



**WILLIAM PATERSON UNIVERSITY
COLLEGE OF EDUCATION**

DEPARTMENT OF
SPECIAL EDUCATION, PROFESSIONAL COUNSELING, & DISABILITY
STUDIES

CLINICAL MENTAL HEALTH COUNSELING
CONCENTRATION

PRACTICUM HANDBOOK

For Students and Site Supervisors

**Spring, 2023 Prepared by: Michelle Hinkle, PhD, Meredith Drew, PhD, Paula Danzinger, PhD,
Karen Decker, PhD, and Timothy VanderGast, PhD**

Clinical Mental Health Counseling Concentration Student Practicum Handbook
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WILLIAM PATERSON UNIVERSITY CLINICAL MENTAL HEALTH PRACTICUM HANDBOOK

Introduction

Welcome to your first field experience component of your training in the Clinical Mental Health Counseling Concentration of the Professional Counseling Master's program at William Paterson University. This experience will be your first opportunity to put your formal training into practice. This handbook is designed to provide information that will assist you in fulfilling this requirement for your degree.

Definitions

Before beginning, there are several terms that need to be defined in order for you to have a clear understanding of the practicum/internship experience.

Counselor Trainee – The counselor trainee is a student, under supervision, who has begun their practicum experience and has been placed in a field setting

Practicum Placement Site – The site where the practicum experience takes place. The site must meet WPU training program standards and provide the counselor trainee with the opportunity to perform all activities, under supervision, that a regular staff member employed as a mental health counselor would perform. Generally, practicum and internship are done at the same placement site, though the counselor trainee is encouraged to find more than one placement site in order to have a broader experience.

Practicum and Internship Coordinator- The coordinator is a designated University faculty member who is responsible for receiving practicum and internship applications. The coordinator will approve all practicum and internship placements before the course begins. The coordinator will also hold a practicum and internship orientation the semester before the placement begins. The Program Directors may act as the Practicum and Internship Coordinator.

Site Supervisor – The site supervisor is a designated professional staff member at the placement site who is directly responsible for the supervision of the counselor trainee. Site supervisors must be either a Licensed Professional Counselor (LPC), Licensed Clinical Social Worker (LCSW) or Licensed Psychologist (school psychologists are not appropriate supervisors). The site supervisor must also hold at least a Master's degree in counseling or a closely related field and have worked as a mental health counselor for at least two (2) years, with relevant training in clinical supervision. The duties of the site supervisor are as follows:

1. Make provisions for orientation of the counselor trainee to the site, including procedures for assigning clients, emergency procedures, safety procedures, and any site-specific limits to confidentiality.
2. Provide space for the counselor trainee to perform their counseling responsibilities.
3. Make provisions for the counselor trainee to audio and/or video tape clients with the client's written consent or provide or live supervision,

- as applicable.
4. Work with the counselor trainee to develop practicum goals.
 5. Maintain bi-weekly communication with university supervisor/Course instructor.
 6. Maintain responsibility for counselor trainee's continuity on site.
 7. Assist in the evaluation of the counselor trainee's performance relative to the objectives of the experience.
 8. Provide regular supervision for the counselor trainee not to be less than one (1) hour of face-to-face supervision per week.

University Supervisor/Course Instructor – The university supervisor/course instructor is the instructor of the practicum course (CSP 6320) and provides the counselor trainee with weekly supervision. The duties of the university supervisor/course instructor are as follows:

1. Receive status of placement from counselor trainee prior to the start of the semester.
2. Provide group supervision of the counselor trainee.
3. Provide triadic supervision of the counselor trainee.
4. Monitor progress of counselor trainee during the practicum experience.
5. Maintain bi-weekly communication with site supervisors.
6. Make on-site visits when needed.
7. Initiate resolution of any problem occurring on-site.
8. Review counselor trainee's session recordings.
9. Secure evaluations.
10. Assign final grades.

Selecting and Acquiring a Placement Site

The counselor trainee must find their own placement site. The Practicum and Internship Coordinator/Directors will help in any way, but the ultimate responsibility is that of the counselor trainee.

The counselor trainee may be able to use the practicum site for internship, however this is contingent on the counselor trainee's workload and must be approved by the Practicum and Internship Coordinator. All sites must be approved by the University. The counselor trainee is required to have experience in conducting both individual and group counseling and have one (1) hour of face-to-face site supervision per week. In addition, the counselor trainee **must audio** or video record counseling sessions. These requirements should be taken into consideration when selecting a practicum site.

The counselor trainee should contact the appropriate person at the possible placement site and discuss the requirements of the placement with this person. A qualified site supervisor should be identified at the time of this contact. The site supervisor and any other relevant administrators (clinical directors or agency's Board of Directors) must sign the Practicum Contract before a site will be approved by the Practicum and Internship Coordinator/Director (see appendix for application and contract). The Practicum and Internship Coordinator/Director will be available to answer any

questions the site supervisor or administrator might have.

Liability Insurance

The counselor trainee is required to purchase liability insurance through the American Counseling Association (ACA) while they are taking practicum. The counselor trainee needs to have their own policy, even if they are covered at the placement site. ACA offers low-cost liability insurance for practicum students when they become members of the organization as a student. Applications for membership in ACA can be obtained from counseling faculty, from the ACA website at www.counseling.org, or by calling ACA at 1-800-347-6647.

Placement Hour Requirements

For the Practicum (CSP 6320) requirement, the counselor trainee must have a total of 100 clock hours. These hours include a minimum of 40 hours of direct service with clients, with a majority of those hours in individual counseling. The counselor trainee may also have group counseling hours to be included in the 40 hours of direct service. The remaining 60 hours of the placement includes: individual site supervision (at least 12 hours), group supervision, case write ups, peer consultation, and required paperwork, as well as other experiences that familiarize the counselor trainee with the culture and procedures of their setting.

Recording Requirements

Counselor trainees in practicum are **required** to provide audio and/or video recordings of individual counseling sessions. These recordings will be reviewed and evaluated by the course instructor. The counselor trainee is required to provide at least two (2) recordings for the practicum (CSP 6320).

Permission to Record forms must be signed by client and/or minor clients' parents or guardians. Minor clients must also sign their assent. The client must be made aware that recordings will be listened to by the course instructor and may be reviewed in class for instruction purposes only. The client should be told that the recordings will be confidential and anonymous. They should also be informed that the recordings will be destroyed after they are reviewed. Some placement sites will have their own recording consent forms. The Permission to Record form is included in this handbook.

If the counselor trainee is not allowed to tape at the site, they must arrange for live supervision with their site supervisor. Live supervision is when the supervisor directly observes the counselor trainee's counseling session in its entirety, does not participate, and provides supervision and feedback following the session. After the session and feedback, supervisors must complete the Live Supervision form (see Appendix) and counselor trainees must submit the form to their university supervisor to document the session.

Counseling Procedures

The counselor trainee is required (as all counselors are) to make sure their client gives informed consent for counseling. Some sites will have their own Permission to Counsel Forms. A University form is included in this handbook. **It is required that the counselor trainee has a University permission form filled out and signed by each client and/or client's parent or guardian along with any forms your site may require.** Minor clients must also sign their assent. The counselor trainee must inform each client that they are a counselor trainee fulfilling a requirement for a Master's degree in counseling. The client must be informed that the counselor trainee is under supervision. When informing the client of confidentiality and the limits of confidentiality, the counselor trainee must inform the client that their case will be discussed with supervisors who are under the same obligations of confidentiality as the counselor trainee.

Personal Analysis Logs

The counselor trainee is required to keep Personal Analysis Logs (PALs) of their experience in Practicum. Specific requirements for these logs will be detailed in the course outline provided at the beginning of the semester. An important component of WPUNJ's Masters in Professional Counseling is the counselor trainee's self-exploration and self-assessment. These logs help the counselor trainee understand their reactions to the counseling process.

Competencies

It is essential that the counselor trainee acquires certain competencies during the practicum experience. The following lists some of these competencies.

1. Counseling skills: The counselor trainee will
 - a. Begin to develop skills necessary to obtain a psychosocial history.
 - b. Demonstrate the ability to use interviewing skills such as observing and active listening.
 - c. Begin to develop skills necessary to ascertain present mental status.
 - d. Demonstrate the ability to make tentative impressions and recommendations based upon interview.
2. Evaluation skills: The counselor trainee will
 - a. Begin to develop the skills necessary for conceptualization of client issues based on intake information and information obtained in counseling sessions.
 - b. Begin to develop the skills and knowledge necessary to understand ramifications of DSM 5 diagnosis.
3. Treatment skills: The counselor trainee will
 - a. Demonstrate the ability to provide appropriate counseling sessions.
 - b. Begin to develop the skills necessary to implement treatment plans.
 - c. Demonstrate awareness of how client's cultural and/or ethnic background can impact case conceptualization, test interpretation, and diagnosis.
 - d. Demonstrates development of appropriate counseling strategies when working with clients with addiction and co- occurring disorders.

- e. Begin to develop the ability to work with other professionals in a joint treatment effort.
4. Knowledge of Agency Administration: The counselor trainee will
- a. Begin to familiarize themselves with the administrative and operative structure of the agency and begin to familiarize her/himself with the philosophy of the agency in regard to counseling.
 - b. Begin to develop an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other information sources.
 - c. Begin to familiarize him/herself with the goals, purpose and functioning of each agency department and how they may be utilized for the client's benefit.
 - d. Begin to demonstrate the ability to keep appropriate records and case reports.
5. Professional Behavior: The counselor trainee will
- a. Demonstrate knowledge of and adherence to professional ethics and standards as outlined in the Standards and Practices and Ethical Codes of the American Counseling Association.
 - b. Demonstrate knowledge of and adherence to the professional legal responsibilities in accordance with the standards of local, state, and national government.
 - c. Demonstrate knowledge of counselor preparation standards and state licensure and national certification requirements.
 - d. Demonstrate knowledge of and adherence to the agency's professional standards and quality assurance policies, including policies on client counselor relationship, record keeping, referral policies, and peer review process.

Grading Procedures

The grading for Practicum (CSP 6320) is based on letter grades (i.e., A to C). A grade of C- is failure. Final grades are calculated by course assignments, completion of required hours and recordings, dispositions, and any other course requirements outlined by the university supervisor in the syllabus. Site supervisor feedback is also considered in the grade. University supervisors will have regular communication with site supervisors and if concerns about the counselor trainee's progress is expressed, the course instructor will meet with the counselor trainee and the site supervisor to discuss these concerns and to determine the appropriate course of action.

Employment at Practicum Site

In the event that the counselor trainee is employed at the same site as the practicum, the following guidelines for hours apply. Clinical Mental Health Counseling (CMHC) trainees can count 20 (of the required 40) hours of their employment toward direct hours provided that these hours are in fulfillment of direct services with clients using counseling skills and under the supervision of their supervisor on record. In some cases, students might need to have two approved supervisors. CMHC trainees are permitted to use 30 (of the required 60) hours of their employed role toward

indirect hours. It is the counselor trainee's responsibility to document these hours separately from the other practicum hours and communicate them with their supervisors. All hours should be approved by their University Supervisor to ensure that they are appropriately placed in the direct or indirect hour categories per the weekly hour logs.

20 of the 40 Direct hours must be accrued from individual, group, or family counseling sessions at their internship site in their internship role. The remaining may be from direct work with clients in the employed role.

30 of 60 Indirect hours may be counted from your employed role (this would be considered other contact).

*All hours should be approved with the University supervisor to ensure that they are appropriately placed in direct or indirect categories.

Telehealth Counseling

Telehealth counseling is mental health counseling that is conducted over HIPAA compliant video-conferencing platforms. Telehealth counseling may be conducted with individual, couples, families, and group counseling sessions. Telehealth counseling hours may not count for more than half of your required direct hours. Students may supplement in-person practicum placement with a telehealth placement but may not solely have a telehealth placement.

Application Due Dates

Clinical Mental Health Counseling Practicum Applications are due April 1st. All applications must include the application cover sheet, practicum contract, site supervisor resume, and site supervisor license(s). It is the counselor trainee's responsibility to ensure that applications are complete, including signatures, and submitted on time. Late and/or incomplete applications may result in delayed practicum. Liability insurance is due on the first day of class of the practicum semester.

PRACTICUM HANDBOOK

APPENDIX



WILLIAM PATERSON UNIVERSITY

Department of Special Education, Professional Counseling, and Disability Studies • Professional Counseling Program
1600 Valley Road • Suite 3010 • Wayne, New Jersey 07474
973.720.2118 • Fax 973.720.2737 • wpunj.edu

**WILLIAM PATERSON UNIVERSITY
APPLICATION FOR CLINICAL MENTAL HEALTH COUNSELING
CONCENTRATION PRACTICUM**

Date placement begins _____

Name _____ 855 _____

Address _____

City _____ ZIP _____

Home Phone _____ Cell Phone _____

Email _____

Important!

Experience has shown that the more coursework a student has completed, the better they will do in a field placement. It is therefore recommended that you have most, if not all your coursework completed before beginning practicum and internship. If this is not possible, you must have completed the courses listed below before beginning your field placement.

Record the grade you have received in each of the following courses. If you have not completed a requirement, please indicate the semester in which you plan to do so. Full-time students must have completed a minimum of 24 credit hours before beginning Practicum. Part-time students must have completed a minimum of 36 hours before beginning Practicum.

A. Courses required for all students to have taken before or concurrently with Practicum:

- | | | |
|---------------|---------------|---------------|
| ____ CSP 6010 | ____ CSP 6030 | ____ CSP 6040 |
| ____ CSP 6050 | ____ CSP 6060 | ____ CSP 6080 |
| ____ CSP 6090 | ____ CSP 6160 | ____ CSP 6210 |
| ____ CSP 6220 | ____ CSP 6510 | |

B. Other courses taken:

List electives taken: _____

Additional Program Questions

Are you currently employed at your proposed practicum site? ___ Yes ___ No

If yes, please include in your application submission the following documentation:

- Job Description of Employment at Site
- Intern Description (and how it is different from employment role) for Site Supervisor

Application Checklist

Please initial next to each area indicating you've submitted the items.

- ____ Practicum Application
- ____ Practicum Contract
- ____ Site Supervisor Resume
- ____ Site Supervisor Certification(s)
- ____ Site Supervisor Data Form
- ____ Job Description of Employment at Site (if employed at site)
- ____ Intern Description at Employed Site (if employed at site)
- ____ Supervisor Statement for Supervision in both roles (employment & internship)

Student Signature

Date

Director for CMHC Concentration,
Professional Counseling Program

Date



Practicum Contract for the Clinical Mental Health Concentration

Date placement begins _____

*Not earlier than the first day of the practicum semester per the academic calendar

Counselor Trainee Name _____

The above-named student will be completing their practicum at

_____. The fieldwork will be
(Name of Agency)

completed during the Summer 20__ semester. The counselor trainee will be

supervised at the site by _____. The site supervisor

is directly responsible for supervision of the counselor trainee. This professional must

have at least two (2) years' experience as a mental health counselor and must be a

Licensed Professional Counselor (LPC), Licensed Clinical Social Worker (LCSW), or

Licensed Psychologist and have relevant training in clinical supervision. **A resume**

and copy of professional license must be provided with this contract. Please be

advised that the site supervisor is responsible for:

- Orienting the counselor trainee to the site, including procedures for assigning clients, emergency procedures, district policies and any site-specific limits to confidentiality.
- Providing the counselor trainee with the space necessary to complete requirements and responsibilities such as individual counseling, audio taping clients with the client's written consent, running groups, etc.
- Providing regular supervision for the counselor trainee, not to be less than 1 hour of face-to-face supervision for every week the counselor trainee is on site.

- Maintaining responsibility for the counselor trainee’s continuity on site and assisting in the evaluation of the counselor trainee’s performance.

The requirements of the counselor trainee include a Practicum requirement of 100 hours, including a minimum of 40 hours of direct service. The direct service hours consist of individual counseling, group counseling, family counseling, consultation, prevention, and crisis intervention. At least half of these hours should consist of individual counseling. The indirect hours consist of all other activities associated with the placement and the class. Please be aware that the counselor trainee is required to do two (2) audio/video recorded sessions while at the site. Written consent forms are provided for counseling, as well as recording of sessions.

If you have any further questions, please contact the Professional Counseling Program Director of Clinical Mental Health Counseling Concentration, Dr. Michelle Hinkle at hinklem@wpunj.edu or 973-720-3971. Thank you for your time and participation.

By signing below, the site supervisor and the agency acknowledge that they are aware of the requirements stated above and agree to have the counselor trainee at their site for their Practicum experience.

Site Supervisor

Agency Director

Counselor Trainee



WILLIAM PATERSON UNIVERSITY

Department of Special Education, Professional Counseling, and Disability Studies • Professional Counseling Program
1600 Valley Road • Suite 3010 • Wayne, New Jersey 07474
973.720.2118 • Fax 973.720.2737 • wpu.edu

Professional Counseling Program Practicum Site Supervisor Data Sheet

Student Name: _____

Name: _____

Site Name: _____

Email: _____ Phone: _____

Credentials: _____

License: _____

Have you worked in the area of your specialty (school counseling or mental health counseling) for a minimum of two years? (Please circle response)

YES NO

Do you have knowledge and understanding of WPU Professional Counseling Program Practicum/Internship requirements, policies, and procedures? (Please circle response)

YES NO

Have you attended training for supervision in counseling? (Please circle response) YES NO

If yes, can you please select the training that you have received?

____ Supervision Class

____ Supervision Training

____ Supervision Workshop

____ Training by Faculty at WPU for Site Supervisors

____ Other (please indicate) _____



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Clinical Mental Health Concentration Parental Consent Form

Child's Name _____

Parent's Name _____

Phone # _____

I agree that a counselor trainee in the Clinical Mental Health Counseling Concentration at William Paterson University may counsel my child. I understand that the counselor trainee has completed Master's course work in counseling. The counselor trainee will be supervised by _____, a faculty member at William Paterson University and by _____, site supervisor. Information gathered in the counseling will be held strictly confidential per the American Counseling Association Code of Ethics. Exceptions to this confidentiality occur when there is suspected child abuse or clear and imminent danger to the child or to others.

If for any reason you have questions about the counseling or are dissatisfied, you have the right to meet with the counselor trainee and/or the supervisors named above.

I have read the above and understand the nature of the supervisory procedures. All my questions have been answered to my satisfaction.

Parent/Guardian Signature Date

Child's Signature Date

Counselor Trainee Signature Date



**Clinical Mental Health Concentration
Permission to Record Minor**

I understand that the counseling sessions that _____ (counselor trainee) will have with my child _____ will be recorded for evaluation of the counselor trainee. I further understand that confidentiality will be maintained and only the counselor trainee and the counselor trainee’s supervisor will have access to these recordings. I understand that these recordings might be reviewed by other counselors in training for the training purposes.

Understood and agreed to by the undersigned:

Parent/Guardian Signature

Date

Child’s Signature

Date

Counselor Trainee Signature

Date



Clinical Mental Health Concentration Permission to Record

I understand that the counseling sessions that _____(counselor trainee) will have with me will be recorded for evaluation of the counselor trainee. I further understand that confidentiality will be maintained and only the counselor trainee and the counselor trainee’s supervisors, _____, will have access to these recordings. I understand that these recordings might be reviewed by other counselors in training for training purposes.

Understood and agreed to by the undersigned:

Client Signature

Date

Counselor Trainee Signature

Date

**William Paterson University
Clinical Mental Health Counseling Practicum Weekly Log**

Counselor trainee _____

Week #: _____

Dates: _____ to _____

| Activity | Number of Hours | Activity | Number of Hours |
|--|-----------------|--|-----------------|
| 1. Individual Counseling | | 10. Professional development (in-service) | |
| 2. Group Counseling | | 11. Clinical meetings or other agency meetings | |
| 3. Family/Marriage Counseling | | 12. Other (explain below) | |
| 4. Consultation | | | |
| 5. Prevention | | 13. Individual site supervision | |
| 6. Crisis intervention | | 14. Site group supervision | |
| 7. Telehealth Direct Services (counseling) | | 15. University supervision | |
| 8. Record Keeping (& Report Writing) | | | |
| 9. Recording review | | Total hours: | |
| | | Direct service hours (1-7) | |
| | | Non-direct service hours (8-12) | |
| | | Supervision hours (13-15) | |

Site Supervisor _____ Date _____

**William Paterson University
Clinical Mental Health Practicum Hours Semester Summary Form**

Student Name _____

Semester _____

Site _____

Site Supervisor _____

University Supervisor _____

Total of weekly hours for:

Individual Counseling _____

Consultation _____

Group Counseling _____

Prevention _____

Families/Couples Counseling _____

Crisis intervention _____

Telehealth Counseling _____

TOTAL DIRECT SERVICE HOURS FOR SEMESTER _____

Total of weekly hours for:

Record Keeping
(Report Writing) _____

Clinical meetings _____

Recording review _____

Other _____

Professional development _____

TOTAL NON-DIRECT SERVICE HOURS FOR SEMESTER _____

Total of weekly hours for:

Individual site supervision _____

University supervision _____

Site group supervision _____

TOTAL SUPERVISION HOURS FOR SEMESTER _____

TOTAL COMBINED HOURS FOR SEMESTER _____

Counselor Trainee signature _____ **Date** _____

SESSION CRITIQUE

A. Date and length of time for the session (include how many times you have seen this client):

B. Background information about client:

C. Presenting problem:

D. Observation about client:

E. Observations about self:

F. Hindsight observations (what you liked, what you would have done differently):

G. What you would like assistance on:

**Clinical Mental Health Practicum Evaluation
Site Supervisor Form**

Below is a list of behavioral objectives pertinent to the counseling profession. Using the four (4) point scale provided, please tell us how competent you feel this counselor trainee is in each of these areas. Please use a pencil or pen and completely fill in one circle for each objective.

1 = Needs Improvement 2 = Progressing 3 = Competent 4 = Advanced

| | | 1 | 2 | 3 | 4 |
|----|--|---|---|---|---|
| 1 | Demonstrates developing skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management (CACREP 5.C.3.a.) | ○ | ○ | ○ | ○ |
| 2 | Demonstrates the ability to make tentative impressions and recommendations based upon client intake interview (CACREP 5.C.3.a., 5.C.2.d.) | ○ | ○ | ○ | ○ |
| 3 | Demonstrates development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions (CACREP 5.C.3.a., 5.C.2.d.) | ○ | ○ | ○ | ○ |
| 4 | Demonstrates effective use of individual counseling strategies | ○ | ○ | ○ | ○ |
| 5 | Demonstrates development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis | ○ | ○ | ○ | ○ |
| 6 | Demonstrates an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis | ○ | ○ | ○ | ○ |
| 7 | Demonstrates development of appropriate counseling strategies when working with clients with addiction and co- occurring disorders | ○ | ○ | ○ | ○ |
| 8 | Demonstrates the development of the ability to work with other professionals in a joint treatment effort | ○ | ○ | ○ | ○ |
| 9 | Demonstrates the development of an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, career testing, and other information sources | ○ | ○ | ○ | ○ |
| 10 | Demonstrates the ability to familiarize him/herself with the goals, purpose and functioning of each agency department and how they may be utilized for the client's benefit and client advocacy | ○ | ○ | ○ | ○ |
| 11 | Demonstrates development of skills for current record-keeping standards related to clinical mental health counseling | ○ | ○ | ○ | ○ |
| 12 | Demonstrates knowledge of and adherence to agency programs, policies, and procedures | ○ | ○ | ○ | ○ |
| 13 | Demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association | ○ | ○ | ○ | ○ |
| 14 | Demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law | ○ | ○ | ○ | ○ |
| 15 | Demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements | ○ | ○ | ○ | ○ |

Please give a statement of your judgment of the counselor trainee as a prospective clinical mental health counselor. You may wish to note specific strengths or weaknesses that may not be sufficiently explained in the preceding items. Please feel free to add an additional page if you feel it is necessary.

Counselor Trainee Name _____

Site Supervisor Name _____

Semester _____

Signature Counselor Trainee

Date

Signature of Site Supervisor

Date

**William Paterson University Professional Counseling Program
Clinical Mental Health Practicum Site Supervisor Evaluation Rubric**

| Competency # | Needs Improvement (1) | Progressing (2) | Competent (3) | Advanced (4) |
|--------------|--|--|---|--|
| 1 | Does not, or minimally, demonstrates developing skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. | Beginning to demonstrate developing skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. | Competently demonstrates developing skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management, meeting course expectations. | Consistently demonstrates developing skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management exceeding course expectations. |
| 2 | Does not, or minimally, demonstrates the ability to make tentative impressions and recommendations based upon client intake interview. | Beginning to demonstrate the ability to make tentative impressions and recommendations based upon client intake interview. | Competently demonstrates the ability to make tentative impressions and recommendations based upon client intake interview, meeting course expectations. | Consistently demonstrates the ability to make tentative impressions and recommendations based upon client intake interview, exceeding course expectations. |
| 3 | Does not, or minimally, demonstrates development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions. | Beginning to demonstrate development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions. | Competently demonstrates development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions, meeting course expectations. | Consistently demonstrates development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions, exceeding course expectations. |
| 4 | Does not, or minimally, demonstrates effective use of individual counseling strategies. | Beginning to demonstrate effective use of individual counseling strategies. | Competently demonstrates effective use of individual counseling strategies, meeting course expectations. | Consistently demonstrates effective use of individual counseling strategies, exceeding course expectations. |
| 5 | Does not, or minimally, demonstrate development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis. | Beginning to demonstrate development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis. | Competently demonstrate development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis, meeting course expectations. | Competently demonstrate development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis, exceeding course expectations. |
| 6 | Does not, or minimally, demonstrates an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis. | Beginning to demonstrate an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis. | Competently demonstrates an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis, meeting course expectations. | Consistently demonstrates an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis, exceeding course expectations. |
| 7 | Does not, or minimally demonstrates development of appropriate counseling strategies when working with clients with addiction and co- occurring disorders. | Beginning to demonstrate development of appropriate counseling strategies when working with clients with addiction and co- occurring disorders. | Competently demonstrates development of appropriate counseling strategies when working with clients with addiction and co- occurring disorders, meeting course expectations. | Consistently demonstrates development of appropriate counseling strategies when working with clients with addiction and co- occurring disorders, exceeding course expectations. |

| | | | | |
|----|---|---|--|---|
| 8 | Does not, or minimally, demonstrates the development of the ability to work with other professionals in a joint treatment effort. | Beginning to demonstrate the development of the ability to work with other professionals in a joint treatment effort. | Competently demonstrates the development of the ability to work with other professionals in a joint treatment effort, meeting course expectations. | Consistently demonstrate the development of the ability to work with other professionals in a joint treatment effort, exceeding course expectations. |
| 9 | Does not, or minimally, demonstrates the development of an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, career testing, and other information sources. | Beginning to demonstrate the development of an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, career testing, and other information sources. | Competently demonstrates the development of an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, career testing, and other information sources, meeting course expectations. | Consistently demonstrates the development of an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, career testing, and other information sources, exceeding course expectations. |
| 10 | Does not, or minimally, demonstrates the ability to familiarize him/herself with the goals, purpose and functioning of each agency department and how they may be utilized for the client's benefit and client advocacy. | Beginning to demonstrate the ability to familiarize him/herself with the goals, purpose and functioning of each agency department and how they may be utilized for the client's benefit and client advocacy. | Competently demonstrates the ability to familiarize him/herself with the goals, purpose and functioning of each agency department and how they may be utilized for the client's benefit and client advocacy, meeting course expectations. | Consistently demonstrates the ability to familiarize him/herself with the goals, purpose and functioning of each agency department and how they may be utilized for the client's benefit and client advocacy, exceeding course expectations. |
| 11 | Does not, or minimally, demonstrates development of skills for current record-keeping standards related to clinical mental health counseling | Beginning to demonstrate development of skills for current record-keeping standards related to clinical mental health counseling. | Competently demonstrates development of skills for current record-keeping standards related to clinical mental health counseling, meeting course expectations. | Consistently demonstrates development of skills for current record-keeping standards related to clinical mental health counseling, exceeding course expectations. |
| 12 | Does not, or minimally, demonstrates knowledge of and adherence to agency programs, policies, and procedures. | Beginning to demonstrate knowledge of and adherence to agency programs, policies, and procedures. | Competently demonstrates knowledge of and adherence to agency programs, policies, and procedures, meeting course expectations. | Consistently demonstrates knowledge of and adherence to agency programs, policies, and procedures, exceeding course expectations. |
| 13 | Does not, or minimally demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association. | Beginning to demonstrate knowledge of and adherence to the professional ethics and standards of the American Counseling Association. | Competently demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association, meeting course expectations. | Consistently demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association, exceeding course expectations. |
| 14 | Does not, or minimally, demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law. | Beginning to demonstrate knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law. | Competently demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law, meeting course expectations. | Consistently demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law, exceeding course expectations. |
| 15 | Does not, or minimally, demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements. | Beginning to demonstrate knowledge of counselor preparation standards and state licensure and national certification requirements. | Competently demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements, meeting course requirements. | Consistently demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements, exceeding course requirements. |

**Clinical Mental Health Practicum
University Supervisor Form**

Below is a list of behavioral objectives pertinent to the counseling profession. Using the four (4) point scale provided, please tell us how competent you feel this counselor trainee is in each of these areas.

1 = Needs Improvement 2 = Progressing 3 =Competent 4 = Advanced

| | | 1 | 2 | 3 | 4 |
|----|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | Demonstrates developing skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 | Demonstrates the ability to make tentative impressions and recommendations based upon client intake interview | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 | Demonstrates development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 | Demonstrates effective use of individual counseling strategies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 | Demonstrates development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 | Demonstrates an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 | Demonstrates development of skills necessary for client advocacy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8 | Demonstrates development of appropriate counseling strategies when working with clients with addiction and co- occurring disorders | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9 | Demonstrates the development of the ability to work with other professionals in a joint treatment effort | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10 | Demonstrates development of skills for current record-keeping standards related to clinical mental health counseling | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11 | Demonstrates knowledge of and adherence to agency programs, policies, and procedures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12 | Demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13 | Demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14 | Demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15 | Demonstrates knowledge of and adherence to the agency's professional standards and quality assurance policies, including policies on client counselor relationship, record keeping, referral policies, and peer review process | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please give a statement of your judgment of the counselor trainee as a prospective clinical mental health counselor. You may wish to note specific strengths or weaknesses that may not be sufficiently explained in the preceding items. Please feel free to add an additional page if you feel it is necessary.

Counselor Trainee Name_____

Site Supervisor Name_____

Semester_____

Signature Counselor Trainee

Date

Signature University Supervisor

Date

**William Paterson University Professional Counseling Program
Clinical Mental Health Practicum University Evaluation Rubric**

| Competency # | Needs Improvement (1) | Progressing (2) | Competent (3) | Advanced (4) |
|--------------|--|---|---|---|
| 1 | Does not, or minimally demonstrates any skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. | Beginning to demonstrate skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. | Competently demonstrates skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management, meeting course expectations. | Consistently demonstrates skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management, exceeding course expectations. |
| 2 | Does not, or minimally, demonstrates the ability to make tentative impressions and recommendations based upon client intake interview. | Beginning to demonstrate ability to make tentative impressions and recommendations based upon client intake interview. | Competently demonstrates the ability to make tentative impressions and recommendations based upon client intake interview, meeting course expectations. | Consistently demonstrates ability to make tentative impressions and recommendations based upon client intake interview, exceeding course expectations. |
| 3 | Does not or minimally, demonstrates development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions | Beginning to demonstrate development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions. | Competently demonstrates development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions, meeting course expectations. | Consistently demonstrates development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions exceeding course expectations. |
| 4 | Does not, or minimally, demonstrates effective use of individual counseling strategies. | Beginning to demonstrate effective use of individual counseling strategies. | Competently demonstrates effective use of individual counseling strategies, meeting course expectations. | Consistently demonstrates effective use of individual counseling strategies, exceeding course expectations. |
| 5 | Does not, or minimally, demonstrates development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis. | Beginning to demonstrate development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis. | Competently demonstrates development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis, meeting course expectations. | Consistently demonstrates development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis exceeding course expectations. |
| 6 | Does not, or minimally, demonstrates an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis. | Beginning to demonstrate understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis. | Competently demonstrates an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis, meeting course expectations. | Consistently demonstrates an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis, exceeding course expectations |
| 7 | Does not, or minimally, demonstrates development of skills necessary for client advocacy. | Beginning to demonstrate development of skills necessary for client advocacy. | Competently demonstrates development of skills necessary for client advocacy, meeting course expectations. | Consistently demonstrates development of skills necessary for client advocacy, exceeding course expectations. |

| | | | | |
|----|--|---|---|---|
| 8 | Does not, or minimally, demonstrates development of appropriate counseling strategies when working with clients with addiction and co-occurring disorders. | Beginning to demonstrate development of appropriate counseling strategies when working with clients with addiction and co-occurring disorders. | Competently demonstrates of appropriate counseling strategies when working with clients with addiction and co-occurring disorders, meeting course expectations. | Consistently demonstrates development of appropriate counseling strategies when working with clients with addiction and co-occurring disorders, exceeding course expectations. |
| 9 | Does not, or minimally, demonstrates the development of the ability to work with other professionals in a joint treatment effort. | Beginning to demonstrate development of the ability to work with other professionals in a joint treatment effort. | Competently demonstrates development of the ability to work with other professionals in a joint treatment effort, meeting course expectations. | Consistently demonstrate development of the ability to work with other professionals in a joint treatment effort, exceeding course expectations. |
| 10 | Does not, or minimally, demonstrates development of skills for current record-keeping standards related to clinical mental health counseling. | Beginning to demonstrate development of skills for current record-keeping standards related to clinical mental health counseling. | Competently demonstrates development of skills for current record-keeping standards related to clinical mental health counseling, meeting course expectations. | Consistently demonstrates development of skills for current record-keeping standards related to clinical mental health counseling, exceeding course expectations. |
| 11 | Does not, or minimally, demonstrates knowledge of and adherence to agency programs, policies, and procedures. | Beginning to demonstrate knowledge of and adherence to agency programs, policies, and procedures. | Competently demonstrates knowledge of and adherence to agency programs, policies, and procedures, meeting course expectations. | Consistently demonstrates knowledge of and adherence to agency programs, policies, and procedures, exceeding course expectations. |
| 12 | Does not, or minimally, demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association. | Beginning to demonstrate knowledge of and adherence to the professional ethics and standards of the American Counseling Association. | Competently demonstrates knowledge, approaching competence, of and adherence to the professional ethics and standards of the American Counseling Association, meeting course expectations. | Consistently demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association, exceeding course expectations. |
| 13 | Does not, or minimally, demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law. | Beginning to demonstrate knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law. | Competently demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law, meeting course expectations. | Consistently demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law, exceeding course expectations. |
| 14 | Does not, or minimally, demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements. | Beginning to demonstrate knowledge of counselor preparation standards and state licensure and national certification requirements. | Competently demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements, meeting course expectations. | Consistently demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements exceeding course expectations. |
| 15 | Does not, or minimally demonstrates knowledge of and adherence to the agency's professional standards and quality assurance policies, including policies on client counselor relationship, record keeping, referral policies, and peer review process. | Beginning to demonstrate knowledge of and adherence to the agency's professional standards and quality assurance policies, including policies on client counselor relationship, record keeping, referral policies, and peer review process. | Competently demonstrate knowledge of and adherence to the agency's professional standards and quality assurance policies, including policies on client counselor relationship, record keeping, referral policies, and peer review process, meeting course expectations. | Consistently demonstrates knowledge of and adherence to the agency's professional standards and quality assurance policies, including policies on client counselor relationship, record keeping, referral policies, and peer review process, exceeding course expectations. |

Clinical Mental Health Practicum Self-Evaluation Form

Below is a list of behavioral objectives pertinent to the counseling profession. Using the four (4) point scale provided, please tell us how competent you feel this counselor trainee is in each of these areas. Please use a pencil or pen and completely fill in one circle for each objective.

1 = Needs improvement 2 = Progressing 3 = Competent 4 = Advanced

| | | 1 | 2 | 3 | 4 |
|----|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | Demonstrates developing skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 | Demonstrates the ability to make tentative impressions and recommendations based upon client intake interview | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 | Demonstrates development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 | Demonstrates effective use of individual counseling strategies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 | Demonstrates development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 | Demonstrates an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 | Demonstrates development of appropriate counseling strategies when working with clients with addiction and co- occurring disorders | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8 | Demonstrates the development of the ability to work with other professionals in a joint treatment effort | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9 | Demonstrates the development of an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other information sources | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10 | Demonstrates development of skills for current record-keeping standards related to clinical mental health counseling | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11 | Demonstrates knowledge of and adherence to agency programs, policies, and procedures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12 | Demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13 | Demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14 | Demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**William Paterson University Professional Counseling Program
Clinical Mental Health Practicum Self-Evaluation Rubric**

| Competency # | Needs Improvement (1) | Progressing (2) | Competent (3) | Advanced (4) |
|--------------|---|--|---|--|
| 1 | I did not, or minimally, demonstrate developing skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management | I am beginning to demonstrate developing skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management | I competently demonstrate developing skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management, meeting my understanding of course expectations | I consistently demonstrate developing skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management, exceeding my understanding of course expectations |
| 2 | I did not, or minimally, demonstrate the ability to make tentative impressions and recommendations based upon client intake interview | I am beginning to demonstrate the ability to make tentative impressions and recommendations based upon client intake interview | I competently demonstrate the ability to make tentative impressions and recommendations based upon client intake interview, meeting my understanding of course expectations | I consistently demonstrate the ability to make tentative impressions and recommendations based upon client intake interview, exceeding my understanding of course expectations |
| 3 | I did not, or minimally, demonstrate development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions | I am beginning to demonstrate development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions | I competently demonstrate development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions, meeting my understanding of course expectations | I consistently demonstrate development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions, exceeding my understanding of course expectations |
| 4 | I did not, or minimally, demonstrate effective use of individual counseling strategies | I am beginning to demonstrate effective use of individual counseling strategies | I competently demonstrate effective use of individual counseling strategies, meeting my understanding of course expectations | I consistently demonstrate effective use of individual counseling strategies, exceeding my understanding of course expectations |
| 5 | I did not, or minimally demonstrate development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis | I am beginning to demonstrate development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis | I competently demonstrate development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis, meeting my understanding of course expectations | I consistently demonstrate development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis, exceeding my understanding of course expectations |
| 6 | I did not, or minimally, demonstrate an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis | I am beginning to demonstrate an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis | I competently demonstrate an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis, meeting my understanding of course expectations | I consistently demonstrate an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis, exceeding my understanding of course expectations |
| 7 | I did not, or minimally demonstrate development of appropriate counseling strategies when working with clients with addiction and co-occurring disorders | I am beginning to demonstrate development of appropriate counseling strategies when working with clients with addiction and co-occurring disorders | I competently demonstrate development of appropriate counseling strategies when working with clients with addiction and co-occurring disorders, meeting my understanding of course expectations | I consistently demonstrate development of appropriate counseling strategies when working with clients with addiction and co-occurring disorders, exceeding my understanding of course expectations |

| | | | | |
|----|--|---|--|---|
| 8 | I did not, or minimally, demonstrate the development of the ability to work with other professionals in a joint treatment effort | I am beginning to demonstrate the development of the ability to work with other professionals in a joint treatment effort | I competently demonstrate the development of the ability to work with other professionals in a joint treatment effort, meeting my understanding of course expectations | I consistently demonstrate the development of the ability to work with other professionals in a joint treatment effort, exceeding my understanding of course expectations |
| 9 | I did not, or minimally, demonstrate the development of an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other information sources | I am beginning to demonstrate the development of an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other information sources | I competently demonstrate the development of an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other information sources, meeting my understanding of course expectations | I consistently demonstrate the development of an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other information sources, exceeding my understanding of course expectations |
| 10 | I did not, or minimally, demonstrate development of skills for current record-keeping standards related to clinical mental health counseling | I am beginning to demonstrate development of skills for current record keeping standards related to clinical mental health counseling | I competently demonstrate development of skills for current record-keeping standards related to clinical mental health counseling, meeting my understanding of course expectations | I consistently demonstrate development of skills for current record-keeping standards related to clinical mental health counseling, exceeding my understanding of course expectations |
| 11 | I did not, or minimally, demonstrates knowledge of and adherence to agency programs, policies, and procedures | I am beginning to demonstrate knowledge of and adherence to agency programs, policies, and procedures | I competently demonstrate knowledge of and adherence to agency programs, policies, and procedures, meeting my understanding of course expectations | I consistently demonstrate knowledge of and adherence to agency programs, policies, and procedures, exceeding my understanding of course expectations |
| 12 | I did not, or minimally, demonstrate knowledge of and adherence to the professional ethics and standards of the American Counseling Association | I am beginning to demonstrate knowledge of and adherence to the professional ethics and standards of the American Counseling Association | I competently demonstrate knowledge of and adherence to the professional ethics and standards of the American Counseling Association, meeting my understanding of course expectations | I consistently demonstrate knowledge of and adherence to the professional ethics and standards of the American Counseling Association, exceeding my understanding of course expectations |
| 13 | I did not, or minimally, demonstrate knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law | I am beginning to demonstrate knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law | I competently demonstrate knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law, meeting my understanding of course expectations | I consistently demonstrate knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law, exceeding my understanding of course expectations |
| 14 | I did not, or minimally, demonstrate knowledge of counselor preparation standards and state licensure and national certification requirements | I am beginning to demonstrate knowledge of counselor preparation standards and state licensure and national certification requirements | I competently demonstrate knowledge of counselor preparation standards and state licensure and national certification requirements, meeting my understanding of course expectations | I consistently demonstrate knowledge of counselor preparation standards and state licensure and national certification requirements, exceeding my understanding of course expectations |

Clinical Mental Health Practicum Evaluation of Placement Site

Below is a list of behavioral objectives pertinent to mental health counseling practicum/internship placement sites. Using the 4-point scale provided, please tell us how well your site fulfilled each area.

1 = Needs improvement 2 = Progressing 3 = Competent 4 = Advanced

| | | 1 | 2 | 3 | 4 |
|-----|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | This site provided me with the appropriate amount of on-site supervision | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | The site provided me with quality and useful site supervision | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | This site provided me with appropriate exposure to and communication of agency procedures and goals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | This site provided me with information about community resources available in the community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | This site provided me with ample opportunities and instruction for report writing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. | This site provided me with ample opportunities to observe and participate in staff presentations and case consultations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. | This site provided me with appropriate opportunities to conduct individual counseling with clients | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. | This site provided me with appropriate opportunities to run group counseling sessions with clients | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. | I would recommend this site to another student/counselor trainee | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. | My overall evaluation of this site is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**William Paterson University Professional Counseling Program
Clinical Mental Health Practicum Site Evaluation Rubric**

| Competency # | Needs Improvement (1) | Progressing (2) | Competent (3) | Advanced (4) |
|--------------|---|--|--|---|
| 1 | The site did not, or minimally, provided me with the appropriate amount of on-site supervision | The site began to provide me with the appropriate amount of on-site supervision | The site competently provided me with the appropriate amount of on-site supervision, meeting my understanding of supervision expectations | The site consistently provided me with the appropriate amount of on-site supervision exceeding my understanding of supervision expectations |
| 2 | The site did not, or minimally, provided me with quality and useful site supervision | The site began to provide me with quality and useful site supervision | The site competently provided me with quality and useful site supervision, meeting me understanding of supervision expectations | The site consistently provided me with quality and useful site supervision, exceeding me understanding of supervision expectations |
| 3 | The site did not, or minimally, provided me with appropriate exposure to and communication of agency procedures and goals | The site began to provide me with appropriate exposure to and communication of agency procedures and goals | The site competently provided me with appropriate exposure to and communication of agency procedures and goals, meeting my understanding of supervision expectations | The site consistently provided me with appropriate exposure to and communication of agency procedures and goals, exceeding my understanding of supervision expectations |
| 4 | The site did not, or minimally, provided me with information about community resources available in the community | The site began to provide me with information about community resources available in the community | The site competently provided me with information about community resources available in the community, meeting my understanding of supervision expectations | The site consistently provided me with information about community resources available in the community, exceeding my understanding of supervision expectations |
| 5 | The site did not, or minimally, provided me with ample opportunities and instruction for report writing | The site began to provide me with ample opportunities and instruction for report writing | The site competently provided me with ample opportunities and instruction for report writing, meeting my understanding of supervision expectations | The site consistently provided me with ample opportunities and instruction for report writing, exceeding my understanding of supervision expectations |
| 6 | The site did not, or minimally, provided me with ample opportunities to observe and participate in staff presentations and case consultations | The site began to provide me with ample opportunities to observe and participate in staff presentations and case consultations | The site competently provided me with ample opportunities to observe and participate in staff presentations and case consultations | The site consistently provided me with ample opportunities to observe and participate in staff presentations and case consultations |
| 7 | The site did not, or minimally, provided me with appropriate opportunities to conduct individual counseling with clients | The site began to provide me with appropriate opportunities to conduct individual counseling with clients | The site competently provided me with appropriate opportunities to conduct individual counseling with clients, meeting my understanding of supervision expectations | The site consistently provided me with appropriate opportunities to conduct individual counseling with clients, exceeding me understanding of supervision expectations |
| 8 | The site did not, or minimally, provided me with appropriate opportunities to run group counseling sessions with clients | The site began to provide me with appropriate opportunities to run group counseling sessions with clients | The site competently provided me with appropriate opportunities to run group counseling sessions with clients, meeting my understanding of supervision expectations | The site consistently provided me with appropriate opportunities to run group counseling sessions with clients, exceeding me understanding of supervision expectations |
| 9 | I would not recommend this site to another student/counselor trainee | I would provisionally recommend this site to another student/counselor trainee | I would recommend this site to another student/counselor trainee, based on me understanding of placement expectations | I would strongly recommend this site to another student/counselor trainees, based on me understanding of placement expectations |
| 10 | My overall rating of this site is poor | My overall rating of this site is fair | My overall rating of this site is good | My overall rating of this site is excellent |

**Clinical Mental Health Practicum
Student Evaluation of Site Supervisor Form**

Below is a list of behavioral objectives pertinent to clinical supervision. Using the 4-point scale provided, please tell us how competent you feel this Site Supervisor is in each of these areas. Please use a pencil or pen and completely fill in one circle for each objective.

1 = Needs improvement 2 = Progressing 3 = Competent 4 = Advanced

| | | 1 | 2 | 3 | 4 |
|-----|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | This supervisor helped me feel at ease with the supervision process | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | This supervisor relayed clear expectations of the intern's responsibilities on site | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | This supervisor provided me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my clients | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | This supervisor addressed issues relevant to my current concerns as a counselor trainee | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | This supervisor helped me focus on how my counseling behavior influences the client | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. | This supervisor emphasized the development of my strengths and capabilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. | This supervisor enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. | I feel this supervisor accepts me and respects me as a person | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. | This supervisor conveyed competence | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. | This supervisor was able to accept feedback from me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. | This supervisor helps me clarify my counseling objectives | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. | This supervisor challenged me to make accurate diagnosis | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. | This supervisor gave me useful feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. | This supervisor allowed and encouraged me to evaluate myself and to understand my underlying motivations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. | This supervisor explained the criteria for evaluation clearly and in behavioral terms | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**William Paterson University Professional Counseling Program
Clinical Mental Health Practicum Student Site Supervisor Evaluation Rubric**

| Competency # | Needs Improvement (1) | Progressing (2) | Competent (3) | Advanced (4) |
|--------------|---|---|---|--|
| 1 | Supervisor does not, or minimally, helped me feel at ease with the supervision process | Supervisor began to help me feel at ease with the supervision process | Supervisor competently helped me feel at ease with the supervision process, meeting my understanding of supervision expectations | Supervisor consistently helped me feel at ease with the supervision process, exceeding me understanding of supervision expectations |
| 2 | Supervisor does not, or minimally, relayed clear expectations of me responsibilities on site | Supervisor began to relay clear expectations of my responsibilities on site | Supervisor competently relayed clear expectations of my responsibilities on site, meeting my understanding of supervision expectations | Supervisor consistently relayed clear expectations of me responsibilities on site, exceeding my understanding of supervision expectations |
| 3 | Supervisor does not, or minimally, provided me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my clients | Supervisor began to provide me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my clients | Supervisor competently provided me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my clients, meeting my understanding of supervision expectations | Supervisor consistently provided me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my clients, exceeding my understanding of supervision expectations |
| 4 | Supervisor does not, or minimally, addressed issues relevant to me current concerns as a counselor trainee | Supervisor began to address issues relevant to my current concerns as a counselor trainee | Supervisor competently addressed issues relevant to my current concerns as a counselor trainee, meeting my understanding of supervision expectations | Supervisor consistently addressed issues relevant to my current concerns as a counselor trainee, exceeding my understanding of supervision expectations |
| 5 | Supervisor does not, or minimally, helped me focus on how me counseling behavior influences the client | Supervisor began to help me focus on how me counseling behavior influences the client | Supervisor competently helped me focus on how my counseling behavior influences the client, meeting my understanding of supervision expectations | Supervisor consistently helped me focus on how my counseling behavior influences the client, exceeding my understanding of supervision expectations |
| 6 | Supervisor does not, or minimally, emphasized the development of me strengths and capabilities | Supervisor began to emphasize the development of me strengths and capabilities | Supervisor competently emphasize the development of my strengths and capabilities, meeting me understanding of supervision expectations | Supervisor consistently emphasized the development of my strengths and capabilities, exceeding my understanding of supervision expectations |
| 7 | Supervisor does not, or minimally, enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about me counseling | Supervisor began to enable and encourage me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about me counseling | Supervisor competently enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling, meeting me understanding of supervision expectations | Supervisor consistently enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling, exceeding my understanding of supervision expectations |
| 8 | Supervisor does not, or minimally, accepts me and respects me as a person | Supervisor began to accept me and respect me as a person | Supervisor competently accepts me and respects me as a person, meeting my understanding of supervision expectations | Supervisor consistently accepts me and respects me as a person, exceeding my understanding of supervision expectations |

| | | | | |
|----|---|---|---|--|
| 9 | Supervisor does not, or minimally, conveyed competence | Supervisor began to convey competence | Supervisor competently conveyed competence, meeting me understanding of supervision expectations | Supervisor consistently conveyed competence s, exceeding my understanding of supervision expectations |
| 10 | Supervisor does not, or minimally, was able to accept feedback from me | Supervisor began to be able to accept feedback from me | Supervisor competently was able to accept feedback from me, meeting my understanding of supervision expectations | Supervisor consistently was able to accept feedback from me, exceeding my understanding of supervision expectations |
| 11 | Supervisor does not, or minimally, helped me clarify my counseling objectives | Supervisor began to help me clarify my counseling objectives | Supervisor competently helped me clarify my counseling objectives, meeting my understanding of supervision expectations | Supervisor consistently helped me clarify my counseling objectives, exceeding my understanding of supervision expectations |
| 12 | Supervisor does not, or minimally, challenged me to make accurate diagnosis | Supervisor began to challenge me to make accurate diagnosis | Supervisor competently challenged me to make accurate diagnosis, meeting my understanding of supervision expectations | Supervisor consistently challenged me to make accurate diagnosis, exceeding my understanding of supervision expectations |
| 13 | Supervisor does not, or minimally, gave me useful feedback | Supervisor began to give me useful feedback | Supervisor competently gave me useful feedback, meeting me understanding of supervision expectations | Supervisor consistently gave me useful feedback, exceeding my understanding of supervision expectations |
| 14 | Supervisor does not, or minimally, allowed and encouraged me to evaluate myself and to understand my underlying motivations | Supervisor began to allow and encourage me to evaluate myself and to understand me underlying motivations | Supervisor competently allowed and encouraged me to evaluate myself and to understand my underlying motivations, meeting me understanding of supervision expectations | Supervisor consistently allowed and encouraged me to evaluate myself and to understand my underlying motivations, exceeding my understanding of supervision expectations |
| 15 | Supervisor does not, or minimally, explained the criteria for evaluation clearly and in behavioral terms | Supervisor began to explain the criteria for evaluation clearly and in behavioral terms | Supervisor competently explained the criteria for evaluation clearly and in behavioral terms, meeting me understanding of supervision expectations | Supervisor consistently explained the criteria for evaluation clearly and in behavioral terms, exceeding my understanding of supervision expectations |

Clinical Mental Health Practicum Student Evaluation of University Supervisor

Below is a list of behavioral objectives pertinent to clinical supervision. Using the 4-point scale provided, please tell us how competent you feel this University Supervisor is in each of these areas.

1 = Needs improvement 2 = Progressing 3 = Competent 4 = Advanced

| | | 1 | 2 | 3 | 4 |
|-----|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | This supervisor helps me feel at ease with the supervision process | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | This supervisor creates a constructive learning process and provides suggestions for developing my counseling skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | This supervisor provides me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my clients | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | This supervisor addresses issues relevant to my current concerns as a counselor trainee | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | This supervisor helps me focus on how my counseling behavior influences the client | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. | This supervisor adequately emphasizes the development of my strengths and capabilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. | This supervisor enables and encourages me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. | I feel this supervisor accepts me and respects me as a person | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. | This supervisor conveys competence | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. | This supervisor can accept feedback from me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. | This supervisor helps me clarify my counseling objectives | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. | This supervisor challenges me to make accurate diagnosis | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. | This supervisor gives me useful feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. | This supervisor allows and encourages me to evaluate myself and to understand my underlying motivations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. | This supervisor explains the criteria for evaluation clearly and in behavioral terms | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**William Paterson University Professional Counseling Program
Clinical Mental Health Practicum Student University Supervisor Evaluation Rubric**

| Competency # | Needs Improvement (1) | Progressing (2) | Competent (3) | Advanced (4) |
|--------------|---|---|---|--|
| 1 | Supervisor does not, or minimally, helped me feel at ease with the supervision process | Supervisor began to help me feel at ease with the supervision process | Supervisor competently helped me feel at ease with the supervision process, meeting my understanding of supervision expectations | Supervisor consistently helped me feel at ease with the supervision process, exceeding my understanding of supervision expectations |
| 2 | Supervisor does not, or minimally, created a constructive learning process and provided suggestions for developing my counseling skills | Supervisor began to create a constructive learning process and provide suggestions for developing my counseling skills | Supervisor competently created a constructive learning process and provided suggestions for developing my counseling skills, meeting my understanding of supervision expectations | Supervisor consistently created a constructive learning process and provided suggestions for developing my counseling skills, exceeding my understanding of supervision expectations |
| 3 | Supervisor does not, or minimally, provided me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my clients | Supervisor began to provide me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my clients | Supervisor competently provided me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my clients, meeting my understanding of supervision expectations | Supervisor consistently provided me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my clients, exceeding my understanding of supervision expectations |
| 4 | Supervisor does not, or minimally, addressed issues relevant to my current concerns as a counselor trainee | Supervisor began to address issues relevant to my current concerns as a counselor trainee | Supervisor competently addressed issues relevant to my current concerns as a counselor trainee, meeting my understanding of supervision expectations | Supervisor consistently addressed issues relevant to my current concerns as a counselor trainee, exceeding my understanding of supervision expectations |
| 5 | Supervisor does not, or minimally, helped me focus on how my counseling behavior influences the client | Supervisor began to help me focus on how my counseling behavior influences the client | Supervisor competently helped me focus on how my counseling behavior influences the client, meeting my understanding of supervision expectations | Supervisor consistently helped me focus on how my counseling behavior influences the client, exceeding my understanding of supervision expectations |
| 6 | Supervisor does not, or minimally, emphasized the development of me strengths and capabilities | Supervisor began to emphasize the development of me strengths and capabilities | Supervisor competently emphasize the development of my strengths and capabilities, meeting my understanding of supervision expectations | Supervisor consistently emphasized the development of my strengths and capabilities, exceeding my understanding of supervision expectations |
| 7 | Supervisor does not, or minimally, enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about me counseling | Supervisor began to enable and encourage me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling | Supervisor competently enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling, meeting my understanding of supervision expectations | Supervisor consistently enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling, exceeding my understanding of supervision expectations |
| 8 | Supervisor does not, or minimally, accepts me and respects me as a person | Supervisor began to accept me and respect me as a person | Supervisor competently accepts me and respects me as a person, meeting my understanding of supervision expectations | Supervisor consistently accepts me and respects me as a person, exceeding my understanding of supervision expectations |

| | | | | |
|----|---|---|---|--|
| 9 | Supervisor does not, or minimally, conveyed competence | Supervisor began to convey competence | Supervisor competently conveyed competence, meeting my understanding of supervision expectations | Supervisor consistently conveyed competence s, exceeding my understanding of supervision expectations |
| 10 | Supervisor does not, or minimally, was able to accept feedback from me | Supervisor began to be able to accept feedback from me | Supervisor competently was able to accept feedback from me, meeting me understanding of supervision expectations | Supervisor consistently was able to accept feedback from me, exceeding my understanding of supervision expectations |
| 11 | Supervisor does not, or minimally, helped me clarify my counseling objectives | Supervisor began to help me clarify my counseling objectives | Supervisor competently helped me clarify my counseling objectives, meeting me understanding of supervision expectations | Supervisor consistently helped me clarify my counseling objectives, exceeding my understanding of supervision expectations |
| 12 | Supervisor does not, or minimally, challenged me to make accurate diagnosis | Supervisor began to challenge me to make accurate diagnosis | Supervisor competently challenged me to make accurate diagnosis, meeting my understanding of supervision expectations | Supervisor consistently challenged me to make accurate diagnosis, exceeding my understanding of supervision expectations |
| 13 | Supervisor does not, or minimally, gave me useful feedback | Supervisor began to give me useful feedback | Supervisor competently gave me useful feedback, meeting my understanding of supervision expectations | Supervisor consistently gave me useful feedback, exceeding my understanding of supervision expectations |
| 14 | Supervisor does not, or minimally, allowed and encouraged me to evaluate myself and to understand my underlying motivations | Supervisor began allowing and encourage me to evaluate myself and to understand my underlying motivations | Supervisor competently allowed and encouraged me to evaluate myself and to understand my underlying motivations, meeting me understanding of supervision expectations | Supervisor consistently allowed and encouraged me to evaluate myself and to understand my underlying motivations, exceeding my understanding of supervision expectations |
| 15 | Supervisor does not, or minimally, explained the criteria for evaluation clearly and in behavioral terms | Supervisor began to explain the criteria for evaluation clearly and in behavioral terms | Supervisor competently explained the criteria for evaluation clearly and in behavioral terms, meeting my understanding of supervision expectations | Supervisor consistently explained the criteria for evaluation clearly and in behavioral terms, exceeding my understanding of supervision expectations |

**Clinical Mental Health Counseling
Live Supervision Document**

Supervisors must complete this form to document live supervision for clinical mental health practicum and internship students.

Counselor Trainee Name: _____
Supervisor: _____
Internship Site: _____
Date: _____

What type of direct hour activities did the clinical mental health counseling intern complete during this live supervision observation?

What skills did you observe and how did they enhance the counseling interventions and responsibilities consistent with clinical mental health counseling?

What areas of improvement can this intern make?

What strengths did the intern demonstrate?

What topics were discussed in supervision following this observation?

Supervisor Signature: _____

Counselor Trainee Signature: _____