVERALL RATING	
Comments:	

IV. Crisis intervention	Rating
1. Assesses crisis situations appropriately.	
2. Intervenes during crisis situations appropriately.	
3. Conducts suicidal and homicidality 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.	
OVERALL RATING	
Comments:	

V. Consultation and Outreach	Rating
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.	
OVERALL RATING	
Comments:	

VI. Personal Characteristics	Rating
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)	
OVERALL RATING	
Comments:	

VII. Relationships and Interpersonal Issues (Colleagues, Agency)	Rating
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.	

OVERALL RATING	
Comments:	

VIII. Use of Supervision	Rating
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.	
OVERALL RATING	
Comments:	

X. Management and Administration	Rating
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.	
OVERALL RATING	
Comments:	

XI. Diversity – Individual and Cultural Differences	Rating
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.	
OVERALL RATING	
Comments:	

XII. Ethical and Legal Standards	Rating
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.	
OVERALL RATING	
Comments:	

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 populations or types of clients the student would benefit from working with in the future.

Trainee: _____ **Date:**

Supervisor: _____ **Date:**

Trainee's Response: