



**Practicum (CNP 4750)/Internship I (CNP 4761) in Counseling  
ON-SITE SUPERVISOR'S PACKET**

**2016-2017**

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Counseling Psychology Practicum/Internship I

FIELD SUPERVISOR MEMORANDUM

TO: Counseling Practicum / Internship I Field Supervisor

FROM: Dr. \_\_\_\_\_

SUBJECT: Supervision of Counseling Practicum /Internship I Students from the University of Denver

Thank you for agreeing to supervise one of our Counseling students for their Practicum and Internship I. 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 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 parents and teachers, career counseling and assessment opportunities commensurate with the student's skills. Students are also required to record at least three of their individual client sessions for instructional purposes at DU. 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 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 him/herself on a duplicate form and arranging a joint feedback session. Both forms must be returned by the student to the Practicum/Internship I instructor by the end of the quarter so that you can discuss your perceptions of the student's skill level.

Please contact Dr. \_\_\_\_\_ with any questions or concerns.

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



## ROLE OF PRACTICUM AND INTERNSHIP I INSTRUCTORS AND ON-SITE SUPERVISORS 2016-2017

Because both students and on-site supervisors have sometimes been confused with the role of the Practicum and Internship I 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, ongoing review and direction of a supervisee's clinical practice. Since the practicum instructor only meets with students three times during the 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 and Internship I 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 DU 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 and Internship I instructor will work with the site in resolving training issues. On-site supervisors are encouraged to contact the practicum instructor.

## **PRACTICUM/INTERNSHIP I REQUIREMENTS 2016-2017**

The Practicum and Internship I 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.; and (6) the ability to contribute to current knowledge and/or practice.

At least half of the on-site Practicum/Internship I 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., intake procedures, counseling and psychotherapy, career counseling, and crisis intervention. Other appropriate direct service experience may include group counseling and assessment. Practicum may also include research, program development and evaluation, consultation, and record keeping. All students must participate in and receive individual on-site supervision.

Students in both the Clinical Mental Health Counseling (CMHC) concentration and the School Counseling concentration must accumulate a minimum of 200 hours of Practicum/Internship I, including 100 client contact hours and at least 25 individual client contact hours over 2 or 3 quarters.

Students must be able to record client sessions. A minimum of three recordings and transcripts per quarter will be reviewed with the practicum class instructor.

At a minimum, students in the CMHC concentration must be supervised by a Master's level mental health professional (license not required). Students in the School Counseling concentration must be supervised by a licensed school counselor.

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 DU practicum instructors will require different assignments as specified in course outlines. All students will participate in 2 hours of Practicum or Internship I class each week and three hours of individual consultation during the quarter with the DU instructor. Students are required to accumulate the required 200 Practicum/Internship hours at one site. If, however, a student wants to change sites for some extraordinary reason, the procedures outlined below must be followed: (1) Discuss the situation with the Practicum or Internship I 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.

### **THE CONTRACT**

The University of Denver will provide students with an agreement or contract to assist the practicum sites, the students, and the University in delineating responsibilities. The agreement/contract 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

Practicum and Internship I 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 (from the course syllabus for the students)

Grades for this class will be based on your (a) case presentation, (b) case report, (c) class participation and willingness to consider comments from others, (d) consultation sessions--some on your counseling skills, but also on your receptiveness to feedback, implementation of suggestions, etc., (e) your evaluation by your site supervisor, (f) your self-evaluation, and (g) the timeliness of handing in your paperwork.

A = Above expected level

B = At expected level

C, D, and F= Below expected level

*A= All assignments turned in and quality meets high standard of professionalism (timeliness, thoroughness, coherence, succinctness, above expected level of counseling skills, high level of demonstrated self-awareness, etc.).*

*B = All assignments turned in and quality meets average standards of professionalism (inclusion of relevant data, addresses salient issues, adequate awareness of conceptual issues, at expected level of counseling skills).*

*C = All assignments turned in on time but quality of work on site, in class and/or in individual meetings is below expected level of professionalism for a beginning practicum student. Lack of initiative to work with instructor and site supervisor to get an adequate number of clients.*

*D = Quality of assignments is well below average standards of professionalism (late, inclusion of irrelevant data, rambling, unfamiliarity with case, lack of cohesion, low level of demonstrated self-awareness).*

*F = Performance demonstrates serious deficiencies in key area(s) outlined above.*

It is most typical for students in their first practicum experience to be “at the expected level.” Therefore, a B or B+ is a typical grade for the first quarters of practicum. Some students may demonstrate A- or A level performance in some skills, yet this is a time for learning and few students are able to conduct all of the skills taught in the Techniques Classes at “above expected level.” **If you receive a grade below B-, you will need to repeat this practicum quarter.**

**Please remember to remain flexible and edit any perfectionistic qualities you might have about “doing it right.”** Counseling skills are complex and will improve with experience and training! We hope you will allow yourself to learn, make mistakes, and listen to feedback as a way to improve your

counseling skills. Becoming a competent counselor is a long process. We hope that you will remember this when you set expectations for yourself.



UNIVERSITY of DENVER

MORGRIDGE COLLEGE OF EDUCATION

Practicum/Internship I in Counseling Psychology

AGREEMENT/CONTRACT 2016-2017

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 Name \_\_\_\_\_

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

- 3) Student Name \_\_\_\_\_

Address \_\_\_\_\_

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

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

Course Number: \_\_\_\_\_: Course Title: \_\_\_\_\_

NOTE: A minimum of 200 hours are required over two quarters. A minimum of 100 of the 200 hours must be direct contact hours, and a required minimum of 25 direct individual contact hours of the 100 hours must be accrued.

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:

- 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):

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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. 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) 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 \_\_\_\_\_

Field Supervisor \_\_\_\_\_ Date \_\_\_\_\_

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

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



UNIVERSITY of DENVER

MORGRIDGE COLLEGE OF EDUCATION

COUNSELING PSYCHOLOGY
University of Denver
Evaluation of Student Performance

Trainee Name: \_\_\_\_\_

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

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

Trainee Level: [ ] Masters [ ] Doctoral

Trainee 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 \_\_\_\_\_

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/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.

<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>	

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

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

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.	
<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>	

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<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>	
<b>Comments:</b>	

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

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

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

**Trainee's Response:**