**Clinical Mental Health Counseling Practicum and Internship Manual**

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**Clinical 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 Clinical 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 clinical 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: Clinical 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](mailto:kendra.smith@gallaudet.edu).

**Introduction to the Clinical Mental Health Counseling Program**

The Clinical 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 clinical mental health counselors to do clinical or community work with deaf and hard of hearing people. Our training focus is twofold: clinical 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 Clinical 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 Prof. SooHyun Tak, Program Director, at (202) 651-5515 (voice), (202) 618-6852 (Department of Counseling videophone), or at soohyun.tak@gallaudet.edu.

**CORE PROGRAM OF STUDY AND RECOMMENDED SEQUENCE**

**CLINCIAL MENTAL HEALTH COUNSELING PROGRAM**

**First Semester (Fall)**

GPS 700 Culture & Language Seminar 1

COU 708 Counseling for Wellness and Human Development 3

COU 710 Orientation to the Profession of Mental Health Counseling 3

COU721 Foundations in Helping Skills 4

COU730 Social and Cultural Diversity Foundations and Multicultural 3

Counseling

COU732 Theories and Approaches in Counseling and Psychotherapy 3

Total semester credits **17**

***\*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.***

**Second Semester (Spring)**

COU 709 Counseling Deaf People 3

COU 714 Emotional and Behavioral Disorders Across the Lifespan 4

COU 715 Family Therapy 3

COU 720 Introduction to Research for Counselors 3

COU 731 SIMSOC: Simulated Society 1

COU 742 Practicum in Clinical Mental Health Counseling 4

**18**

**Third Semester (Summer)**

COU 716 Psychopharmacology for Counselors 1

COU 748 Principles of Assessment in Counseling 3

COU 753 Group Therapy 4

COU 765 Crisis and Trauma Counseling 2

**10**

**Fourth Semester (Fall)**

COU728 Cycles of Substance Abuse (online) 3

COU792 Internship I in Mental Health Counseling (3 days/wk) 8

**11**

**Fifth Semester (Spring)**

COU 734 Lifestyles and Career Development (online) 3

COU 736 Organization and Administration of Human Services (online) 3

COU 794 Internship II in Clinical Mental Health Counseling 8

**14**

**TOTAL NUMBER OF CORE HOURSE FOR DEGREE: 70**

**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]

**Clinical Mental Health Counseling Program Student Learning Outcomes**

Students in Gallaudet’s Clinical 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 second semester in the program (typically the first spring 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](#Finding_Sites)”). 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 and is one semester in length. Internship 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 why they are assigned. Internship I is a three-day-a-week placement at an agency typically outside of the Washington, DC, metro area. In combination with Internship II, students are to earn 600 clock hours at the agency and 240 direct client contact hours.

**Internship II** (COU 794) is typically taken by students in the second spring semester of enrollment and is one semester in length. Students continue at the agency where they served Internship I, and should now be comfortable with their new role and developmentally ready to start taking on more advanced responsibilities. Students are expected to work at the internship at least three days a week. In combination with Internship I, students are to accrue 600 clock hours and at least 240 direct client contact hours. See the section on [Finding and Getting Approval for Placement Locations](#Finding_Sites) for information on the site selection process.

In summary, in order to graduate with a degree in Clinical Mental Health Counseling from Gallaudet University, the student must have earned a minimum of 800 clock hours and 280 direct contact hours *total* over the three (or more) semesters of practicum and internship.

**Student Learning Outcomes**

**COU 742 Practicum in Clinical 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 Clinical 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 Clinical 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 movement toward achieving them by effectively applying complex counseling skills and techniques, including prevention plans, referrals, and psychoeducation. | Direct work with clients; developing treatment plans; individual/triadic and group supervision meetings; consultation with other professionals | 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; 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

The Department of Counseling Fieldwork Coordinator, in collaboration with the Program Director of the Clinical Mental Health Counseling program, is heavily involved with students in site selection and placement for Practicum. The Fieldwork Coordinator 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.

In the first semester of study, the student will select 1-2 agencies on the list of approved local Practicum sites and discuss these options with their academic advisor and the Fieldwork Coordinator. 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 Fieldwork Coordinator before accepting any practicum placement offers made by an agency. After accepting the placement, the student must complete the Practicum Information Form. During the final week of the first semester, the student will complete the “Practicum Approval Form” with course grades and obtain the necessary signatures. The completed form is to be turned in to the Fieldwork Coordinator prior to the start of Practicum.

Internship I and II

Typically, a student will stay at the same agency for both Internship I and Internship II in order to ensure continuity of training practices and appropriate relationship stability for clients. For Internship, 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 Fieldwork Coordinator will give the students a list of approved agencies for Internship from which the student can select.

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 and the Fieldwork Coordinator, 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 Fieldwork Coordinator and provide her with the completed “Internship I Information Form.” The student should complete the “Internship I Approval” form, get the required signatures during the final week of the summer session, and submit it to the Fieldwork Coordinator.

The student completes the “Internship II Approval Form” during the final half of Internship I and submits it to the Fieldwork Coordinator before the start of Internship II.

Timeline Guide to Internship:

**March – April of first year**

Recommended Sites List Provided

Begin to investigate possible sites for Internship (e.g. contact agency; discuss with

faculty supervisor, academic advisor and Fieldwork Coordinator; contact any students who did their internship at that site)

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

**April - May**

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

Communicate with Fieldwork Coordinator

**April - June**

Submit application materials (resume, letters of recommendation, other documents requested by the site) to internship sites.

Before accepting an agency’s offer, notify Fieldwork Coordinator and provide completed “Internship I Information Form”.

**July**

By second week of July, Internship I site should be confirmed and the Internship I Approval” form completed.

**October - November**

At least one month before the end of Internship I, the student must complete the “Internship II Approval Form”. The completed form is to be turned in to the Fieldwork Coordinator 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](https://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx). (Clicking this link will take you to the ACA webpage.) Additionally, clinical mental health counselors should have a thorough understanding of the Code of Ethics of the American Mental Health Counselors Association (AMHCA), located [here](https://www.amhca.org/assets/news/AMHCA_Code_of_Ethics_2010_w_pagination_cxd_51110.pdf).

**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]](#footnote-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](https://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx).)

**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](https://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx).
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](https://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx) and the ACES [Ethical Guidelines for Counseling Supervisors.](http://www.acesonline.net/ethical_guidelines.asp)
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](https://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx) and the [ACES Ethical Guidelines for Counseling Supervisors](http://www.acesonline.net/ethical_guidelines.asp), 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.}**

**Index of Forms and Timeline for Submission**

**Form Name and Timeline Page**

Fieldwork Site Information Form [21](#Site_Information_Form)

For Practicum: Due after accepting Practicum placement

For Internship I: Due after student selects internship site and is ready for Fieldwork Coordinator’s approval of placement

For Internship II: Due approximately one month prior to end of Internship I

COU 742 Practicum Approval Form [22](#COU_742_Approval)

Due final week of the first semester

COU 792 Internship I Approval Form [23](#COU_792_Approval)

Due second week of July

COU 793 Extended Internship Approval Form [24](#COU_793_Approval)

Due 2 weeks before the end of the semester preceding Extended Internship

COU 794 Internship II Approval Form [25](#COU_794_Approval)

Due one month before the end of the semester preceding Internship II

Supervision Agreement [26](#Supervision_Agreement)

Due on date assigned by faculty supervisor (see Course syllabus)

Counseling Session Process Notes [29](#Process_notes)

Due every week to faculty supervisor during COU 742 and 792

Group Counseling Session Process Notes [30](#Group_notes)

Due every week to faculty supervisor during COU 742 and 792

Case Presentation Guidelines and Format [31](#Case_presentation_guidelines)

Follow schedule in course syllabus

Time Log [34](#Time_log)

Due at the end of every month

Comprehensive Time Log [36](#Comprehensive_log)

Due at the end of each semester

Supervisor Observation Form [37](#Observation_form)

Due at the end of the semester (or as decided by faculty supervisor)

Trainee Evaluation Form—COU 742 Practicum [38](#COU_742_Eval)

Due at mid-semester and last week of semester during COU 742 (see syllabus

for exact due dates)

Trainee Evaluation Form—COU 792 Internship I [41](#COU_792_Eval)

Due at mid-semester and last week of semester during COU 792 (see

syllabus for exact due dates)

Trainee Evaluation Form—COU 794 Internship II [44](#COU_794_Eval)

Due dates decided by faculty supervisor and published in syllabus

Trainee Evaluation of Site and Site Supervisor [48](#Trainee_Eval_Supervisor)

Due at termination with agency and/or site supervisor

Trainee Evaluation of Faculty Supervisor [51](#Trainee_Eval_Fac)

Due at termination with faculty supervisor

GALLAUDET UNIVERSITY

Department of Counseling

Clinical 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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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Student’s Contact Information:

VP Number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell Phone Number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Other contact:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

GALLAUDET UNIVERSITY

Department of Counseling

Clinical 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 ≥ “B”):

Foundations of Helping Skills: \_\_\_\_\_ Orientation to MH Counseling: \_\_\_\_

Theories and Approaches: \_\_\_\_\_ Lifespan Development: \_\_\_\_

Multicultural Foundations: \_\_\_\_\_ Simulated Society: \_\_\_\_

GU-ASLPI rating: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (requires ≥ 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

Clinical 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 ≥B is required for enrollment in Internship I)

**Faculty Recommendations:**

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

\*Explanation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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COU 742 Faculty Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Academic Advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Director: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

GALLAUDET UNIVERSITY

Department of Counseling

Clinical 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 ≥ “B”)

**Faculty Recommendations:**

Check one:

**Approved for Extended Internship**

**Not Approved for Extended Internship\***

\*Explanation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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COU 792 Faculty Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Academic Advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Director: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

GALLAUDET UNIVERSITY

Department of Counseling

Clinical 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 > “B”)

\_\_\_\_\_\_ Qualifying Exams (> 75%)

\_\_\_\_\_\_GU ASL-PI Rating of > 2+

\_\_\_\_\_\_Passing Grade (> “B”) in **ALL** Required Program Courses

**Faculty Recommendations:**

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

\*Explanation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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COU 792 Faculty Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Academic Advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Director: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

GALLAUDET UNIVERSITY

Department of Counseling

Clinical 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

**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

**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?

**Clinical Mental Health Counseling Program**

**CASE PRESENTATION FORMAT GUIDELINES**

**(for COU 742, 792)**

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**

1. Reason(s) client referred for counseling, referral source, date of referral, circumstances leading to referral
2. 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)**

1. Developmental History (relevant developmental milestones, significant life events, etc.)
2. Family History
3. Summary Immigration History
4. Significant Trauma History
5. Health History
   1. General family health (significant illness, injuries, needs/disabilities)
   2. Client’s general health
   3. Client’s psychiatric history (formal and informal), including suicidal ideation/attempts, substance use/abuse, and any prior treatments
6. Education History
7. Work History
8. Social-Emotional Development History
9. Personal Strengths, Interests, Recreational and Leisure Activities

**V. Multicultural Considerations**

1. Immigration/Migration (individual and family)
2. Family Structure and Roles
3. Language and Cross Cultural Communication Issues
4. Cultural Identity
5. Acculturation
6. Socio-political/Socioeconomic/Cultural Influences (e.g., impact of oppression, discrimination, etc.)
7. Worldview-Orientation (i.e., individual/collective)
   1. Beliefs about Deaf identity
   2. Religion/Spirituality
   3. Nature
   4. Social Relationships

**VI. Assessment**

1. Mental Status Exam
2. 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**

1. Number of sessions to date
2. Client-counselor relationship
3. General format of sessions (e.g., talk therapy, eco-therapy, art therapy, etc.)
4. Significant changes and developments to date

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**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 |  |  |  |  |

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

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**Supervisor Observation Form**

Observation of trainees counseling skills is an important component of training and the Department requires this be completed at a minimum of twice a semester. This requirement can be met in either of two ways: direct observation, with the supervisor in the room or observing through a one way window, or observation of a recorded session.

Trainee’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

check one: Practicum Internship I Internship II Ext. Internship

**Observation 1 Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Type of Session (check one): individual couple family group

Comments:

Trainee’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Observation 2 Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Type of Session (check one): individual couple family group

Comments:

Trainee’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Department of Counseling

Clinical Mental Health Program

**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

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

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Areas needing improvement:

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

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Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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**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

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**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

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

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Areas needing improvement:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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**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

Clinical 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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Areas needing improvement:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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**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

**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:

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

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**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 Clinical 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?

**C:\Documents and Settings\kendra.smith\Local Settings\Temporary Internet Files\Content.IE5\2H4NZEGX\MC900078805[1].wmf**

**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.*]

**Clinical 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Performance Element** | **SLOs** | **Exceptional (3 pts)** | **Admirable (2 pts)** | **Approaching (1 pt)** | **Unsatisfactory (0)** | **Score** |
| **Preparedness**  **For Supervision** | Course: 4  Program: 1, 4 | Consistently comes prepared to each session with needed materials, questions organized, and any research complete  Articulates clear goal(s) for each supervision session  Always arrives on time for supervision meetings  Arrives at sessions having completed assigned readings | Comes totally prepared to 75% of sessions, or is consistently prepared with more than 50%, but not all materials  Articulates clear goals most of the time, though occasionally goals are unclear  Arrives on time for at least 75% of supervision meetings  Usually completes assigned readings prior to meeting, and always makes up missed readings | Comes totally prepared 50-75% of the time, or is consistently prepared less than 50% of the necessary materials  Articulates clear goals less than half of the time, or consistently articulates goals that are relatively vague and general  Only arrives on time for 50-75% of the meetings  Sometimes completes assigned readings prior to meeting, but always reads the material at some point | Does not come to supervision prepared  Does not bring goals to supervision, or goals are too vague or general to be useful  Arrives late more than half the time  Does not complete assigned readings |  |
| **Participation in Supervision** | Course: 4  Program: 3 | Consistently initiates interactive dialogue with supervisor and peers  Listens carefully and always asks for clarification when does not understand  Consistently demonstrates effective critical thinking skills in posing questions and comments  Eagerly solicits and attends to contributions of others, both in terms of own and other’s work  Demonstrates willingness to stretch “comfort zone” in new learning (e.g., participating in role plays, trying new techniques) | Participates in interactive dialogue, but usually does not initiate it.  Listens most of the time, though at times appears to be distracted or inattentive; usually asks for clarification  Demonstrates critical thinking skills most of the time, though sometimes thinking is faulty  Solicits and attends to contributions about own work, or about other’s work, but not both  Willing to stretch “comfort zone” in new learning most of the time, though is usually not the first to volunteer | Attends to dialogue between supervisor and peers, but actively participates infrequently  Attention is divided, or mind seems elsewhere most of the time; sometimes asks for clarification  Inconsistently demonstrates critical thinking skills, or critical thinking skills are often ineffective  Accepts, but does not solicit contributions from others both in terms of own and other’s work  Occasionally willing to stretch “comfort zone”, but generally intolerant of discomfort in learning | Mostly silent and does not appear engaged in dialogue  Attention clearly not present; rarely acknowledges need for clarification  Demonstrates no effective critical thinking skills  Routinely does not solicit, attend to, or accept contributions from others  Totally intolerant of discomfort in new situations and learning |  |
| **Ethical Behavior** | Course: 4,5  Program: 4 | Adheres to ACA ethical standards, including those related to the supervisory relationship[[2]](#footnote-2)\*  Recognizes, articulates, and uses an effective ethical decision-making model | **\***[see footnote]  Recognizes and articulates a good ethical decision-making model, but is not confident in executing it | **\***[see footnote]  Is familiar with an ethical decision-making model, but does not clearly or consistently execute it | **\***[see footnote]  Does not now of or employ an ethical decision-making model |  |
| **Case Formulation** | Course: 2,3,5  Program: 2,4 | 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.  Incorporates knowledge about the multidimensional environmental influences on the client, including social and institutional barriers, into case formulation  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.  Recognizes transference and countertransference, discusses its related implications, and can usually articulate an appropriate plan to use it therapeutically | Consideration of the nature of the problem and some investigation of alternate sources of information beyond the referral are present.  Incomplete incorporation of multiple dimensions of the environment.  Formulates culturally appropriate and empirically supported treatment plans, but misses one or two treatment goals  Generally provides some relationship between interventions selected and theoretical perspective, but the relationship is not always fully or clearly articulated  Often can articulate an understanding of the implications of transference and countertransference and can sometimes recognize its occurrence, but cannot articulate how to use it therapeutically. | Some consideration of the nature of the problem beyond the information included in the referral  Only minimal &/or superficial consideration of multiple aspects of the environment.  Formulates treatment plans, but misses key elements (e.g., not empirically supported, not culturally appropriate, misses several treatment goals)  Inconsistent &/or superficial connection between theoretical perspective selected and interventions utilized.  Sometimes can report the general implications of transference and countertransference, but rarely recognizes its occurrence | Identification of problem routinely consists merely of accepting statements from referral without critical evaluation.  No incorporation of environmental considerations  Cannot formulate a clear treatment plan  Unclear or nonexistent theoretical orientation guiding the counseling.  Little recognition of the occurrence of transference/ countertransference, or its implications to counseling |  |
| **Openness to and Application of Feedback** | Course: 1,2,4  Program: 2,3 | Accepts praise and criticism when framed in an appropriate, constructive manner  Gives praise and criticism framed in an appropriate, constructive manner, including to supervisor  Consistently incorporates suggestions received and follows up with review of effectiveness; or can effectively justify why suggestion was not used  Self-reflection is evident pertaining to both personal perspectives and professional development | Usually accepts praise and criticism, but sometimes does not accept from specific sources or under specific circumstances  Is mostly consistent in giving praise and criticism, but may not always offer it in constructive manner; some awkwardness giving feedback to supervisor  Often incorporates suggestions, though may not always report back on or ask for further evaluation of applied suggestions; justification for not using a suggestion may be somewhat unclear  Moderate amount of reflective thought regarding personal perspectives and professional development considerations | Only occasionally accepts praise and criticism well  Only occasionally offers praise or criticism, or consistently gives one, but not the other; marked avoidance of giving feedback to supervisor  Occasionally incorporates and follows up with review of suggestions but not consistently; justification for not using a suggestion is mostly unclear  Some reflective thought pertaining to personal perspectives and professional development and how they inter-relate | Does not accept praise or constructive criticism well  Does not offer praise or criticism at all, or offers in judgmental or disrespectful manner  Does not incorporate suggestions received and provides weak or no rationale for not using them  No reflective thought evident |  |
| **Paperwork** | Course: 2,4,5  Program: 2,3,4 | Consistently submits all paperwork on time  Consistently completes all paperwork accurately  Paperwork is concise, neat, readable, and conforms to required format  Clinical impressions are written using appropriate professional terminology  Employs appropriate terms for ethnic and cultural groups | Submits paperwork on time at least 75% of the time  Paperwork is usually accurate, with a few minor, non-content related errors  Paperwork is somewhat too long or short, and is sometimes not clear or does not strictly conform to format  Clinical impressions are written clearly, but with only moderate use of clinically appropriate terms  Mostly uses appropriate terms to describe ethnic and cultural groups | Submits paperwork on time 50-75% of the time  Paperwork is basically accurate, with frequent non-content related errors, or with 1-2 errors in content material  Paperwork is generally too long or short, is often not clear, or deviates from format  Clinical impressions are somewhat unclear and there is little use of appropriate clinical terminology  Uses some appropriate & inappropriate terms to describe ethnic and cultural groups | Routinely submits paper work late  Paperwork has frequent or multiple errors  Paperwork is not readable or deviates totally from the required format.  Clinical impressions are unclear and there is no use of clinically appropriate terms  Uses inappropriate terms for ethnic and cultural groups |  |
| **Dispositions** | Course: 1,2,4  Program: 2,3 | Demonstrates an appreciation for self-evaluation  Articulates an on-going recognition of and appreciation for clients’ assets and strengths  Demonstrates an appreciation that even small changes in clients can be important for mental health  Applies knowledge and skills in a manner that values the relationship with clients above the performance of techniques  Models an appreciation for continued professional development (e.g., by frequently engaging in extracurricular activities—reading, training, attending conferences—and then adapting the information to practice) | Demonstrates moderate amount of appreciation for self-evaluation  Occasionally articulates recognition of and appreciation for clients’ assets and strengths  Mostly appreciates that even small changes in clients can be important, but sometimes loses sight of this.  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  Mostly models an appreciation for continued professional development by engaging in some extracurricular activities | Demonstrates ambivalence toward self-evaluation  Infrequently articulates recognition of and appreciation for clients’ assets and strengths  Demonstrates ambivalence toward or occasional frustration with small change in clients or for change that requires some time  Frequently allows own need to perform techniques to overshadow relationship with clients, but corrects this when it is called to attention  Somewhat models an appreciation for continued professional development by occasionally engaging in extracurricular activities | Demonstrates no regard for self-evaluation  Does not articulate recognition of or appreciation for clients’ asset and strengths  Demonstrates no appreciation for small changes in clients  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  Does not engage in any extracurricular activities that support continued professional development |  |

Comments:

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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.

|  |  |  |
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| **Score** | | **Description (applies to both group session and online reading discussions)** |
| 4 | High participation | * 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 | * 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 | * 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 | * 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 * Minimal participation in fieldwork experiential learning |
| 0 | Non- or disruptive participation | * 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 |

1. Bradley, L. J., & Ladany, N. (2001). *Counselor supervision: Principles, process, and practice* (3rd ed.). Ann Arbor, MI: Bruner-Routledge. [↑](#footnote-ref-1)
2. \* 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. [↑](#footnote-ref-2)