



**Morgridge College
of Education**
UNIVERSITY OF DENVER

2025-2026

Counseling Psychology

Doctoral Practicum Handbook

Counseling Psychology Practicum Advanced CNP 4752/4753

PRACTICUM STUDENT PACKET

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Counseling Psychology Practicum Advanced CNP 4752/4753

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 program is coordinated by a professor from the Counseling Psychology program working with selected on-site supervisors (practitioners from approved field settings). Components of the practicum include:

1. Supervised experience in the field setting; and
2. Additional individual and group consultation sessions with a Counseling Psychology staff member (the D.U. 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 advisor and with the approval of the Counseling Psychology faculty. The student must show that they will obtain new and relevant training at the current place of employment as well as appropriate supervision. If students are to be paid as part of their practicum, their employment contact with the site is not under the jurisdiction of the University of Denver and must be negotiated directly with the site.

Students in each of the two required Doctoral Practicums need to complete at least 500 hours of on-site work over 3 quarters with a minimum of 250 direct client contact hours, and 50 hours of individual client counseling. The practicum requires a minimum 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. Telesupervision may not account for more than 50% of the total supervision at a given practicum site, and telesupervision may not be utilized until a student has completed their first intervention practicum experience.

During the break between the Fall and Winter quarter, the Training Director will serve as the point of contact for the student until mid-December. The onsite supervisor and student will determine an agreed upon holiday schedule and onsite supervisor contact during that period.

If a site requires a start date before the Fall quarter, the student must obtain approval from their advisor and Training Director before committing to the site. Only students who are completing their second practicum (Advanced Practicum II) may apply for approval for an alternative site start date. If a practicum site requires a summer start date before the Fall quarter (at which time the student would be enrolled in Advanced Practicum II), there will not be a Counseling Psychology faculty member overseeing the summer practicum experience. Students are highly encouraged to delay their engagement in direct clinical service until their Fall quarter Advanced Practicum II course begins.

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 themselves 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 styles.
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 application.

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 training director and their advisor and choose a practicum that will supplement their previous experience.

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 two ways to initiate a practicum placement:

1. Students who are familiar with other agencies may contact these 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 Doctoral Program Handbook 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 their advisor and Training Director to review possibilities. After this review, they should proceed as in step "1" above. Final approval for a practicum site is the responsibility of the Training Director in consultation with the practicum coordinator.

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;
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. Unless specifically contracted ahead of time, part of this direct service time must include individual contacts with clients (e.g., career counseling, psychotherapy, intake procedures, and crisis intervention). Other appropriate direct service experience may include group counseling, assessment, couples counseling, and family counseling. Practicum may also include research, program development and evaluation, consultation, and record keeping. All students must participate in on-site supervision. Telesupervision may not account for more than 50% of the total supervision at a given practicum site, and telesupervision may not be utilized until a student has completed their first intervention practicum experience.

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

1. The student must accumulate 500 hours of practicum, including 250 client contact hours and at least 50 individual client contact hours over the three quarters (Fall, Winter, Spring). Students must work with their Advanced Practicum instructors regarding the dispersion of those hours each quarter.
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 D.U. practicum instructor when enrolled in Advanced Practicum I.

Doctoral level students must be supervised by a licensed psychologist unless an exception is made by the Training Director. In all cases, a licensed psychologist (the credentialed supervisor legally responsive for the direct service being provided) must do the direct observation and evaluation. However, this does not preclude doctoral interns or postdoctoral residents (who are not licensed) from contributing to the direct observation or evaluation process.

Different D.U. practicum instructors will require different assignments as specified in course outlines. All Advanced Practicum I students will participate in 1-2 hours of practicum class each week and approximately two hours of individual consultation during the quarter with the D.U. instructor.

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, it is critical to consider ethical issues around client care and the procedures outlined below must be followed:

1. Discuss the situation with the practicum instructor, advisor, 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 ensure that both practicum students and sites have the best experience possible and that any client termination is handled in an ethical manner.

The Contract

The University of Denver will provide students with a memo of understanding and agreement/contract to assist the practicum sites, the students, and the University in delineating responsibilities. These documents 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 D.U. practicum instructor.

Insurance

All practicum students are required to obtain their own psychology malpractice insurance during the time they are doing supervised practicum experience. This insurance may be purchased from ACA or APA for greatly reduced student rates. Students must upload a copy of their insurance to the PhD document portal on Canvas before they start seeing clients.

Recording Practicum Hours

Students will be responsible for recording practicum hours each month and quarter to submit to their onsite supervisors and practicum instructors and to upload to the PhD document portal on Canvas. The practicum log is modeled after how APPIC requires hours to be recorded when applying for internship. Example logs are found at the end of this document, and will be available on the Counseling Psychology department website.

Grading

The D.U. instructor will assign practicum grades 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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ROLE OF PRACTICUM INSTRUCTORS AND ON-SITE SUPERVISORS

The following clarification of the role of the practicum instructor has been generated by Counseling Psychology faculty to support clarity for both students and on-site supervisors. 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 individually 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 because the on-site supervisor is meeting with the student weekly and providing direction and review of the student's cases. Telesupervision may not account for more than 50% of the total supervision at a given practicum site. The on-site supervisor must be a licensed psychologist (the credentialed supervisor legally responsive for the direct service being provided) conducting direct observation and evaluation of the supervisee. However, this does not preclude doctoral interns or postdoctoral residents (who are not licensed) from contributing to the direct observation or evaluation process.

The practicum instructor's role is as 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, their role is different. As a skill monitor, the practicum instructor will ask students to bring in recordings that both illustrate strengths and weaknesses in their work. If a student in their second practicum is at a practicum site requiring a summer start date before the Fall quarter (at which time the student would be enrolled in Advanced Practicum II), there will not be a Counseling Psychology faculty member overseeing the summer practicum experience. These students are highly encouraged to delay their engagement in direct clinical service until their Fall quarter Advanced Practicum II course begins.

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.

Note 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 their on-site supervisor. The practicum instructor will work with the site in resolving training issues. On-site supervisors are encouraged to contact the practicum instructor.



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ON-SITE SUPERVISOR MEMORANDUM

TO: Counseling Practicum Supervisor
FROM: Dr. Trisha Raque, Doctoral Training Director
SUBJECT: Supervision of Counseling 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 a Field 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 session recordings, or reading session notes. Doctoral level students must be supervised by a licensed psychologist unless an exception is made by the Training Director. In all cases, a licensed psychologist (the credentialed supervisor legally responsive for the direct service being provided) must do the direct observation and evaluation. However, this does not preclude doctoral interns or postdoctoral residents (who are not licensed) from contributing to the direct observation or evaluation process.

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. Students are expected to accumulate 500 hours of practicum, including 250 client contact hours and at least 50 individual client contact hours over the three quarters (Fall, Winter, Spring). If any of these requirements cannot be met at your site, please contact the practicum instructor at D.U. as soon as possible. The student must be able to meet these requirements in order to complete the practicum course. If your practicum site requires a summer start date before the Fall quarter, there will not be a Counseling Psychology faculty member overseeing the summer practicum experience.

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 via an electronic survey emailed to you each quarter (Fall, Winter, Spring). The student is responsible for evaluating themselves on a duplicate form and arranging a joint feedback session. Both forms must be submitted 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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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
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 and Credits per Quarter: _____

Total Credits:_____Total Quarters: _____

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:

1. Supervision of the student will be done in accordance with the guidelines established by the school or agency for all regular personnel.
2. The supervisor will actively work with the University of Denver staff in eliminating problems that might arise during placement.
3. The supervisor will submit a quarterly evaluation on each student completing a practicum and share the evaluation with the student before the end of each quarter.
4. 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 their own transportation.
2. Be at the agreed upon location for the agreed upon schedule (minimum 10-20 hours/week). **Students are required to obtain 250 direct clinical hours over the course of the practicum (which averages to 84 direct clinical hours per quarter or 8-10 direct clinical hours per week per quarter).**
3. Be assigned the following specific duties and responsibilities (please list):
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 their experience in the field to be submitted to the faculty instructor at the end of the quarter for Advanced Practicum I and Advanced Practicum II.

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 recorded samples of counseling interviews.

6. Actively work with the agency in eliminating problems which arise during placement.
7. Observe confidentiality of information.

Please note that during the break between the Fall and Winter quarters, the DU Training Director will serve as the DU point of contact should any issues arise until mid-December. Students and onsite supervisors may determine the agreed upon supervisee schedule during this time. If a practicum site requires a summer start date before the Fall quarter (at which time the student would be enrolled in Advanced Practicum II), there will not be a Counseling Psychology faculty member overseeing the summer practicum experience.

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_____

University of Denver
Counseling Psychology Practicum Advanced CNP 4752/4753



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**Beginning and Advanced Practicum in Counseling Psychology CNP 4750 /4751/
4752/ 4753**

EXAMPLE CONSENT FORM

Date_____

I, _____, freely agree to participate as a client for _____. The purpose and procedures for taping the counseling sessions have been explained to me. I understand that the taping of the counseling session partially fulfills the requirements of the course, Advanced Counseling Practicum taught by Dr. _____ of the Counseling Psychology Program at the 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.

_____ will hear the tapes. Finally, I understand that I am free to ask further questions about the counseling tapes.

If you have any questions or concerns, feel free to contact Dr. _____ at _____.

Required Signatures:

Client _____

Doctoral Practicum Student _____

Witness _____

GUIDELINES FOR CASE PRESENTATION

Although various formats may be used, psychosocial or case summaries generally include certain information. The following can be used as a guide.

CASE HISTORY OUTLINE

1. Identifying Data: Include demographic data such as age, race, sex, marital status and occupation (employment, school, house person). Also include a description of the client's general appearance, behavior, mood, and manner of relating to you.
2. Presenting Problem: A brief statement, including the client's own words if possible, of why he/she came or was brought to see you. There may be more than one person. Also include a statement of how other significant persons view the situation (e.g., family members, teachers, peers).
3. Source of Referral
4. History of Present Problem: Include an elaborated description of the current problem as well as information about its onset, severity, apparent precipitating causes, and effect on others. Also include the client's understanding of the problem and his/her attitude toward counseling. Described within the cultural values/beliefs of society/family/client
5. Biographical Information:
Interpersonal Relationships: Include relevant family situation (past and present), relationships with peers, and general style of relating to others.
Educational History: Describe current grade level (or highest grade completed) and degree of success and satisfaction with schooling.
Work History: List jobs, including current employment and satisfaction.
Previous Reactions to Crisis and Stress
6. Medical History: Include information about general health, significant illnesses, injuries and hospitalization, drugs, etc.
7. Testing Information: Include rationale why specific instruments were chosen.
8. Conceptualization: Conceptualize the client's problem and significant contributing factors based on your theoretical framework. Explain the symptoms, their cause, etc., from the perspective of theory.
9. Counseling Plan: Formulate your (and your client's) goals for counseling. Describe any specific counseling procedures to be used, specifying how this plan fits into your theoretical framework. Include information about client's strengths which can be utilized toward achieving these goals.
10. Course of Treatment: Describe the course of treatment including success or failure, reformulation of the problem, and goals and problems yet to be dealt with.
11. Questions for the Class: Identify areas of your uncertainty in the process of gathering information, diagnosing, planning and conducting counseling sessions for this particular case and formulate questions for your classmates designed to help you improve your work.
12. Culturally informed testing information, if any
13. Legal and ethical considerations
14. Multiculturally oriented conceptualization nested within a theoretical model

15. Research informed practice: *Citing at least three research sources* that are consistent with cultural values/beliefs of the client
16. Outcome informed progress: Feedback should be monitored by client feedback measures, or if formal monitoring assessments are not utilized at your site, describe the assessments would you ideally implement to monitor client progress
17. Self-reflection on your progress with the client



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PhD COUNSELING PSYCHOLOGY:

ADVANCED PRACTICUM EVALUATION INSTRUCTIONS

PROCESS OVERVIEW

The following document provides instructions for students, supervisors, and course instructors regarding the process of completing the Advanced Practicum (I/II) Evaluation of Student Performance. Supervisor and student self-evaluations of performance will be completed at the end of each term during which CNP 4752 Advanced Practicum I and CNP 4753 Advanced Practicum II are completed.

The PhD in Counseling Psychology Program collects evaluation of student performance by supervisors as one measure of the student experience during Practicum and Internship. The data is used by the program assure that each student maintains adequate progress in gaining knowledge, skills, competencies, and behaviors required for graduation and professional practice.

BRIEF PROCESS STEPS

The Advanced Practicum Evaluation process for the PhD Counseling Psychology program consists of two parts, supervisor evaluation of student performance and student self-evaluation of performance, and is describes as follows:

Supervisor Evaluation of Student Performance

- **Step 1** - Students start the evaluation form in **Week 7** of the DU academic quarter by providing general information (e.g., self, site, and supervisor contact information, course, and instructor). If the supervisor prefers more time to complete the evaluation, the student may initiate this process earlier in the quarter.
- **Step 2** - Supervisors complete an evaluation of the student and provide an electronic signature. Supervisors should be able to stop and start the survey as needed (with their responses being “saved” as they enter them).
- **Step 3** - Student is **required** to review the evaluation with their supervisor, provide final comments and an electronic signature.
- **Step 4** – Student, supervisor, and course instructor receive a final copy of the evaluation. Students are **required** to download a PDF copy and upload the PDF copy to the PhD Counseling Psychology Canvas site.

Student Self-Evaluation of Performance

- **Step 1** - Students start the evaluation form in **Week 9** of the DU academic quarter.
- **Step 2** – Students receive a final copy of the evaluation with the option to share with their supervisor.

DETAILED PROCESS STEPS

More detailed instructions regarding the basic steps aforementioned are provided below.

Supervisor Evaluation of Student Performance

STEP 1 → Students start the evaluation form in **Week 7 of the DU academic quarter by providing general information (e.g., self, site, and supervisor contact information, course and instructor)**. If the supervisor prefers more time to complete the evaluation, the student may initiate this process earlier in the quarter.

During **week 7** of the DU academic quarter, students start the evaluation form by providing general information such as their DU ID, name, DU email, site name, supervisor name, supervisor email, course, and course instructor.

Students should use the link below to start the PhD Counseling Psychology Practicum and Internship Evaluation:

https://udenver.qualtrics.com/jfe/form/SV_6KxoaBMxRvQzi1E

IMPORTANT! Students only need to use the above link once per quarter – students, supervisors, and instructors will be sent links via email to access the evaluation form.

STEP 2 → Supervisors complete an evaluation of the student and provide an electronic signature. It is required that students and supervisors meet to review the evaluation together.

After the students provides general information and submits the evaluation form, an email is automatically sent to the student’s supervisor with a link to complete their evaluation of the students. It is **required** that students and supervisors schedule a meeting to review the evaluation. Supervisors should be able to stop and start the survey as needed (with their responses being “saved” as they enter them).

NOTE: The student will also receive a copy of this email in the event the supervisor does not receive the email.

Email Subject Line: DU PhD Counseling Psychology <insert course name> Final Evaluation Needed For <insert student full name>

STEP 3 → Student reviews the evaluation with their supervisor, provides final comments and an electronic signature. It is required that students and supervisors meet to review the evaluation together.

After the Supervisor completes an evaluation of the student, the student will be automatically sent an email with a link to review the evaluation, provide final comments, and electronically sign. It is **required** that students and supervisors schedule a meeting to review the evaluation.

Email Subject Line: DU PhD Counseling Psychology <insert course name> Final Evaluation: Student Signature Needed

STEP 4 → Students, supervisors, and course instructors receive a final copy of the evaluation. Students are required to download a PDF copy and upload the PDF copy to Canvas. Course instructors receive a summary report of supervisor evaluations from students enrolled in their course section(s).

After students review and sign the evaluation, an email will be automatically sent to the student, supervisor, and course instructor that includes a link to download a PDF copy of the final evaluation. Course instructors will receive a summary report of self-evaluations for all students enrolled in their course sections.

Students are required to download a PDF copy of the evaluation and upload the PDF to the following PhD Counseling Psychology Canvas site: *Counseling Psychology Required Document Submission Portal*.

Email Subject Line: DU PhD Counseling Psychology <insert course name> Supervisor Evaluation of Performance Completed for <insert student full name> (<insert academic term>)

Student Self-Evaluation of Performance

STEP 1 → Student complete the self-evaluation form in Week 9 of the DU academic quarter. During week 9 of the DU academic quarter, students complete the self-evaluation form.

Students should use the link below to complete the MA Counseling Psychology Practicum and Internship Self Evaluation:

https://udenver.qualtrics.com/jfe/form/SV_4OtUygZbOYn4Dki

STEP 2 → Students receive a final copy of the self-evaluation. Course instructors receive a summary report of self-evaluations from students enrolled in their course section(s).

After the self-evaluation is completed, an email will be automatically sent to the student that includes a link to download a PDF copy of the final evaluation. If desired, students are welcome to share the self-evaluation with their supervisor (this is not required). Course instructors will also receive a copy of student's self-evaluations.

Email Subject Line: DU PhD Counseling Psychology <insert course name> Self-Evaluation of Performance Completed for <insert student full name> (<insert academic term>)

COUNSELING PSYCHOLOGY
University of Denver Evaluation of Student Performance
(To be Administered over Qualtrics Unless Supervisor Prefers Hard Copy)

Trainee Name: _____ **Date of Evaluation:** _____

Supervision Dates: From _____ to _____

Academic Quarter: (please circle) **Fall** **Winter** **Spring**

Summer Supervisor Name: _____

Trainee Level:

☐ **Masters** ☐ **Doctoral Trainee**

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

Completed by Practicum Supervisor:

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 session

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	
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-V-TR) including differential diagnoses.	
7. Incorporates cultural considerations into assessment, diagnosis, treatment planning, and case conceptualizations.	
OVERALL RATING	
Comments:	

II. Intervention

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

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) 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

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

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	
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)	
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

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

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

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

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:

University of Denver
Counseling Psychology Practicum Advanced CNP 4752/4753

EXAMPLE SITE EVALUATION (ONLY COMPLETED IN LAST QUARTER OF PRACTICUM++)

Doctoral Student Name _____ Date: _____

Site: _____

Supervisor: _____ Phone: _____ Email _____
Address: _____

Academic Quarter:

Fall

Winter

Spring

Summer

Year: _____

Check all the counseling opportunities that are available on this site:

Individual

Counseling

Men

Women

Children

Adolescents

Special populations

(specify) _____

Career Counseling
Family Counseling
Couples Counseling
Group Counseling (specify populations)-
Consulting (specify with whom)-
Assessment
Other (specify)_____

Types of Clients Served:

What kind of supervision is provided?

Individual Supervision:

Hours/week: _____

Group Supervision:

Hours/week: _____

Number of students in group: _____

What are the on-site responsibilities of the practicum student (e.g., biofeedback with in-patient pain patients, short-term groups with substance use)?

What is the theoretical orientation of the supervision (i.e., quality and style)?

Are there unique demands of this site that have not already been discussed? (full year commitment, requires at least 15 hours weekly, etc.)

Do you have any comments about this site you feel would be helpful to an interested student?

Is there an opportunity for a paid practicum?

No

Yes

How much? _____

Would you recommend this site?

No

Yes

Yes - under the following conditions (e.g., must have prior experience with substance use, request a specific supervisor, family counseling is primary service offered)