

Mental Health Counseling Practicum and Internship Manual



**Mental Health Counseling Program
Department of Counseling
Gallaudet University
800 Florida Ave., NE
Washington, DC 20002**

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Overview of the Manual

This manual is designed for both students and site supervisors. It includes necessary information for navigating the process of both being a Gallaudet University Department of Counseling trainee and being a supervisor. It also includes important links to our professional counselor and supervisor ethical standards.

In this manual, site supervisors will find basic information about the Department of Counseling and the Mental Health Counseling Program, as well as specific supervisor roles and responsibilities. This manual is not designed to add to your responsibilities as a supervisor, but rather to take you easily through the process of supervising our students. Here you will find all forms that you will need for both recording training experiences and evaluating performance.

Students should read this manual carefully. Here you will find guidelines for selecting a practicum/internship site and a comprehensive listing of roles and responsibilities of being a trainee. You will also find all forms needed for proceeding through the practicum and internship process, documenting training experiences, and evaluating performance. There is also a section with supervision-related rubrics at the end of the manual to help you understand the grading process.

The supervisory experience may very likely be one of the most rewarding experiences of your life, both as a supervisee and a supervisor. The best supervisory relationships have been described by our students as being safe, honest, warm, creative, and genuine. Students appreciate supervisors who show a real interest, are generous with sharing counseling techniques and skills, give uninterrupted attention and time, pay attention to both verbal and non-verbal communication, and are respectful. Respect is a two-way street and is a quality supervisors also wish from their supervisees, along with open and honest communication, and a commitment to exploring both their own processes and those of their clients. It is these qualities that good supervisor/supervisee relationships are built on.



Introduction to the Department of Counseling

The Department of Counseling was established at Gallaudet University in 1971 and the first graduates received their degrees in 1974. Over the years there have been many changes, but the original premise of the department remains. We believe that all individuals who are deaf or hard of hearing have the right to equal opportunity and access to counseling provided by counselors who are highly qualified and competent. The Department of Counseling prepares our graduates to be multiculturally competent professional mental health or school counselors, able to work skillfully with deaf, hard of hearing, and hearing clients of diverse backgrounds in a variety of settings. Our training models emphasize the development of cultural self-awareness, sensitivity, knowledge, and skills essential to becoming effective and ethical practitioners who are able to influence individual, group, organizational and systemic changes that promote health and well being for all persons in the context of social justice and multiculturalism. We are committed to both finding individuals who wish to do this work, and to training them in the knowledge, skills, and dispositions counselors need.

The Department currently has three degree programs: Mental Health Counseling, School Counseling, and School Counseling—Summers Only Option. We are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Our students are eligible to sit for the National Certified Examination (NCE) in their final semester of study and apply for the National Certified Counselor (NCC) credential prior to graduation. The School Counseling programs are also accredited by the Council for the Accreditation of Educator Preparation (CAEP) and by the District of Columbia.

For information about the Department of Counseling, please contact Dr. Kendra Smith, Department Chair at (202) 651-5515, (202) 618-6852 (Department of Counseling videophone), or by email at kendra.smith@gallaudet.edu.

Introduction to the Mental Health Counseling Program

The Mental Health Counseling Program was initiated in 1986, because of a national need to provide appropriate counseling services to deaf and hard of hearing adults, adolescents, and children in a variety of mental health settings. We are the only graduate training program in the world that specializes in preparing mental health counselors to do clinical or community work with deaf and hard of hearing people. Our training focus is twofold: mental health counseling, and the knowledge and skills to work with deaf and hard of hearing persons in a culturally appropriate way. The academic environment at Gallaudet University is bilingual (i.e., American Sign Language and English) and students admitted to the Mental Health Counseling Program must demonstrate proficiency in both languages. Fieldwork, required over a minimum of three semesters, is seen as a major component of this professional training program.

For information, please contact Dr. Mary C. Hufnell, Program Director, at (202) 651-5515 (voice), (202) 618-6852 (Department of Counseling videophone), or at mary.hufnell@gallaudet.edu.

**CORE PROGRAM OF STUDY AND RECOMMENDED SEQUENCE
MENTAL HEALTH COUNSELING PROGRAM**

First Semester (Fall)

COU710	Orientation to the Profession of Mental Health Counseling	3
COU717	Lifespan Development	3
COU721	Foundations in Helping Skills	4
COU730	Social and Cultural Diversity Foundations and Multicultural Counseling	3
COU732	Theories and Approaches in Counseling and Psychotherapy	3
GPS 700	Culture & Language Seminar	1
	Total semester credits	<hr/> 17

Second Semester (Spring)

COU708	Counseling for Wellness	3
COU709	Counseling Deaf People	3
COU 714	Adult Psychotherapy	3
COU716	Psychopharmacology for Counselors	1
COU 720	Introduction to Research for Counselors	3
COU731	SIMSOC: Simulated Society	1
COU 768	Techniques and Skills in Psychotherapy	3
		<hr/> 17

Third Semester (Summer)

COU728	Cycles of Substance Abuse	3
COU736	Organization and Administration of Human Service Programs	3
COU742*	Practicum in Mental Health Counseling	4
		<hr/> 10

*Each student will be required to take a Gallaudet University American Sign Language Proficiency Interview (GU-ASLPI) and attain a rating of 2 prior to beginning COU 742.

Fourth Semester (Fall)

COU715	Family Therapy	3
COU734	Lifestyles and Career Development	3
COU748	Principles of Assessment in Counseling	3
COU753	Group Psychotherapy	4
COU792	Internship I in Mental Health Counseling	4
		<hr/> 17

Fifth Semester (Spring)

COU 793**	Externship in Mental Health Counseling	
COU794	Internship II in Mental Health Counseling	12

TOTAL NUMBER OF CORE HOURSE FOR DEGREE: 7!

** Elective

Department of Counseling Mission Statement

The Department of Counseling prepares graduates to be multiculturally competent professional mental health or school counselors, able to work skillfully with deaf, hard of hearing, and hearing clients of diverse backgrounds in a variety of settings. Our training models emphasize the development of cultural self-awareness, sensitivity, knowledge, and skills essential to becoming effective and ethical practitioners who are able to influence individual, group, organizational and systemic changes that promote health and well being for all persons in the context of social justice and multiculturalism. Faculty members are committed to promoting interpersonal values which support our professional relations with others. These values include compassion, self-awareness, genuineness, commitment to social justice, and an authentic appreciation of diversity.

[Revised Feb. '09]

Mental Health Counseling Program Student Learning Outcomes

Students in Gallaudet's Mental Health Counseling Program will become professionals who:

- 1) demonstrate knowledge and skills related to counseling needs of culturally and linguistically diverse deaf, hard of hearing and hearing clients including etiology, diagnosis, (including co-occurring disorders), assessment, treatment, and prevention of mental, emotional and behavioral disorders, and who can:
 - a) employ developmentally and culturally appropriate prevention and intervention techniques within an accepted theoretical framework,
 - b) develop effective treatment plans, manage multiple client loads, and work with managed care,
 - c) effectively counsel individuals, small groups, couples, and families from diverse populations,
 - d) function as consultants and advocates in various mental health settings, including schools and community agencies;
- 2) are able to communicate effectively with others, express themselves effectively in writing, and can accurately interpret research and apply it to practice;

- 3) show sensitivity, genuineness, and positive regard for others; practice high levels of self awareness and commitment to personal growth and on-going professional development;
- 4) comprehend legal and ethical standards pertaining to mental health counselors and consistently integrate an ethical decision making model into their professional work.

Organization of Practicum and Internship

Counseling trainees engage in a minimum of three different levels of fieldwork experience in various settings, including, for example, mental health agencies, substance abuse treatment centers, university counseling centers, centers for abused women, and psychiatric treatment facilities.

Students begin fieldwork with a **Practicum** (COU 742) during their third semester in the program (typically the summer semester). This practicum is helpful in assisting students in “putting on” the role of counselor, learning about the services offered and the administrative structure at their chosen practicum agency, observing other professionals, and beginning to apply their emerging counseling skills. This practicum is a total of 200 clock hours, accrued two days a week over a full academic semester in a mental health setting with deaf and hard of hearing clients in the Washington DC metro area. The Program Director assists students with the site selection and placement (see the section on “[Finding and Getting Approval for Placement Locations](#)”). Students are to accumulate 40 direct client contact hours during practicum.

Internship I (COU 792) typically takes place in the second fall semester of enrollment at the same agency where the student had practicum. The student should now be comfortable with their new role and developmentally ready to start taking on more responsibilities. Just like Practicum, Internship I is a two-day-a-week placement and continues for the entire academic semester. Students are to earn 200 clock hours at the agency and 40 direct client contact hours during Internship I.

Students who, for whatever reason, are not prepared to move on to their final internship after four semesters of enrollment, may enroll in **Extended Internship** (COU 793) with the permission of the Program Director. Extended Internship is identical to Internship I, though it may be at the same or a different agency as the student’s preceding semesters.

Internship II (COU 794) is the capstone of the fieldwork experience, taken by students in their final semester of study. It is a full-time (i.e., 40 hours per week) placement at an agency typically outside of the Washington, DC metro area. Internship II is designed to allow students to gain experience in nearly all aspects of the counselor role and work as fully contributing members of the agency to which they are assigned. During this final internship, students should accrue 600 clock hours and approximately 240 direct client contact hours. See the section on [Finding and Getting Approval for Placement Locations](#) for information on the site selection process.

In summary, in order to graduate with a degree in Mental Health Counseling from Gallaudet University, the student must have earned a minimum of 900 clock hours and 320 direct contact hours *total* over the three (or more) semesters of practicum and internship.

Student Learning Outcomes

COU 742 Practicum in Mental Health Counseling:

Course Student Learning Outcomes Upon completing this course, students will:	Student Learning Opportunities	CACREP Standards	Assessment Method	Corresponding MH Program SLOs			
				I	II	III	IV
1. Demonstrate culturally appropriate and empirically supported counseling competence	Direct work with clients; observation of experienced professionals' work; formal and informal case presentations	2a-f; 3a-h; 8e; B1-2; E1-6; F1-3; I3; K1-5; L1-3	Fieldwork evaluations; supervisor observation; formal case presentation rubric	√	√	√	
2. Be able to assist clients in movement toward achievement of counseling goals	Direct work with clients; providing case management services	3a-h; 7a-g; A1-3; A5-6; A9; B1-2; C1-9; D1-9; G1-4; H1-4; K1-5; L1-3	Fieldwork evaluations; supervisor observation; supervision contract goals	√	√	√	√
3. Discuss a clinical rationale for work with clients	Participation in individual, triadic, and/or group supervision (self-report and video review)	3a-h; 4a-g; 5a-g; 8e; A2; A5; B1-2; C1-9; D1-9; H1-4; I3; J1-3; K1-5; L1-3	Formal case presentation rubric; fieldwork evaluations	√	√		√
4. Contribute constructively to the supervisory process	Participation in individual, triadic, and/or group supervision (self-report and video review)	1b-j; D1-9	Fieldwork evaluations; Clinical Supervision rubric	√	√	√	√
5. Know and adhere to the legal and ethical standards of the jurisdiction of practice	Direct work with clients; participation in individual, triadic, and/or group supervision	1j; 8f; A2; B1	Fieldwork evaluations; Clinical Supervision Rubric; Formal Case Presentation Rubric	√			√

COU 792 Internship I in Mental Health Counseling:

Course Student Learning Outcomes Upon completing this course, students will:	Student Learning Opportunities	CACREP Standards	Assessment Method	Corresponding MH Program SLOs			
				I	II	III	IV
1. Demonstrate culturally appropriate and empirically supported counseling competence	Direct work with clients; observation of experienced professionals' work; formal and informal case presentations	2a-f; 3a-h; 8e; B1-2; E1-6; F1-3; I3; K1-5; L1-3	Fieldwork evaluations; supervisor observation; Formal Case Presentation Rubric; supervision contract goals	√	√	√	√
2. Formulate a clinical rationale, including diagnoses, within an appropriate theoretical framework	Participation in individual, triadic, and/or group supervision (self-report and video review)	3a-h; 4a-g; 5a-g; 8e; A2; A5; B1-2; C1-9; D1-9; H1-4; I3; J1-3; K1-5; L1-3	Formal case presentation rubric; fieldwork evaluations	√	√		√
3. Develop appropriate counseling goals and assist clients in movement toward achieving them	Direct work with clients; providing case management services; Developing treatment plans	3a-h; 4a-g; 5a-g; A2; A5; B1-2; C1-9; D1-9; H1-4; I3; J1-3; K1-5; L1-3	Fieldwork evaluations; supervisor observation	√	√	√	√
4. Collaborate constructively to the supervisory process	Participation in individual, triadic, and/or group supervision (self-report and video review)	1b-j; D1-9	Fieldwork evaluations; Clinical Supervision rubric	√	√	√	√
5. Understand and adhere to the legal and ethical standards of the jurisdiction of practice, and apply appropriate ethical decision making model	Direct work with clients; participation in individual, triadic, and/or group supervision	1j; 8f; A2; B1	Fieldwork evaluations; Clinical Supervision Rubric; Formal Case Presentation Rubric	√			√

COU 794 Internship II in Mental Health Counseling:

Course Student Learning Outcomes Upon completing this course, students will:	Student Learning Opportunities	CACREP Standards	Assessment Method	Corresponding MH Program SLOs			
				I	II	III	IV
1. Demonstrate culturally appropriate and empirically supported counseling competence, including termination with clients	Direct work with clients; formal and informal case presentations; writing clinical paperwork	2a-f; 3a-h; 8e; B1-2; E1-6; F1-3; I3; K1-5; L1-3	Fieldwork evaluations; supervisor observation; Formal Case Presentation Rubric	√	√	√	√
2. Articulate and apply a personalized approach to counseling based on established counseling theory(ies), empirically supported interventions, supervision, and client interaction	Direct work with clients; individual/triadic and group supervision; formal case presentations	A5, C5, D1, D2, E1, G1, H1	Supervisor observation; Formal Case Presentation Rubric; Clinical Supervision Rubric	√	√	√	√
3. Formulate a clinical rationale, including diagnoses, using a sophisticated structure (e.g., identification of sub-themes and patterns, and connecting client patterns with knowledge of human growth and development, as well as psychological disorders)	Formal and informal case presentations; supervision meetings; clinical paperwork	3a-h; 7a-g; A1-3; A5-6; A9; B1-2; C1-9; D1-9; G1-4; H1-4; K1-5; L1-3	Formal case presentation rubric; Fieldwork evaluations	√	√		√
4. Develop appropriate counseling goals and assist clients in	Direct work with clients; developing treatment plans; individual/triadic	3a-h; 4a-g; 5a-g; A2; A5; B1-2; C1-9; D1-9; H1-4; I3; J1-3; K1-	Fieldwork evaluations; supervisor observation;	√	√	√	√

movement toward achieving them by effectively applying complex counseling skills and techniques, including prevention plans, referrals, and psychoeducation.	and group supervision meetings; consultation with other professionals	5; L1-3	Formal Case Presentation Rubric				
5. Apply immediacy skills in counseling (e.g., use of transference & counter-transference, and helping client resolve resistance to treatment)	Direct work with clients	D1-9	Supervisor observation; Formal Case Presentation Rubric	√	√		√
6. Collaborate constructively to the supervisory process and terminate with supervisors and peers	Participation in individual, triadic, and/or group supervision (self-report and video review)	1b-j; D1-9	Fieldwork evaluations; Clinical Supervision rubric	√	√	√	√
7. Comprehend legal and ethical standards of the jurisdiction of practice, and integrate an appropriate ethical decision making model into professional work	Direct work with clients; participation in individual, triadic, and/or group supervision	1j; 8f; A2; B1	Fieldwork evaluations; Clinical Supervision Rubric; Formal Case Presentation Rubric	√			√

Student Professional Liability Coverage

Gallaudet University carries professional liability insurance for students in training. Students are also required to maintain individual student liability insurance throughout their practicum and internship. Student liability insurance can be obtained at no cost by joining the American Counseling Association (ACA) or the American Mental Health Counseling Association (AMHCA). Proof of coverage must be provided to the faculty supervisor prior to starting COU 742 Practicum.

Finding and Getting Approval for Placement Locations

Practicum and Internship I

Typically, a student will stay at the same agency for both Practicum and Internship I in order to ensure continuity of training practices and appropriate relationship stability for clients. The Program Director of Mental Health Counseling is heavily involved with students in site selection and placement for Practicum and Internship I. S/he will provide the students with a list of agencies providing mental health services to deaf and hard of hearing persons in the Washington-Baltimore area.

After successfully completing first semester coursework, the student will complete the “Practicum Approval Form” and obtain the necessary signatures. The completed form is to be turned in to the Program Director during the first week of the second semester. If the student is approved for Practicum, s/he will then select 1-2 agencies on the list of approved local Practicum sites and discuss these options with the Program Director. Then, the student will approach the agencies in a similar manner as one does when applying for a job. That is, the student will introduce her/himself to the agency’s contact person by e-mail, request an interview, and provide a resume’. (Note: Some agencies have different application requirements. Make sure to ask and follow them.) The student should consult with the Program Director before accepting any practicum placement offers made by an agency. After accepting the placement, the student must complete the Practicum Information Form.

The student completes the “Internship I Approval Form” during the final weeks of the Practicum semester and turns it in to the Program Director before the start of Internship I.

Internship II

For Internship II, students are responsible for seeking placements in human services agencies where counseling is provided to deaf and hard of hearing adults, adolescents, and/or children. The setting should reflect the student's career objectives and provide services to client populations similar to those the intern intends to serve after graduation. The Department of Counseling faculty can give the students suggestions for appropriate placements at agencies where prior interns have experienced successful internships.

Interns will find eight factors important in selecting an internship site:

1. Location of the agency and the administrative structure of the agency;
2. Methods of practice, philosophy and theoretical orientation of the agency;
3. Potential for interdisciplinary support, collaboration, consultation, and referral;
4. Cultural, ethnic and gender diversity of populations served;
5. Qualifications, availability, and experience of the on-site supervisor;

6. Variety in professional resources including computer applications to counseling, electronic and printed media, professional literature, assessment tools and techniques;
7. Availability of assorted professional activities other than direct client services, including consulting and training activities, administrative case management, and other opportunities for institutional and community services; and
8. Referral networks of appropriate human service providers.

Students are encouraged to use the above factors as an evaluation guide for selecting an internship site. The student should meet with his/her academic advisor to discuss the merits of various sites and options. In consultation with the advisor, the student will select an internship site that will challenge, support and nurture the student's professional and personal development.

Once again, the student should approach the agency as if applying for a professional job. The initial contact may be through email or telephone/videophone. Typically, the student then submits a resume' and letters of recommendation to the appropriate agency personnel prior to requesting an interview. Before accepting an agency's offer for an internship placement, the student must notify the Program Director and provide her with the completed "Internship II Information Form." The Program Director is responsible for approving the agency as a suitable internship site and will contact agency personnel to initiate a Memorandum of Agreement for the internship.

Timeline Guide to Internship II:

Summer

July-August

Internship II Recommended Sites List Provided

Begin to investigate possible sites for Internship II (e.g. contact agency; discuss with faculty supervisor, academic advisor and program director; contact any students who did their internship at that site)

Update resume with practicum information, ask academic advisor or other faculty to review

End of August

Make initial contact (through email or telephone/videophone) with at least 2 internship sites

Communicate with Program Director

Fall

By 3rd week of September, submit application materials (resume, letters of recommendation, other documents requested by the site) to internship sites.

Before accepting an agency's offer, notify Program Director and provide completed "Internship II Information Form".

By 1st week of November, Internship II site should be confirmed

At least two weeks before the end of the semester preceding the final internship, the student must complete the “Internship II Approval Form”. The completed form is to be turned in to the Program Director after all signatures have been obtained.



Counseling Ethics

One of the most important responsibilities for all counseling trainees, counselors, and counselor supervisors is to adhere to the [American Counseling Association \(ACA\) Code of Ethics](#). (Clicking this link will take you to the ACA webpage.) Additionally, mental health counselors should have a thorough understanding of the Code of Ethics of the American Mental Health Counselors Association (AMHCA), located [here](#).

Student Performance

It is understood that practicum and internship experiences are processes and that personal and professional growth are cumulative. Trainees are expected to be open to their own self-exploration, to be willing to examine their counseling interaction and skill development, and to be open to the process of supervision. Integration of theoretical knowledge and practical experience is expected. Nevertheless, sometimes trainees do not progress through training as expected and desired.

If student performance is of concern, site supervisors are expected to immediately share these concerns with both the student and the faculty supervisor. Faculty supervisors can then be very helpful in assisting the training process by, for example, changing the nature of the supervision process or increasing the amount of supervision.

In addition there are occasions when ethical concerns are present. Effective performance of counseling duties, while adhering to professional ethics, is a part of the skill set trainees need to develop. Accordingly the Department sees it as part of their duty to assure that trainees have opportunities to openly discuss issues of ethical behavior and furthermore to ascertain that they have sufficient support to correct behavior which may be problematic. Any concern about ethical behavior, difficulty with boundaries, and/or moral decision-making should be shared with the faculty supervisor immediately. The faculty supervisor and department faculty, in consultation with both student and site supervisor, will decide on action needed.

Remediation of professional performance deficiencies is a responsibility the Department takes seriously. Additional coursework, personal psychotherapy, or changes of placement sometimes make a big difference and the trainee is often able to continue training successfully. At other times, the faculty may determine that more serious action is needed and the Program Director may require the trainee to withdraw from their placement. In other circumstances, it is possible the student will be asked to withdraw from the Program. The intent is always foremost to protect client welfare.

Ethics in Supervision

Please become familiar with the Ethical Guidelines for Counseling Supervisors presented by the Association of Counselor Educators and Supervisors (ACES) at the following link:

http://www.acesonline.net/ethical_guidelines.asp It is of importance for both supervisors and supervisees.

The following is a *brief* summary of pertinent sections in Bradley & Ladany's "Counselor Supervision: Principles, Process, and Practice".¹ It does not cover all of the ethical issues that surround supervision. Thus, supervisors and supervisees should seek additional information on the topic outside of this manual.

Preliminary Ethical Considerations:

- Before a counselor begins the process of supervising, s/he must engage in a self-assessment process to determine whether or not s/he is competent to supervise.
- The potential supervisor must consider whether s/he is able to work with diverse counseling-theoretical orientations.

Initial Supervisory Ethical Concerns:

- The supervisor must convey to the supervisee any specific limits of confidentiality within the supervisory relationship. For example, the supervisee should be informed of what will be held in confidence by the supervisor and what may be shared with other professionals within the agency or with the faculty supervisor and/or Program Director.
- The supervisor sets clear session boundaries with the supervisee, helping the supervisee understand that s/he should treat supervision with the same respect and care as s/he treats counseling sessions. This includes a commitment from the supervisor to be available without interruption at the pre-determined weekly supervisory sessions and a commitment from the supervisee to arrive on time and prepared for supervision.
- The supervisor orients the supervisee to his/her professional roles within the agency and assures that the supervisee is engaged in appropriate activities while on-site.
- The supervisor ensures that supervisees have described to clients the limits of confidentiality within the counseling relationship and told clients that the counselor is receiving supervision.
- The supervisor must explicitly discuss crisis issues with the supervisee and ensure s/he knows what to do and whom to contact in the event of a client emergency.

Ongoing Supervisory Ethical Concerns:

- The supervisor is responsible to provide timely and ongoing verbal and written evaluation of the trainee.
- The supervisor should model ethical behavior for the supervisee, including explicit application of a consistent ethical decision-making model. In turn, supervisees must also be familiar with the applicable ethical standards and model them with peers, clients, and professional staff. (See [ACA Code of Ethics](#).)

¹ Bradley, L. J., & Ladany, N. (2001). *Counselor supervision: Principles, process, and practice* (3rd ed.). Ann Arbor, MI: Bruner-Routledge.

Guidelines for Trainees

As a counselor trainee from the Gallaudet University Department of Counseling, you are involved in a vital component of your training program. Practicum and internships are collaborative partnerships among your department and faculty, your fieldwork agency and site supervisor, and yourself. As a trainee, you enter into a rich learning environment, and have opportunities to grow in ways that are truly remarkable. To honor and assist in this important trainee role, we offer the following guidelines.

Trainees agree to:

1. Adhere to the American Counseling Association [Code of Ethics](#).
2. Obtain and maintain student professional liability insurance.
3. Maintain professional appearance, punctuality, and behavior.
4. Become aware of the agency operating procedures, policies, goals, and employees.
5. Participate in a full range of professional counselor experiences appropriate to your level of development.
6. Review client files and keep entries up to date.
7. Participate in clinical meetings, such as treatment team meetings, clinical staffing, and agency supervision meetings.
8. Participate in agency in-service and training opportunities.
9. Attend and be prepared for all supervisory meetings, including individual supervision with your site supervisor, and individual and group supervision with your faculty supervisor. For out-of-town internships, this means 1 hour weekly individual supervision by telephone or videophone and 1 ½ hours weekly group supervision using telephone, videophone, FUZE , Blackboard or other similar technology that permits online group meetings.
10. Communicate with Gallaudet University faculty promptly if there is any concern about performance or ethics.
11. Make arrangements for the site supervisor to observe your work with clients a minimum of twice a semester. This observation may be through a one-way window, videotape, or live (in-room).
12. Make digital recordings of client sessions (with client permission) to be reviewed by the faculty supervisor if requested.
13. Provide the faculty supervisor with weekly on-going process notes on 2 clients (Practicum and Internship I only).
14. Complete monthly time logs provided for this purpose by the Department of Counseling.
15. Update the Comprehensive Time Log at the end of each semester of fieldwork.
16. Complete and provide the faculty supervisor with weekly schedules of how your time is spent at the site (Practicum and Internship I only).
17. Provide the site supervisor with the appropriate Trainee Evaluation Form at the beginning of each semester.
18. Complete all required fieldwork forms during your training.

Guidelines for Site Supervisors

The Gallaudet University Department of Counseling sees our Site Supervisors as having a vital role in our training program and as partners in the development of professional counselors working with deaf, hard-of-hearing, and hearing persons and their families. You, your skills, and your knowledge are highly valued. We also recognize that you are taking on considerable professional responsibility in agreeing to supervise our students' clinical work. To honor and assist in this important supervisory role, we offer the following guidelines.

Practicum/internship Site Supervisors agree to:

1. Adhere to ethical standards of his/her profession and be familiar with the American Counseling Association [Code of Ethics](#) and the ACES [Ethical Guidelines for Counseling Supervisors](#).
2. Provide appropriate physical work space for trainees and private space for the trainee's sessions with clients, as well as telephone/tty/videophone, internet connection, and office supplies as applicable.
3. Provide the trainee with orientation to the agency operating procedures, policies, goals, and employees.
4. Provide a full range of professional counselor experiences to the trainee.
5. Allow the trainee to review client files.
6. Consistently provide a minimum of one hour a week one-on-one supervision and be available for daily consultation.
7. Involve trainee in agency's clinical meetings, such as treatment team meetings, clinical staffing, and agency supervision meetings.
8. Provide certified ASL interpreters for deaf, hard-of-hearing, and deaf-blind trainees as needed for supervision, meetings, and training.
9. Allow trainee to take part in agency in-service and training opportunities.
10. Allow trainee both time and technology to meet with his/her faculty supervisor each week.
11. Communicate with Gallaudet University faculty promptly if there is any concern about student performance or ethics.
12. Observe trainee's work with clients a minimum of twice a semester and complete the Supervisor Observation Form.
13. Allow recordings of client sessions (with client permission) to be reviewed by the faculty supervisor if requested.
14. Provide on-going formative evaluation of trainee's performance and a summative evaluation twice per semester using the Trainee Evaluation Form (for Practicum, Internship I, or Internship II).
15. Complete all required Department of Counseling fieldwork forms in a timely manner.

Guidelines for Faculty Supervisors

Practicum and internships are collaborative partnerships among agencies, site supervisors, student trainees, the Gallaudet University Department of Counseling and the faculty supervisor. While the Site Supervisor has responsibility for the counseling client, the ultimate responsibility for training lies with the faculty supervisor. To honor and assist in this important supervisory role, we offer the following guidelines.

Practicum/internship faculty supervisors agree to:

1. Make certain the trainee is eligible to enter into the appropriate level of practicum or internship experience.
2. Provide program orientation, training, and on-going contact and consultation to the site supervisor.
3. Adhere to the [ACA Code of Ethics](#) and the [ACES Ethical Guidelines for Counseling Supervisors](#), and model appropriate ethical decision making for the trainee.
4. Provide a minimum of one hour a week one-on-one supervision and be available for consultation. For out-of-town internships, this means supervision on telephone, videophone, FUZE, BlackBoard or other synchronous technology.
5. Provide a minimum of 90 minutes per week of group supervision. For out-of-town internships, this means group supervision using telephone, videophone, FUZE, BlackBoard, or other synchronous technology.
6. Provide effective and timely feedback to trainees on their performance using the Mental Health Individual Supervision Rubric and the Group Supervision Rubric.
7. Review all submitted forms and maintain student field experience file.
8. Maintain regular and frequent contact with site supervisor to review trainee's on-going performance.
9. Promptly communicate with student and site supervisor if there is any major concern regarding performance or ethics, or if any changes need to be made in structure or timing of fieldwork.
10. Observe trainee's work with clients at least twice per semester in the event the site supervisor is unable to do so.
11. Provide additional support and supervision as needed when trainee developmental or remedial performance deficiencies exist.
12. Submit a final grade for the student.



FORMS

{Blank forms are available individually on the Course Blackboard.}

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For Internship II: Due after student selects internship site and is ready for Program Director's approval of placement	
COU 742 Practicum Approval Form	<u>22</u>
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GALLAUDET UNIVERSITY
Department of Counseling
Mental Health Counseling Program

Fieldwork Site Information Form

Student's name: _____ Semester/Year: _____

Check one:

Practicum Internship I Internship II Extended Internship

Fieldwork Dates (mm/day/yr): Start date: _____ End date: _____

Site Name and Address: _____

Site Supervisor's Name: _____

Site Supervisor's Position/Title/License: _____

Site Supervisor's E-Mail Address: _____

Site Supervisor's Telephone and/or VP Number: _____

Site Fax Number: _____

Site Telephone and VP Numbers: _____

Student's Mailing address (Internship II only): _____

Student's Contact Information:

VP Number: _____

Cell Phone Number: _____

Email: _____

Other contact: _____

GALLAUDET UNIVERSITY
Department of Counseling
Mental Health Program
COU 742 Practicum Approval Form

This form should be completed after first semester grades are available and used at the mid-semester program review meeting.

Name of student: _____

Projected date to begin practicum: _____

Final semester grades (these courses are prerequisites for practicum with passing grades of \geq "B"):

Foundations of Helping Skills: _____ Orientation to MH Counseling: _____

Theories and Approaches: _____ Lifespan Development: _____

Multicultural Foundations: _____ Simulated Society: _____

GU-ASLPI rating: _____ (requires \geq 2)

Pre-practicum requirements NOT completed:

Faculty Recommendations:

Approved for Practicum **Not Approved for Practicum** (check one)

Faculty Instructor, FHS: _____

Date: _____

Faculty Advisor: _____

Date: _____

Program Director: _____

Date: _____

Student Signature: _____

Date: _____

GALLAUDET UNIVERSITY
Department of Counseling
Mental Health Program
COU 792 Internship I Approval Form

This form should be completed between study day and the end of the semester preceding Internship I.

Name of student: _____

Projected date to begin Internship I: _____

Final grade for COU 742 Practicum: _____
(A grade of $\geq B$ is required for enrollment in Internship I)

Faculty Recommendations:

Approved for Internship I **Not Approved for Internship I*** (check one)

*Explanation: _____

COU 742 Faculty Supervisor: _____

Date: _____

Academic Advisor: _____

Date: _____

Program Director: _____

Date: _____

Student Signature: _____

Date: _____

GALLAUDET UNIVERSITY
Department of Counseling
Mental Health Program

COU 793 Extended Internship Approval Form

This form should be completed between study day and the end of the semester preceding COU 793 Extended Internship.

Name of student: _____

Projected date to begin Extended Internship: _____

Final semester grades:

Internship I _____ (requires \geq "B")

Faculty Recommendations:

Check one:

Approved for Extended Internship

Not Approved for Extended Internship*

*Explanation: _____

COU 792 Faculty Supervisor: _____

Date: _____

Academic Advisor: _____

Date: _____

Program Director: _____

Date: _____

Student Signature: _____

Date: _____

GALLAUDET UNIVERSITY
Department of Counseling
Mental Health Counseling Program
COU 794 Internship II Approval Form

This form must be completed as soon as students have negotiated an internship with an appropriate site or at least two weeks prior to the completion of the semester preceding the internship).

Name of student: _____

Projected date to begin Internship I: _____

Pre-Internship II Requirements:

_____ Internship I grade (requires \geq "B")

_____ Qualifying Exams (\geq 75%)

_____ GU ASL-PI Rating of \geq 2+

_____ Passing Grade (\geq "B") in **ALL** Required Program Courses

Faculty Recommendations:

Approved for Internship II **Not Approved for Internship II** (check one)

*Explanation: _____

COU 792 Faculty Supervisor: _____

Date: _____

Academic Advisor: _____

Date: _____

Program Director: _____

Date: _____

Student Signature: _____

Date: _____

GALLAUDET UNIVERSITY
Department of Counseling
Mental Health Counseling Program

SAMPLE SUPERVISION AGREEMENT

Site: _____

Supervisor: _____ [name]

Supervisee: _____ [name]

The purpose of this form is to acquaint you and your supervisor, to describe the supervision process, to involve you in structuring your supervision experience, and to give you the opportunity to ask any questions you may have regarding supervision.

Period of Supervision

The period of supervision will be from January ____ to December ____.

Supervisor's Professional Disclosure Statement

[Ask your supervisor to insert a brief statement about his or her credentials (i.e., degree, certification, and license), position within the agency, and any training or experience as a supervisor.]

Supervision Process

Supervision is an interactive process intended to monitor the quality of client care, to improve clinical skills, and to facilitate professional and personal growth. You can expect to receive timely verbal and written feedback on your clinical interventions and to have a supportive environment in which to discuss client-related concerns and the development of your clinical skills. You will be expected to participate actively in the supervision process, to arrive on time and be prepared for each session, and to complete all required written work in a timely manner.

Supervision is different from therapy, but like therapy, supervision involves benefits and risks. Possible benefits to you include an improvement of your case conceptualization and intervention skills and an increased sense of professional identity. Some possible risks to you include discomfort arising from close scrutiny of your knowledge and skills.

A typical supervision session may include [insert a brief description of the expectations for supervision. You need to develop this with your supervisor.]

Practical Concerns

We will meet weekly for one-hour individual supervision sessions. [Insert additional practical and/or logistical issues, such as, what to do if you need supervision but your supervisor isn't in the office or how often you will provide your paperwork for review.]

Evaluation and Due Process

Your supervisor will provide you with ongoing written and verbal feedback throughout the period of your training. Formal written evaluations will be conducted twice each semester—once at the midpoint and again at the end of the semester. The supervisor will use the evaluation forms provided by the Department of Counseling. Please read these in advance so that you may become familiar with the areas addressed in the evaluation.

If at any time you are dissatisfied with your supervision or the evaluation process, please discuss this with your field supervisor. If we are unable to resolve your concerns, you should discuss your concerns with your faculty supervisor.

Legal/Ethical Issues

You must inform each client of your trainee status and provide them with the name of your supervisor. All documents and reports must also indicate your trainee position.

[Discuss with your supervisor and insert here any additional legal policies specific to your agency, such as, how clinical emergencies are handled or who must be on-site while you are with a client. Make sure to develop this section with your supervisor.]

Supervision is not intended as personal counseling or therapy for you. You are strongly encouraged to seek counseling or therapy if any personal concerns arise. Furthermore, the content of the supervision sessions and evaluations of your development and progress may be shared with [insert names/positions of other people within the agency who the supervisor may talk to about the content of your supervision and evaluations], and faculty from the Department of Counseling. Information from your supervision may also be disclosed to appropriate parties if treatment of a client violates the legal or ethical standards set forth by the American Counseling Association (ACA), [insert other applicable organizations, e.g., APA or NASW, depending on your site] , and all laws of [insert either the District of Columbia or Maryland] governing our practice.

Statement of Agreement

I have read, understand and agree to the information contained in this document.

Supervisee Signature

Date

Supervisor Signature

Date

Supervisee Name: _____
 Semester/Year: _____

Individual Statement of Learning Goals

Goals	Method	Evaluation
1.		
2.		
3.		
4.		
5.		

Sample Field Work Goals

The following is a **sample**:

Goals	Method	Evaluation
1. to demonstrate improved attending skills in counseling	1a. observe and discuss field supervisor's attending skills with clients 1b. focus attention on unrushed "listening" to what a variety of my clients are feeling and saying	1a. discussion observations in supervision 1b. feedback from supervisor(s)
2. to demonstrate better ASL communication skills in counseling	2a. take advanced ASL class 2b. request client assignments with deaf people who communicate in ASL	2a. passing grade in class 2b. client feedback and/or feedback from supervisor observation
3. to demonstrate basic understanding of clients' medications	3a. attend client's appointments with psychiatrist 3b. research common uses for the medications my clients take	3a. field supervisor feedback 3b. field supervisor feedback
4.		
5.		

Trainee's Name: _____

Check one:

COU 742 Practicum

COU 792 Internship I

COU 793 Extended Internship

Counseling Session Process Notes

Client ID#:

Date:

Session number:

General Summary of Content

What issues/topics were discussed?

Assessment of Client and Process:

Describe client's behavior and affect.

Is client's behavior and affect stable, or different than previous sessions?

Describe.

What underlying issues were you aware of?

What were the client's reactions to you and your comments/interactions?

What were your reactions to client's comments/interactions?

What connection does today's session have with client's patterns of behavior/emotion/thinking?

Are there any changes to how you conceptualize the client's case after this session? If yes, describe these changes.

What will your focus be for the next session?

Trainee's Introspection

What did you learn from this session about yourself and/or about the process of counseling?

Trainee's Name: _____

Check one:

COU 742 Practicum

COU 792 Internship I

COU 793 Extended Internship

Group Counseling Session Progress Notes

Group Members (# or Initials):

Date of Session:

Session number:

Group Facilitators/Leaders:

Type of Group:

Group Content:

[For example, describe specific topics or issues that were addressed; describe opening and closing of session; describe any particular exchanges and/or interactions between and among group members and leaders that you felt to be most significant.]

Group Process:

Describe group members' behavior.

Describe group members' affect throughout session- note any particular changes.

What underlying issues were you aware of at any point during the group session?

Were there any particular reactions/responses from group members to you or your co-leader(s) comments/interactions?

What were your reactions to group members' comments/interactions?

How do you understand the group's process after this session? Think of behavior, thought processes, and feelings.

What will your focus be for the next group session?

Trainee's Introspection:

What did you learn from this session about yourself and/or your co-leader(s), about the process of group counseling, or anything else related to your experience in this session?

Mental Health Counseling Program
CASE PRESENTATION FORMAT GUIDELINES
(for COU 742, 792, 793)

This is a general outline to help and guide you in preparing a case presentation for group supervision. You should read the Case Presentation Rubric and Score Sheet (see course syllabus) to see additional guidelines for what your presentation should include. [Note: The client for your case presentation does not have to be the same client you have been turning in on the progress note forms.]

General Information About Case Presentations:

- Respecting the confidentiality of your client is critical. Do not include information that will make it easy for the group to identify your client (e.g., real name, unique characteristics). Use false names (pseudonyms) or made-up initials for your client.
- Be brief and to the point in your write up of the case. For example, you should say, “Mr. T attended a deaf residential school until age 12; he then attended and graduated from mainstreamed schools with a deaf program.” You should NOT say, “At age 4, Mr. T entered South Dakota School for the Deaf. His parents were not happy with the school because they didn’t think he was learning enough. At age 12, his parents transferred him to Valley Dale Middle School, a hearing school with a deaf program. However, Mr. T’s father transferred to a different job and Mr. T started attending Park High School in 2004. He graduated in 2006 from Park High School.”
- Limit the information you include to what is necessary. For example, a whole history of *every place* the client has worked for 20 years is not important. Telling us that he has had a job continuously for 20 years is important.
- The written summary should be approximately 2-3 pages, single-spaced.
- Remember, the purpose of your written summary is to save time by giving us enough background information on the client before you start your presentation. This means you need to give us a good picture of the whole person (see format below for guidelines).
- When it is time for your presentation to the group, do not repeat the information from the written summary (remember we just read it!). Instead, ask if anyone has questions or needs clarification. Then begin discussing your questions/concerns.
- When another student is presenting his/her case, if you think you know the client personally, respectfully interrupt the presenter and consult with the faculty supervisor.

WRITTEN SUMMARY OF CASE

The following is a suggested outline to use when preparing your written summary. Not all items will relate to all clients, but if the item is relevant you are expected to include it.

- I. **Demographic Information:** Give enough relevant demographic information (e.g., age, race, ethnicity, marital status, etc.) to help inform the case, but do not give so much information that the client can be readily identified. [Never use the client’s real name; instead, make up a pseudonym.]

II. Referral Information

- a. Reason(s) client referred for counseling, referral source, date of referral, circumstances leading to referral
- b. Any other related precipitant stressors

III. Question(s) or Issue(s) for Group to Address

Counselor's main questions or issues, and/or specific area(s) of consultation needed from peer group regarding this case.

IV. Background Histories (as applicable)

- a. Developmental History (relevant developmental milestones, significant life events, etc.)
- b. Family History
- c. Summary Immigration History
- d. Significant Trauma History
- e. Health History
 - i. General family health (significant illness, injuries, needs/disabilities)
 - ii. Client's general health
 - iii. Client's psychiatric history (formal and informal), including suicidal ideation/attempts, substance use/abuse, and any prior treatments
- f. Education History
- g. Work History
- h. Social-Emotional Development History
- i. Personal Strengths, Interests, Recreational and Leisure Activities

V. Multicultural Considerations

- a. Immigration/Migration (individual and family)
- b. Family Structure and Roles
- c. Language and Cross Cultural Communication Issues
- d. Cultural Identity
- e. Acculturation
- f. Socio-political/Socioeconomic/Cultural Influences (e.g., impact of oppression, discrimination, etc.)
- g. Worldview-Orientation (i.e., individual/collective)
 - i. Beliefs about Deaf identity
 - ii. Religion/Spirituality
 - iii. Nature
 - iv. Social Relationships

VI. Assessment

- a. Mental Status Exam
- b. Other Assessment Information

VII. Case Conceptualization/Formulation

Describe what factors have caused and influenced the symptoms you are seeing with your client. The factors identified should include distinct concepts from the theoretical model(s) you are using.

VIII. Diagnosis (DSM IV-TR)

IX. Counseling Goals and Intervention Strategies

Outline goals for treatment and provide the corresponding planned interventions

X. Summary of Counseling Work to Date

- a. Number of sessions to date
- b. Client-counselor relationship
- c. General format of sessions (e.g., talk therapy, eco-therapy, art therapy, etc.)
- d. Significant changes and developments to date

GALLAUDET UNIVERSITY
 Department of Counseling
 Mental Health Program

TIME LOG

Year: _____ Semester: _____ Month: _____

Student's Name: _____ Site: _____

	Week 1	Week 2	Week 3	Week 4	Week 5	Monthly TOTAL	TOTAL to Date
Dates:							
Total Clock Hours:							

Direct Contact	Week 1	Week 2	Week 3	Week 4	Week 5	Monthly TOTAL	TOTAL to Date
Intake Interview							
Individual Counseling							
Group Counseling, Psycho-Educ Group							
Family/CouplesTherapy, Parenting Skills Counseling							
Career/Transition Counseling							
Case Management w/ client present							
Case Conference/ staff- ing w/client present							
Consultation specific to client w/client present							
Milieu Therapy							
Other (describe):							
TOTAL: (Direct Contact)							

Supervision	Week 1	Week 2	Week 3	Week 4	Week 5	Monthly TOTAL	TOTAL to Date
Individual- Faculty							
Individual- Site							
Group- Faculty							
Group- Site (case conference/staffing, clinical meeting)							
TOTAL Supervision							

Indirect Contact	Week 1	Week 2	Week 3	Week 4	Week 5	Monthly TOTAL	TOTAL to Date
Case Management							
Consultation – general issues							
Progress notes, report writing, paperwork; File reviews							
Professional Development/training							
Community Outreach							
Other (describe):							

Student's Signature: _____

Date: _____

Site Supervisor's Signature: _____

Date: _____

Faculty Supervisor's Signature: _____

Date: _____

NEW Individual Clients: _____

NEW Groups: _____

NEW Families: _____

Total Individual Clients: _____

Total # Groups: _____

Total # Families: _____

New Clients This Month	Child	Teen	Adult	Total #
American Indian/Alaskan				
Asian				
Black / African American				
Latino				
Pacific Islander				
White				
Declined				

Gallaudet University
 Department of Counseling
 Mental Health Program
COMPREHENSIVE TIME LOG

Student's Name: _____

Semester: (indicate dates)→	Practicum:	Internship I:	Internship II:	TOTALS
TOTAL CLOCK HOURS:				
Direct Contact Hours				TOTALS
Intake Interview				
Individual Counseling				
Group Counseling, Psycho-Educ Group				
Family/Couples Therapy, Parenting Skills Counseling				
Career/Transition Counseling				
Case Management w/ client present				
Case Conference/ staffing w/client present				
Consultation specific to client w/client present				
Milieu & Other hours				
TOTAL Direct Contact Hours:				
Supervision				TOTALS
Individual- Faculty				
Individual- Site				
Group- Faculty				
Group- Site				
TOTAL Supervision Hours:				

Student's Signature: _____

Date: _____

Faculty Supervisor's Signature: _____

Date: _____

Trainee Evaluation Form—Practicum COU 742

Trainee's Name: _____ Semester/Year: _____

The trainee is to be evaluated on three main areas: knowledge, skills, and dispositions. Please complete the following items with regard to where the trainee should be in their development **at this point in time** (i.e., as a first semester practicum trainee). The form should be used for both mid- and end-of-semester grades. [The numbers in parentheses after each item indicate the matching Course Trainee Learning Outcomes.]

Scale: Not seen Minimal Satisfactory Good Very Good
 0-----1-----2-----3-----4
Use "N/A" to designate items that do not apply at this time or at this site.

Knowledge

Using the scale above, please rate the trainee's progress on the following knowledge:

Mid/End

- ___ 1. Trainee understands the ACA ethical standards. [5]
- ___ 2. Trainee understands the structure and purpose of services offered by the practicum site. [1]
- ___ 3. Trainee understands basic assessment, problem-solving, and goal-setting strategies. [1,2]
- ___ 4. Trainee understands the constructs of basic case conceptualization. [2,3]
- ___ 5. Trainee understands institutional and social barriers affecting clients at the practicum site. [1]
- ___ 6. Trainee understands the expectations of clinical supervision. [4]

Skills

Using the scale above, please rate the trainee's progress on the following skills:

Mid/End

- ___ 1. Trainee participates constructively in supervision. [4]
- ___ 2. Trainee uses supervisory feedback to modify subsequent counseling behaviors. [2,4]
- ___ 3. Trainee develops and maintains a facilitative and ethical counselor-client relationship. [1]
- ___ 4. Trainee helps clients set realistic goals for counseling. [2]
- ___ 5. Trainee assists clients in movement toward achieving counseling goals through the use of:
 - ___ a. attentive listening [1]
 - ___ b. probing [1]
 - ___ c. appropriate empathy [1]
 - ___ d. reflecting [1]
 - ___ e. summarizing (content and affect) [1]
 - ___ f. development of a client action plan [2]
- ___ 6. Trainee demonstrates basic case conceptualization skills. [3]
- ___ 7. Trainee demonstrates effective case presentation skills. [3,4]
- ___ 8. Trainee communicates effectively in the language preferred by the client. [1]
- ___ 9. Trainee keeps accurate and timely clinical and administrative records. [5]

- ___ ___ 10. Trainee adheres to ACA ethical standards and applies ethical professional decision-making. [5]
- ___ ___ 11. Trainee demonstrates competence in working across cultures. [1]
- ___ ___ 12. Trainee adheres to practicum site policies and procedures that promote ethical and legal professional practice. [5]
- ___ ___ 13. Trainee provides constructive feedback to peers on counseling skills and strategies in a manner that enhances counseling abilities. [4]
- ___ ___ 14. Trainee openly receives and applies feedback from peers, supervisors, and other mental health professionals on counseling skills and strategies. [4]
- ___ ___ 15. Trainee is developing an effective and appropriate working relationship with agency staff. [4]

Dispositions

Using the scale above, please rate the trainee’s attitude as it relates to the professional practice of counseling:

Mid/End

- ___ ___ 1. Trainee appreciates the value of self-evaluation and the recognition of personal strengths, weaknesses, and limitations. [4]
- ___ ___ 2. Trainee appreciates that even small changes in clients can be important for mental health. [2]
- ___ ___ 3. Trainee appreciates clients’ assets and strengths. [2,3]
- ___ ___ 4. Trainee values professional development and regards supervision as a significant factor in promoting such development. [4]
- ___ ___ 5. Trainee values cross-cultural sensitivity and respects alternative worldviews. [1]

Narrative Feedback

Please comment on the following areas:

Trainee’s strengths:

Areas needing improvement:

Other:

Please indicate 1-3 specific, immediate objectives for trainee’s continued development:

Grade

Based on the above information and given the trainee's current expected stage of development, please assign a letter grade (i.e., A+, A, A-, B+, B, B-, C).

	Mid-Semester		End-Semester	
Grade:		Date ↓		Date ↓
Trainee's signature:				
Site supervisor's signature:				
Faculty supervisor's signature:				

Trainee Evaluation Form—COU 792 Internship I

[This form is also used for COU793 Extended Internship]

Trainee's Name: _____ Semester/Year: _____

The trainee is to be evaluated on three main areas: knowledge, skills, and dispositions. Please complete the following items with regard to where the trainee should be in their development **at this point in time** (i.e., as a second-semester trainee). The form should be used for both mid- and end-of-semester grades. [Numbers following each item indicate matching Course Trainee Learning Outcomes.]

Scale: Not seen Minimal Satisfactory Good Very Good
 0-----1-----2-----3-----4

Use "N/A" to designate items that do not apply at this time or at this site.

Knowledge

Using the scale above, please rate the trainee's progress on the following knowledge:

Mid/End

- ___ ___ 1. Trainee demonstrates understanding of the ACA ethical standards. [5]
- ___ ___ 2. Trainee understands crisis protocol of the practicum site. [5]
- ___ ___ 3. Trainee understands various counseling theories relevant to work with their client population. [1,2,3,5]
- ___ ___ 4. Trainee understands the assessment, intake, counseling, and termination procedures specific to their agency. [1,2,3,5]
- ___ ___ 5. Trainee understands the components of a comprehensive case conceptualization. [2,3]
- ___ ___ 5. Trainee understands the unique presentation of dual relationships within the deaf community. [1,5]
- ___ ___ 6. Trainee understands the expectations and personal processes needed in order to benefit from clinical supervision. [4]

Skills

Using the scale above, please rate the trainee's progress on the following skills:

Mid/End

- ___ ___ 1. Trainee demonstrates continued progress on skills learned in Practicum. [1,2,3,4]
- ___ ___ 2. Trainee demonstrates the ability to develop a treatment plan. [2,3]
- ___ ___ 3. Trainee is able to provide clinical rationale for work with clients, including the integration of counseling theories to work. [2]
- ___ ___ 4. Trainee assists clients in movement toward achievement of counseling goals by effectively applying increasingly sophisticated counseling skills and techniques:
 - ___ ___ a. paraphrasing [1]
 - ___ ___ b. probing [1]
 - ___ ___ c. summarizing (content and affect) [1]
 - ___ ___ d. interpretation [1]
 - ___ ___ e. challenging [1]

- ___ 5. Trainee is able to identify the relevant “sub-themes” in the client’s issues. [1,2]
- ___ 6. Trainee is able to recognize transference and countertransference and discuss the related implications in supervision. [1,3,4]
- ___ 7. Trainee introduces interventions at the appropriate time and pace. [1,3]
- ___ 8. Trainee is able to terminate counselor-client relationships in a therapeutic manner. [1]
- ___ 9. Trainee adheres to ACA ethical standards and applies clear and consistent ethical professional decision-making. [5]
- ___ 10. Trainee communicates effectively in the language preferred by the client. [1]
- ___ 11. Trainee keeps accurate and timely clinical and administrative records. [4,5]
- ___ 12. Trainee demonstrates competence in working across cultures. [1]
- ___ 13. Trainee adheres to practicum site policies and procedures that promote ethical and legal professional practice. [5]
- ___ 14. Trainee participates constructively in supervision and uses supervisory feedback to modify subsequent counseling behavior. [1,4]
- ___ 15. Trainee demonstrates effective case presentation skills. [2,3,4]
- ___ 16. Trainee provides constructive feedback to peers and colleagues on counseling skills and strategies in a manner that enhances counseling abilities. [4]
- ___ 17. Trainee has an effective and appropriate working relationship with agency staff. [4]

Dispositions

Using the scale above, please rate the trainee’s attitude as it relates to the professional practice of counseling:

Mid/End

- ___ 1. Trainee appreciates the value of self-evaluation and the recognition of personal strengths, weaknesses, and limitations. [4,5]
- ___ 2. Trainee appreciates that even small changes in clients can be important for mental health. [1,3]
- ___ 3. Trainee appreciates clients’ assets and strengths. [1,2,3]
- ___ 4. Trainee values professional development and regards supervision as a significant factor in promoting such development. [4]
- ___ 5. Trainee values cross-cultural sensitivity and respects alternative worldviews. [1]

Narrative Feedback

Please comment on the following areas:

Trainee’s strengths: _____

Areas needing improvement: _____

Other: _____

Please indicate 1-3 specific, immediate objectives for trainee's continued development:

Grade

Based on the above information and given the trainee's current expected stage of development, please assign a letter grade (i.e., A+, A, A-, B+, B, B-, C).

	Mid-Semester		End-Semester	
Grade:		Date ↓		Date ↓
Trainee's signature:				
Site supervisor's signature:				
Faculty supervisor's signature:				

GALLAUDET UNIVERSITY
Department of Counseling
Mental Health Program

Trainee Evaluation Form—COU 794 Internship II

Trainee Name: _____ **Semester/Year:** _____

The trainee is to be evaluated on three main areas: knowledge, skills, and dispositions. Please complete the following items with regard to where the trainee should be in their development **at this point in time**. The form should be used for both mid- and end-of-semester grades. [Numbers following each item reflect the matching Course Trainee Learning Outcomes.]

Scale: Not seen Minimal Satisfactory Good Very Good
 0-----1-----2-----3-----4

Use "N/A" to designate items that do not apply at this time or at this site.

Knowledge

Using the scale above, please rate the trainee's progress on the following knowledge:

Mid/End

- ___ ___ 1. Trainee understands the application of ACA ethical standards. [5]
- ___ ___ 2. Trainee understands the structure and purpose of services offered by the internship site. [5]
- ___ ___ 3. Trainee understands various counseling theories relevant to work with the client population. [2,3]
- ___ ___ 4. Trainee understands the assessment, intake, counseling, and termination procedures specific to the internship site. [1,2,3,5]
- ___ ___ 5. Trainee understands institutional and social barriers affecting clients at the internship site. [1]
- ___ ___ 6. Trainee understands the expectations and personal processes needed in order to benefit from clinical supervision. [4]
- ___ ___ 7. Trainee expands knowledge of clinical practice through reading current relevant professional literature. [1,5]

Skills

Using the scale above, please rate the trainee's progress on the following skills:

Mid/End

- ___ ___ 1. Trainee adheres to ACA ethical standards and applies ethical professional decision-making skills. [5]
- ___ ___ 2. Trainee adheres to internship site policies and procedures that promote ethical and legal professional practice. [5]
- ___ ___ 3. Trainee can articulate a personalized approach to counseling based on established counseling theory(ies), empirically supported interventions, supervision, and client interaction. [1,2]

- ___ ___ 4. Trainee effectively performs a full range of counseling duties, including:
 - ___ ___ a. screenings [1]
 - ___ ___ b. intakes [1,2]
 - ___ ___ c. assessment [1,2,3]
 - ___ ___ d. treatment planning [2,3]
 - ___ ___ e. crisis intervention [1]
 - ___ ___ f. case management [1]
 - ___ ___ g. psychoeducation [1]
 - ___ ___ h. individual counseling [1]
 - ___ ___ i. couples counseling [1]
 - ___ ___ j. group counseling [1]
- ___ ___ 5. Trainee can formulate and deliver an empirically-supported treatment plan for a clinical case. [2,3,4]
- ___ ___ 6. Trainee assists clients in movement toward achievement of counseling goals by effectively applying basic and advanced counseling skills and techniques. [1,3]
- ___ ___ 7. Trainee demonstrates advanced case conceptualization skills. [2]
- ___ ___ 8. Trainee demonstrates effective case presentation skills. [2,3,4]
- ___ ___ 9. Trainee routinely identifies, discusses, and effectively works with multi-cultural and cross-cultural issues surrounding specific cases. [1,4]
- ___ ___ 10. Trainee identifies and discusses ethical issues surrounding cases. [5]
- ___ ___ 11. Trainee communicates effectively in the language preferred by the client. [1]
- ___ ___ 12. Trainee is able to terminate counselor-client relationships in a therapeutic manner. [1,5]
- ___ ___ 13. Trainee keeps accurate and timely clinical and administrative records. [4,5]
- ___ ___ 14. Trainee participates constructively in supervision and uses supervisory feedback to modify subsequent counseling behavior. [1,4]
- ___ ___ 15. Trainee provides constructive feedback to peers and colleagues on counseling skills and strategies in a manner that enhances counseling abilities. [4]
- ___ ___ 16. Trainee openly receives and applies feedback from peers and colleagues on counseling skills and strategies. [4]
- ___ ___ 17. Trainee has an effective and appropriate working relationship with agency staff. [4]
- ___ ___ 18. Trainee integrates new knowledge gained from the current professional literature into supervision and counseling sessions. [1,5]
- ___ ___ 19. Trainee effectively terminates counselor-supervisor relationship. [4]

Dispositions

Using the scale above, please rate the trainee’s attitude as it relates to the professional practice of counseling:

Mid/End

- ___ ___ 1. Trainee appreciates the value of self-evaluation and the recognition of personal strengths, weaknesses, and limitations. [4,5]
- ___ ___ 2. Trainee values professional development and regards supervision as a significant factor in promoting such development. [4]

- ___ ___ 3. Trainee appreciates clients' assets and strengths. [1,2,3]
- ___ ___ 4. Trainee values the effectiveness of preventive interventions in working with clients. [1,3]
- ___ ___ 5. Trainee values cross-cultural sensitivity and respects alternative worldviews. [1]
- ___ ___ 6. Trainee values flexibility and openness in the practice of counseling, yet desires clinical consistency and scientifically based rationales for counseling strategies and interventions. [1]
- ___ ___ 7. Trainee respects clients and values the relationship with clients above the performance of techniques. [1]

Narrative Feedback

Please comment on the following areas:

Trainee's strengths: _____

Areas needing improvement: _____

Other: _____

Please indicate 1-3 specific, immediate objectives for trainee's continued development:

Grade

Based on the above information and given the trainee's current expected stage of development, please assign a letter grade (i.e., A+, A, A-, B+, B, B-, C).

	Mid-Semester	Date	End-Semester	Date
Grade:		↓		↓
Trainee's signature:				
Site supervisor's signature:				
Faculty supervisor's signature:				

GALLAUDET UNIVERSITY
Department of Counseling
Trainee Evaluation of Fieldwork Site & Site Supervisor

Practicum Internship (check one)

Semester _____ Year _____

Trainee's Name: _____

Name of site supervisor: _____

Agency: _____

Introduction to Setting

*For items #1-4, please indicate if the activity occurred **and** whether or not you were satisfied with each item by checking the appropriate spaces.*

1. Did your supervisor give you a tour or arrange for a tour of the site? Yes _____ No _____
Were you satisfied with the tour? Yes _____ No _____
2. Did your supervisor introduce you to other staff when you began the practicum/internship?
Yes _____ No _____ Were you satisfied with the introductions? Yes _____ No _____
3. Did your supervisor discuss agency policy and procedural matters with you at the beginning of your practicum/internship? Yes _____ No _____
Were you satisfied with the discussion about policy and procedures? Yes _____ No _____
4. Did your supervisor discuss ethical and legal issues and expectations with you at the beginning of your practicum/internship? Yes _____ No _____
Was this discussion adequate in your opinion? Yes _____ No _____

Supervision Schedule and Supervisor Availability

Using the following scale, for items #5-23 please write the number in the space provided that best represents how you, the trainee, feel about the supervision received. When you think about your responses, please consider both individual and group supervision time. If there is a difference between the 2 processes, please explain.

Scale: 0-----1-----2-----3-----4----- 5
 Not seen* Poor Adequate Outstanding

*"Not seen" means the quality or skill was expected, but not demonstrated by this supervisor.

5. Overall, approximately how closely did the frequency of actual supervision contacts match the agreed upon plan? _____
6. Apart from scheduled meetings, how available was your supervisor if you requested additional contact? _____
7. Scheduled supervision time was clearly and carefully protected. _____

8. The supervisor observed my clinical work on at least two occasions and provided feedback for each observation. _____
9. The supervisor used case notes and/or other written material to review my work with clients. _____
10. I had opportunity to observe the supervisor providing assessment, treatment, or other services to clients. _____
11. The supervisor discussed institutional issues with me for the purpose of providing context to my work with clients. _____
12. The supervisor provided didactic instruction on using specific techniques or skills. _____
13. The supervisor provided feedback on my clinical paperwork in a helpful and timely manner. _____
14. The supervisor encouraged me to discuss my personal impression, reactions, and adjustment to the agency. _____
15. The supervisor encouraged me to discuss the supervisory relationship with him/her. _____
16. I felt my supervisor listened to me respectfully. _____
17. I felt comfortable talking to my supervisor about weaknesses, confusion, or doubt. _____
18. My supervisor gave me helpful feedback when I made mistakes. _____
19. My supervisor recognized and complimented me on my growth and accomplishments on a regular basis. _____
20. My supervisor embodies the competencies of a multicultural counselor/supervisor. _____
21. My supervisor's proficiency in American Sign Language was comfortable for me. _____
22. My supervisor helped me in my growth toward a professional identity as a counselor. _____
23. I would recommend this supervisor for other students. _____
24. Narrative responses about supervision:
 - a. Based on your experience, briefly describe ways in which you feel supervision was helpful to you.

b. If there was anything about supervision that was not helpful, please explain.

c. In what ways do you think supervision could have been more beneficial to you?

Activities at the Practicum/Internship

Please indicate approximately what percentage (0 -100) of your training was spent in each of the following activities and your satisfaction with each:

25. Observing the milieu of my setting or interacting informally with clients, but not directly observing or participating in treatment or other services. % _____

Satisfaction: Yes _____ No _____

26. Interacting informally with staff members. % _____

Satisfaction: Yes _____ No _____

27. Observing treatment, assessment, or other direct services with clients (performed by professional staff other than your supervisor). % _____

Satisfaction: Yes _____ No _____

28. Participating in or providing **individual** treatment, assessment, prevention, or other direct services with clients. % _____

Satisfaction: Yes _____ No _____

29. Participating in or providing **couples/family** treatment, assessment, prevention, or other direct services with clients. % _____

Satisfaction: Yes _____ No _____

30. Participating in or providing **group** treatment, prevention, or other direct services. % _____

Satisfaction: Yes _____ No _____

31. Attending case presentations, clinical staffing, or other professional meetings within the agency. % _____

Satisfaction: Yes _____ No _____

32. Participating in professional development activities outside of supervision. % _____

Satisfaction: Yes _____ No _____

33. Engaging in writing clinical paperwork (e.g., progress notes, intake/termination summaries, clinical

correspondence, etc.). % _____
Satisfaction: Yes _____ No _____

34. Consulting with other mental health professionals about cases and/or treatments. % _____
Satisfaction: Yes _____ No _____

35. Please describe and evaluate other activities you participated in at this agency:

Suitability of Practicum/Internship Site

Using the following scale, for items #36-43 please write the number in the space provided that best represents how you, the trainee, feel about this fieldwork placement.

Scale: 0-----1-----2-----3-----4----- 5
 Not seen* Poor Adequate Outstanding

*“Not seen” means the quality or skill was expected, but not demonstrated by this supervisor.

- 36. The environment at the agency was warm and welcoming for me as a trainee. _____
- 37. The environment at the agency is welcoming and respectful of clients. _____
- 38. The agency provided me with adequate space and equipment to perform my duties (e.g., private rooms for therapy, office space, therapy tools, etc.). _____
- 39. The agency embodies the values of multiculturalism, diversity, and social justice. _____
- 40. Professional staff at the agency treated me as a respected member of the treatment team. _____
- 41. I felt like the agency had sufficient resources to allow professional staff and trainees to do an adequate job. _____
- 42. The agency is conveniently located near public transportation. _____
- 43. I would recommend this agency as a practicum/internship site for future students in the Mental Health Counseling Program at Gallaudet University. _____
- 44. Narrative responses about the Practicum/Internship Site:
 - a. The strengths of this agency as a practicum/internship site are:

 - b. The agency needs the following *specific* improvements to be a “top” practicum/internship site:

GALLAUDET UNIVERSITY
Department of Counseling
Trainee Evaluation of Faculty Supervisor

Practicum Internship (check one)

Semester _____ Year _____

Student's name: _____

Faculty supervisor's name: _____

Type of supervision (check one):

Individual Triadic Group

Using the following scale, please write the number in the space provided that best represents how you, the trainee, feel about the supervision received from this faculty supervisor.

Scale: 0-----1-----2-----3-----4----- 5
 Not seen* Poor Adequate Outstanding

*"Not seen" means the quality or skill was expected, but not demonstrated by this supervisor.

1. The expectations of the supervision time were explained well. _____
2. Schedule supervision time was clearly and carefully protected. _____
3. My supervisor was available outside of scheduled appointments. _____
4. My supervisor listened to me respectfully. _____
5. I felt my supervisor treated me like a professional and that my ideas/thoughts/concerns were validated as having merit. _____
6. I felt comfortable talking to my supervisor about weaknesses, confusion, or doubt. _____
7. My supervisor recognized and complimented me on my growth and accomplishments during the semester. _____
8. My supervisor gave me helpful feedback when I made mistakes. _____
9. My supervisor embodies the competencies of a multicultural counselor/supervisor. _____
10. My supervisor paid attention to both my clinical skills and my personal development as a counseling trainee. _____
11. I learned important skills and knowledge from my supervisor. _____
12. My supervisor gave me support, while at the same time challenging me to grow in supervision.

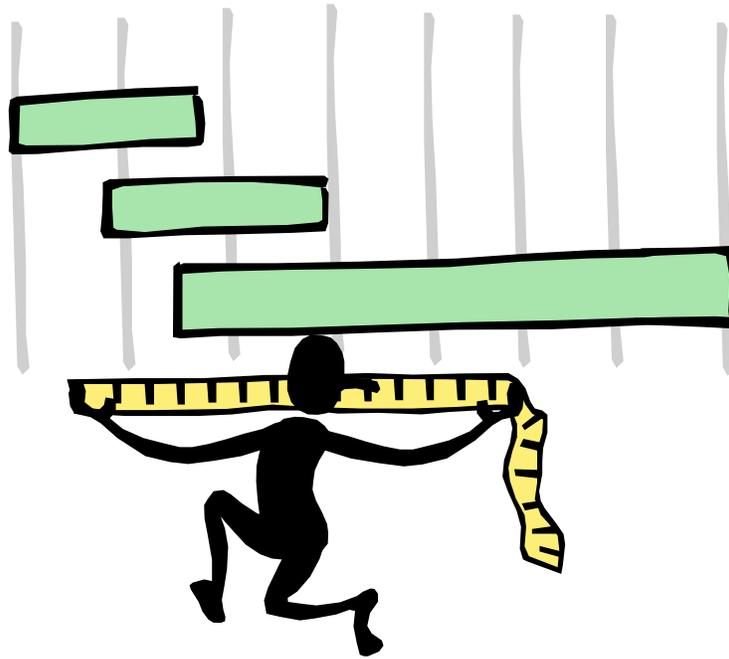
13. My supervisor helped me in my growth toward a professional identity as a counselor. _____
14. My supervisor's proficiency in American Sign Language was comfortable for me. _____

Narrative Responses:

Based on your experience, briefly describe ways in which you feel supervision was helpful to you.

If there was anything about supervision that was not helpful, please explain.

In what ways do you think your supervision could have been more beneficial to you?



SAMPLE RUBRICS

[These rubrics are samples of how components of the grade are assessed. Students should always follow the grading rubrics found in the course syllabus.]

Mental Health Individual Supervision Rubric

Supervision is an interactive process intended to monitor the quality of client care, to improve clinical skills, and to facilitate professional and personal growth. The student can expect to receive timely verbal and written feedback on his/her professional growth and development and to have a supportive environment in which to discuss client-related issues and develop clinical skills. Individual/triadic and group supervision are essential to professional growth and should be considered a priority, equal to other course work.

On a regular basis, the student will be assessed by the faculty supervisor on the following seven areas:

Preparedness

The student is expected to arrive at the supervision meetings on time and be prepared to discuss his/her work in an organized and thoughtful way. Preparation includes bringing all necessary materials, including completed paperwork and any necessary research, having questions formulated and organized, and having outlined goals for the session. All assigned readings should be completed prior to the related group or individual/triadic session.

Participation

Active participation and effective use of critical thinking skills in the supervisory process are a criterion for maximum learning. The student, in collaboration with supervisor and peers, initiates and participates in interactive dialogue throughout the supervision session. Attentive listening and asking for clarification on material or comments not understood are important aspects of the interactive dialogue. New learning is cultivated by engaging in discussion and experiential activities and often requires the student to reach beyond established comfort in order to try new ideas or techniques. The student is also expected to actively and eagerly solicit and attend to contributions made by others in the supervisory relationship (i.e., peers and supervisors), whether the contributions are about the student's work or about the work of others.

Ethical Behavior

Adherence to current ethical standards of the ACA, AMHCA, and ACES, and legal requirements of the jurisdiction in which fieldwork takes place, is required of each student. This includes adherence to standards related to the supervisory process and relationship. In addition, the student should identify and be able to articulate and apply an effective ethical decision-making model.

Case Formulation

Ethical and effective counseling involves formulating treatment within the framework of an empirically-supported theoretical perspective. Case formulation goes well beyond consideration of the initial referral issue and includes a review of the client's history and

records, consultation with other mental health professionals familiar with the case or presenting problem, and independent analysis on the part of the person formulating it. It incorporates knowledge about the multidimensional environmental influences on the client, including social and institutional barriers. A culturally appropriate and empirically-supported treatment plan addressing all relevant treatment goals is the result of a thorough case formulation.

Case formulation is not static; it evolves over the course of treatment. As new information becomes available and treatment progresses, the student adjusts his/her formulation accordingly. For example, this might include recognizing transference and countertransference, discussing it in supervision, and creating an appropriate plan to utilize it therapeutically.

Openness to and Application of Feedback

Maximum learning occurs through a feedback loop in which the student incorporates new knowledge or attempts a new skill, receives feedback from the environment on this understanding or skill, and then modifies it accordingly. Accepting and giving both praise and criticism in a constructive and professional manner is critical to this learning process. Once feedback has been received, the necessary next step is for the student to apply it. When circumstances exist that prevent or rule out application of the feedback, the student can clearly articulate a justification.

Throughout the execution of the feedback loop, the successful student engages in extensive self-reflection. This reflection is expected to include both personal perspectives and professional development.

Paperwork

Administrative and clinical paperwork required by the Department of Counseling and the fieldwork site is expected to be completed accurately, neatly, and in accordance with the required format. Timely completion of such paperwork is ethical behavior. As students are expected to develop a professional identity aligned with the field of counseling, students should employ the use of appropriate professional language and terminology in all paperwork. This includes the use of appropriate terms for ethnic and cultural groups.

Dispositions

The student is expected to develop/improve his/her manner of thinking, behaving, and reacting in accordance with the professional practice of counseling. Examples in this area include: 1) having an appreciation for self-evaluation; 2) recognizing and valuing clients' assets and strengths; 3) appreciating that even small changes in clients can be important for their mental health; 4) valuing the relationship with clients above the performance of techniques; and 5) valuing continued professional development.

Individual Supervision Rubric Score Sheet

Name _____

Date _____

Performance Element	SLOs	Exceptional (3 pts)	Admirable (2 pts)	Approaching (1 pt)	Unsatisfactory (0)	Score
Preparedness For Supervision	Course: 4	Consistently comes prepared to each session with needed materials, questions organized, and any research complete	Comes totally prepared to 75% of sessions, or is consistently prepared with more than 50%, but not all materials	Comes totally prepared 50-75% of the time, or is consistently prepared less than 50% of the necessary materials	Does not come to supervision prepared	
	Program: 1, 4					
		Articulates clear goal(s) for each supervision session	Articulates clear goals most of the time, though occasionally goals are unclear	Articulates clear goals less than half of the time, or consistently articulates goals that are relatively vague and general	Does not bring goals to supervision, or goals are too vague or general to be useful	
		Always arrives on time for supervision meetings	Arrives on time for at least 75% of supervision meetings	Only arrives on time for 50-75% of the meetings	Arrives late more than half the time	
		Arrives at sessions having completed assigned readings	Usually completes assigned readings prior to meeting, and always makes up missed readings	Sometimes completes assigned readings prior to meeting, but always reads the material at some point	Does not complete assigned readings	
Participation in Supervision	Course: 4	Consistently initiates interactive dialogue with supervisor and peers	Participates in interactive dialogue, but usually does not initiate it.	Attends to dialogue between supervisor and peers, but actively participates infrequently	Mostly silent and does not appear engaged in dialogue	
	Program:					
		Listens carefully and always asks for	Listens most of the		Attention clearly not present; rarely	

	3	<p>clarification when does not understand</p> <p>Consistently demonstrates effective critical thinking skills in posing questions and comments</p> <p>Eagerly solicits and attends to contributions of others, both in terms of own and other's work</p> <p>Demonstrates willingness to stretch "comfort zone" in new learning (e.g., participating in role plays, trying new techniques)</p>	<p>time, though at times appears to be distracted or inattentive; usually asks for clarification</p> <p>Demonstrates critical thinking skills most of the time, though sometimes thinking is faulty</p> <p>Solicits and attends to contributions about own work, or about other's work, but not both</p> <p>Willing to stretch "comfort zone" in new learning most of the time, though is usually not the first to volunteer</p>	<p>Attention is divided, or mind seems elsewhere most of the time; sometimes asks for clarification</p> <p>Inconsistently demonstrates critical thinking skills, or critical thinking skills are often ineffective</p> <p>Accepts, but does not solicit contributions from others both in terms of own and other's work</p> <p>Occasionally willing to stretch "comfort zone", but generally intolerant of discomfort in learning</p>	<p>acknowledges need for clarification</p> <p>Demonstrates no effective critical thinking skills</p> <p>Routinely does not solicit, attend to, or accept contributions from others</p> <p>Totally intolerant of discomfort in new situations and learning</p>	
Ethical Behavior	<p>Course: 4,5</p> <p>Program: 4</p>	<p>Adheres to ACA ethical standards, including those related to the supervisory relationship*</p> <p>Recognizes, articulates, and uses an effective</p>	<p>*[see footnote]</p> <p>Recognizes and articulates a good ethical decision-making model, but is not confident in</p>	<p>*[see footnote]</p> <p>Is familiar with an ethical decision-making model, but does not clearly or consistently execute it</p>	<p>*[see footnote]</p> <p>Does not now of or employ an ethical decision-making model</p>	

* NOTE: Adherence to ethical standards is expected at the "exceptional" level at all times. Ethical misconduct may be grounds for an "F" in the course, removal from the internship site and possible dismissal from the program.

		ethical decision-making model	executing it			
Case Formulation	Course: 2,3,5 Program: 2,4	<p>Identification of the nature of a client's problem goes well beyond the initial referral to include review of client records, consultation with others familiar with case, and independent analysis.</p> <p>Incorporates knowledge about the multidimensional environmental influences on the client, including social and institutional barriers, into case formulation</p> <p>Formulates culturally appropriate and empirically supported treatment plans that clearly address treatment goals Demonstrates a clear link between intervention strategies utilized/planned and selected theoretical perspective.</p> <p>Recognizes transference</p>	<p>Consideration of the nature of the problem and some investigation of alternate sources of information beyond the referral are present.</p> <p>Incomplete incorporation of multiple dimensions of the environment.</p> <p>Formulates culturally appropriate and empirically supported treatment plans, but misses one or two treatment goals</p> <p>Generally provides some relationship between interventions selected and theoretical perspective, but the relationship is not always fully or clearly articulated</p> <p>Often can articulate</p>	<p>Some consideration of the nature of the problem beyond the information included in the referral</p> <p>Only minimal &/or superficial consideration of multiple aspects of the environment.</p> <p>Formulates treatment plans, but misses key elements (e.g., not empirically supported, not culturally appropriate, misses several treatment goals)</p> <p>Inconsistent &/or superficial connection between theoretical perspective selected and interventions utilized.</p> <p>Sometimes can report the general implications of transference and</p>	<p>Identification of problem routinely consists merely of accepting statements from referral without critical evaluation.</p> <p>No incorporation of environmental considerations</p> <p>Cannot formulate a clear treatment plan</p> <p>Unclear or nonexistent theoretical orientation guiding the counseling.</p> <p>Little recognition of the occurrence of transference/ countertransference, or its implications to counseling</p>	

		and countertransference, discusses its related implications, and can usually articulate an appropriate plan to use it therapeutically	an understanding of the implications of transference and countertransference and can sometimes recognize its occurrence, but cannot articulate how to use it therapeutically.	countertransference, but rarely recognizes its occurrence		
Openness to and Application of Feedback	Course: 1,2,4 Program: 2,3	<p>Accepts praise and criticism when framed in an appropriate, constructive manner</p> <p>Gives praise and criticism framed in an appropriate, constructive manner, including to supervisor</p> <p>Consistently incorporates suggestions received and follows up with review of effectiveness; or can effectively justify why suggestion was not used</p> <p>Self-reflection is evident pertaining to <u>both</u> personal perspectives and professional development</p>	<p>Usually accepts praise and criticism, but sometimes does not accept from specific sources or under specific circumstances</p> <p>Is mostly consistent in giving praise and criticism, but may not always offer it in constructive manner; some awkwardness giving feedback to supervisor</p> <p>Often incorporates suggestions, though may not always report back on or ask for further evaluation of applied suggestions; justification for not using a suggestion</p>	<p>Only occasionally accepts praise and criticism well</p> <p>Only occasionally offers praise or criticism, or consistently gives one, but not the other; marked avoidance of giving feedback to supervisor</p> <p>Occasionally incorporates and follows up with review of suggestions but not consistently; justification for not using a suggestion is mostly unclear</p> <p>Some reflective thought pertaining to personal perspectives and professional</p>	<p>Does not accept praise or constructive criticism well</p> <p>Does not offer praise or criticism at all, or offers in judgmental or disrespectful manner</p> <p>Does not incorporate suggestions received and provides weak or no rationale for not using them</p> <p>No reflective thought evident</p>	

			<p>may be somewhat unclear</p> <p>Moderate amount of reflective thought regarding personal perspectives and professional development considerations</p>	<p>development and how they inter-relate</p>		
Paperwork	<p>Course: 2,4,5</p> <p>Program: 2,3,4</p>	<p>Consistently submits all paperwork on time</p> <p>Consistently completes all paperwork accurately</p> <p>Paperwork is concise, neat, readable, and conforms to required format</p> <p>Clinical impressions are written using appropriate professional terminology</p> <p>Employs appropriate terms for ethnic and cultural groups</p>	<p>Submits paperwork on time at least 75% of the time</p> <p>Paperwork is usually accurate, with a few minor, non-content related errors</p> <p>Paperwork is somewhat too long or short, and is sometimes not clear or does not strictly conform to format</p> <p>Clinical impressions are written clearly, but with only moderate use of clinically appropriate terms</p> <p>Mostly uses appropriate terms to</p>	<p>Submits paperwork on time 50-75% of the time</p> <p>Paperwork is basically accurate, with frequent non-content related errors, or with 1-2 errors in content material</p> <p>Paperwork is generally too long or short, is often not clear, or deviates from format</p> <p>Clinical impressions are somewhat unclear and there is little use of appropriate clinical terminology</p> <p>Uses some appropriate &</p>	<p>Routinely submits paper work late</p> <p>Paperwork has frequent or multiple errors</p> <p>Paperwork is not readable or deviates totally from the required format.</p> <p>Clinical impressions are unclear and there is no use of clinically appropriate terms</p> <p>Uses inappropriate terms for ethnic and cultural groups</p>	

			describe ethnic and cultural groups	inappropriate terms to describe ethnic and cultural groups		
Dispositions	Course: 1,2,4	Demonstrates an appreciation for self-evaluation	Demonstrates moderate amount of appreciation for self-evaluation	Demonstrates ambivalence toward self-evaluation	Demonstrates no regard for self-evaluation	
	Program: 2,3	<p>Articulates an on-going recognition of and appreciation for clients' assets and strengths</p> <p>Demonstrates an appreciation that even small changes in clients can be important for mental health</p> <p>Applies knowledge and skills in a manner that values the relationship with clients above the performance of techniques</p> <p>Models an appreciation for continued professional development (e.g., by frequently engaging in extracurricular activities—reading, training, attending conferences—and then adapting the information</p>	<p>Occasionally articulates recognition of and appreciation for clients' assets and strengths</p> <p>Mostly appreciates that even small changes in clients can be important, but sometimes loses sight of this.</p> <p>Mostly values the relationship with clients above the performance of techniques, but occasionally allows own performance anxiety to interfere in applying knowledge and skills in supervision</p> <p>Mostly models an appreciation for</p>	<p>Infrequently articulates recognition of and appreciation for clients' assets and strengths</p> <p>Demonstrates ambivalence toward or occasional frustration with small change in clients or for change that requires some time</p> <p>Frequently allows own need to perform techniques to overshadow relationship with clients, but corrects this when it is called to attention</p> <p>Somewhat models an appreciation for continued professional development by</p>	<p>Does not articulate recognition of or appreciation for clients' asset and strengths</p> <p>Demonstrates no appreciation for small changes in clients</p> <p>Consistently applies knowledge and skills in a way that values the performance of techniques over the relationship with the client; or does not change with correction</p> <p>Does not engage in any extracurricular activities that support continued professional development</p>	

		to practice)	continued professional development by engaging in some extracurricular activities	occasionally engaging in extracurricular activities		
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Comments:

GROUP SUPERVISION RUBRIC

Participation is essential for learning. Full participation provides opportunities for authentic dialogue in which participants listen for understanding, engage in active reflection, and allow for expression of multiple and diverse perspectives. Such dialogue occurs within a climate of mutual respect and learning among all participants. Participation characterized as vague, repetitive, irrelevant, disrespectful, or without sufficient foundation undermines authentic dialogue.

Score		Description (applies to both group session and online reading discussions)
4	High participation	<ul style="list-style-type: none"> • Contributions consistently offer relevant information from course material and fieldwork experience • Incorporates content and process among peers • Consistently demonstrates behaviors that facilitate dialogue (e.g., listening for understanding, turn-taking and sharing time, respectful communication and language) • Engages actively in reflection (as distinguished from reporting only) • Embraces and creates opportunities to explore difficult dialogues/issues (e.g., controversial topics) • Fully engages fieldwork experiential learning and the processes associated with them • Communication is consistently clear, concise, and relevant
3	Moderate participation	<ul style="list-style-type: none"> • Contributions often provide relevant information from course materials and fieldwork experience • Takes part in content/process discussion among peers, at times initiating or facilitating such discussion • Usually demonstrates behaviors that facilitate dialogue • Takes part in the dialogue/interaction but does not dominate it; engages frequently in reflection • Often willing to take risks to explore difficult dialogues/issues • Moderately engages fieldwork experiential learning and the processes associated with them • Communication is mostly clear, concise and relevant
2	Low participation	<ul style="list-style-type: none"> • Contributions occasionally offer relevant information from class materials and fieldwork experience • Sometimes participates in discussion when initiated by others, engaging mostly in content rather than process discussion (i.e., largely “reporting” rather than reflecting) • Occasionally demonstrates behaviors that facilitate dialogue • Tends toward “passive” engagement and usually does not lead OR may dominate in interaction • Superficial participation in fieldwork experiential learning
1	Unsatisfactory participation	<ul style="list-style-type: none"> • Infrequently offers relevant information from class materials and fieldwork experience • Sometimes on-topic but rarely initiates comments or dialogue with peers • Occasionally demonstrates off-task behavior (e.g., side conversations, on pager) that may require redirection • Rarely takes part in content/process discussions with limited demonstration of reflection • Limited intentionality in listening for understanding, respectful communication and language

		<ul style="list-style-type: none"> • Minimal participation in fieldwork experiential learning
0	Non- or disruptive participation	<ul style="list-style-type: none"> • Contributions reflect no preparation and are not linked to class materials or fieldwork experience • Does not participate in discussion or disrupts others, hindering their ability to participate fully • Does not demonstrate ability to listen for understanding or engage in respectful communication • Unwilling to take risks to explore questions/issues, and unwilling to participate in experiential learning