

Fall 2009
Counseling Psychology Program

Department of Special Education, Rehabilitation,
Counseling/School Psychology
Auburn University

PRACTICUM GUIDELINES

Counseling Psychology Program

Practicum Guidelines

I. Effective Date

This version of the practicum guidelines was approved by the counseling psychology faculty on December 7, 2001, and continues to serve as policy and procedure for practicum.

II. Philosophy

The procedures outlined in this policy are meant to assist you in your practicum experience by (a) outlining the sequence to be followed in placing you at a practicum site; (b) detailing practicum requirements; (c) setting forth clearly your responsibilities with regard to practicum; and (d) providing you with information concerning appropriate record-keeping.

Your practicum experience is designed to be of the highest quality in terms of developing therapeutic skills and other related professional skills. The development of these skills is viewed in a broad sense, including acquisition of specific intervention skills, understanding of and ability to use conceptual skills, ability to link assessment and intervention, understanding the linkages between science and practice, personal growth as it relates to awareness of and appropriate handling of emotional reactions to clients, knowledge, awareness, and appreciation for human diversity, and development of mature professionalism (ethical behavior, good judgment, communication skills with fellow professionals, and commitment to contributing to the profession of counseling psychology).

III. Responsible Individuals

A number of persons are responsible for helping you to make the most of your practicum experiences. Some of these individuals are listed below with brief comments concerning their roles.

Counseling Psychology Faculty: Sets overall requirements for practicum. Approves and revises this policy statement and all others. Has final authority for making decisions about appropriateness of potential training sites (this authority may be delegated to the Director of Training (DOT) or the Director of Practicum Training (DOPT)). In cooperation with Department Head, has authority to make final decisions about which your university practicum supervisor will be. Is responsible for naming a DOPT for counseling psychology students.

Your Faculty Advisor: Assists you in applying for a practicum site by discussing with you your professional goals, skills, etc.

Director of the Counseling Psychology Training Program (DOT): Responsible for developing new practicum sites as needed. Assists DOPT with liaison. Informs other faculty and students of new national and regional trends in training, which might affect practicum training. Responsible (together with counseling psychology faculty) for integration of practicum training into complete training program.

Director of Practicum Training (DOPT): Responsible for on-going liaison with practicum sites. Maintains summary records for all students in terms of client contact hours, supervision, etc. Assists Director of Training in developing new sites. Receives, along with

university supervisor, reports from the practicum sites on student performance (see Section VII, Student Evaluation). Is responsible for ensuring that student evaluation forms are received by the Department. Serves as overall coordinator of activities related to practicum. Receives from you your practicum application form.

Your Individual University Supervisor (This applies to your first year in practicum): This person will typically (but not always) be your university class instructor. Provides a minimum of one hour of individual supervision per week. Is available for case consultation in emergency situations. Provides your practicum instructor with feedback concerning your performance. Discusses with your on-site supervisor and DOPT your progress in practicum.

Your Practicum Class Instructor: Conducts three-hour class each week. Serves as “back-up” for your university supervisor. Is responsible for distributing to students the student evaluation forms, which are to be completed by the on-site supervisor. Assigns (with feedback from your university supervisor and on-site supervisor) your grade in practicum. In most cases, your practicum class instructor will also be your university supervisor.

Your On-Site Supervisor: Responsible for administrative aspects of your practicum at the practicum location. May provide, depending on agency policy, case supervision as well. Gives feedback to the university concerning your performance.

IV. **Timetable**

You will begin your practicum experience in the fall of your second year in the program, after having satisfactorily completed pre-practicum and other prerequisites. You must achieve a grade of B or better in pre-practicum to enroll in practicum. Students are normally placed for the academic year. Practicum is not typically offered during the summer. Following discussions with the DOPT, and after that person has ensured that you will have adequate supervision on-site, you may elect to remain at your practicum site during the summer, although this is not required, and such summer experience is NOT counted as “practicum hours” when you make application for internship.

V. **Placement Procedures**

In the spring semester you will receive a memorandum (typically from the DOPT) describing various options for practica. In consultation with your advisor and the DOPT, you will identify from among the available training sites, those that are consistent with your goals and skills.

Under no circumstances should you independently (that is, without discussing the process with the DOPT), attempt to negotiate, or make application to, a practicum placement. However, if you know someone at a particular agency, after discussing the situation with the DOPT, you may be able to make informal inquiries at the site. Many practicum placements require that you drive significant distances (e.g., we have had practicum placements in Atlanta, Georgia, Columbus, Georgia, and Montgomery, Alabama). Subsequent to discussion with you, the DOPT will contact the appropriate agencies to ascertain which ones will have slots available and will then inform you of these slots. You will then need to arrange to be interviewed by the agencies in which you are interested. *The interview is a critical part of practicum placement and requires that you set it as a very high priority in your schedule.* Frequently, sites want you to send in advance or to bring with you a vitae. It is a good idea to also have a list of the graduate courses, which you have completed.

At times, you may be the only student to interview at a given site. At other times, you may be one of several students to interview at a given site. You are required to interview with a site you are considering (and which is considering you). That is, no placement will be made on a “blind” basis. The interview is a time when you will have an opportunity to “look over” the site. For example, you will want to know the kinds of clients you would be seeing, type and amount of on-site supervision, special requirements (e.g., mandatory staffings or required in-service training), and amount and distribution of required on-site time (e.g., whether you will be required to be on-site multiple days of the week, how time can be scheduled around your classes, etc.). The DOPT or DOT will have made contact with, and had discussions with, any site where you are interviewing. The site will already have been approved as providing a good practicum opportunity. However, we also recognize that some very good sites may make unusual demands that could be difficult for you to work out. Thus, to the extent that there are multiple opportunities available to you, you may elect not to continue your application for a slot at a particular agency where you have interviewed. There may also be times when, for a variety of reasons, a student will have no choice but to be placed at a site even though it represents some inconvenience.

The interview is also an opportunity for individuals at the site to “look you over;” thus merely being sent to interview at a site does not guarantee your placement there. **It is extremely important that you do everything within your power to be forthcoming and in no way misleading about your intentions when you interview with a site.** For example, although agencies will not typically ask if they are your number one choice, if one does ask this question and you prefer another place at which you are interviewing, be truthful (and not misleading) in answering the question. Similarly, be careful not to leave false impressions. For example, if you are interviewing at more than one site, be sure that you don’t leave the impression that this is your only interview. Please remember that during the interview you represent not merely your own character, but the integrity of the program as well. To the extent you leave false impressions, come across as demanding, etc, you greatly reduce the opportunities for future students.

After your interview, you should immediately inform the DOPT of the outcome from your perspective. Similarly, the DOPT will be in contact with the site to determine the outcome from their perspective. You will be contacted (typically by the agency; at times by the DOPT) as soon as possible, letting you know the decision of the site and you will at that time discuss with the DOPT or the DOT any additional steps needed in the placement procedure. If you receive an offer from a site, but are still waiting to hear from another site that you prefer (or if for any other reason you are not quite ready to make a commitment), tell the agency that has made you an offer what your situation is. Ask them in a diplomatic fashion for a specific amount of time to think it over. Although no hard and fast rule can be made regarding such situations, typically it would not be unreasonable to ask for up to a week to make your decision. If you anticipate that the delay in making your decision might be longer than a week, you should have a detailed discussion with the DOPT about this and make sure that there is clear communication with the agency making the offer. Once you have agreed with the Agency on a specific time by which you will call them back, be sure that you do that. Furthermore, once you make the decision not to accept an agency’s offer, **immediately** inform them of this fact. *Do not* “leave an agency hanging.” Also, in *every* case in which you are offered a placement and choose to decline, be sure to express your appreciation to the agency for their offer and for the time they invested in interviewing you. You are bound by the norms in the profession, including ethical principles, in the handling of interviews and post-interview behavior.

Please note that generally speaking, all policies which apply to agency personnel also apply to practicum students. In any event, you are bound by the rules and regulations

of the agency which that agency deems applicable to you. So, as noted above, you may be required to attend training in CPR or safe driving, or there may be other requirements which are levied on all agency personnel, including practicum students. Some agency policies may be different from University procedures. So, for example, placement at an agency may require you to work during University holidays, if those holidays are not also followed by the agency. As you are working out these issues in communicating with the agency, make sure that they understand your commitment to clients and your commitment to that agency should you be placed there. During the interview process, it would not be inappropriate for you to ask the individual who is interviewing you if there are specific policies in the agency that you might not know about and that would be important for you to know about prior to accepting an offer from the agency. If after you have begun your placement you believe that there is a direct and significant conflict between a University or departmental rule or regulation, or the APA Ethics Code and practices within the practicum agency, you should immediately inform all your supervisors (both on-site and university based) of this situation, and work to resolve the conflict.

VI. Practicum Requirements

- A. **APA Guidelines.** The program adheres to the goals outlined in the APA accreditation standards regarding practicum training. APA does not mandate a specific number of hours required in practicum. Although our emphasis is not on some minimum number of client contact hours, the Counseling Psychology Program at Auburn does require a minimum of 200 hours of client contact (supervised master's level work may be counted in this minimum). Virtually all Auburn Counseling Psychology Students accrue many more client contact hours than this minimum. The total practicum experience at Auburn must be a minimum of two academic years, regardless of master's work and regardless of client contact hours accumulated. Although we do not have a specific guideline about minimum number of hours on-site each week, it is generally expected that you would be at your placement a minimum of 8 hours per week, with the range being 8-20 hours. Also, there is no hard and fast rule about the number of clients you must see per week. However, because your total number of client contact hours must exceed 200, you obviously must average between 3 and 4 client contact hours per week in order to meet the minimum if you do not have experience at the Masters level. Some sites require a commitment of a specific number of hours which may exceed 8 per week and/or which may exceed 4 client contact hours per week. Although we want you to see many clients, at the same time we do not want you to be overwhelmed with clients. Certainly, loads exceeding 8 or 9 clients per week should be discussed with your supervisor.

Many students exceed 1000 hours of practicum training (total hours including client contact, supervision, etc) and it is not unusual for students to exceed 1500 hours of experience. Total hours of intervention (therapy plus assessment) generally ranges 600-900 hours for Auburn Counseling Psychology Students, although there is a rather wide range in this regard.

- B. **Supervision.** During your first year of practicum you receive several types of supervision. You have a practicum class instructor, a university supervisor, and an on-site supervisor. Often, but not always, your practicum class instructor will also be your university supervisor. Class is three hours per week, and you are also required to have at least 1 hour of individual supervision per week with your university supervisor. There is no requirement mandated by the Counseling Psychology Program that you receive on-site case supervision, although in general you are

encouraged to have on-site supervision. Agencies vary widely on what they require. Some will want you to have “administrative” supervision, some will require clinical (case) supervision, and others will have no formal requirements. You are required to have an on-site supervisor who can help you when you need it and to be responsible for assisting you in on-site emergency situations that may necessitate immediate action. Beyond that (and assuming all of our policies are being adhered to), we try to follow the training requisites preferred by the agency in terms of what you will be required to have “on-site.” You should do everything within your own power to secure good on-site supervision. When you are in training, the general rule is, “The more supervision, the better.”

The program requires that your training experience be monitored at some level by a licensed psychologist. This means that at least one of the following individuals must be a licensed psychologist: (1) your practicum class instructor or your university supervisor, (2) your on-site supervisor, (3) an on-site training director (or person of similar position) who is responsible for your performance, or (4) the director of practicum training for the counseling psychology program.

When there is a choice about who will be your on-site supervisor, between your having a licensed psychologist as a supervisor as opposed to a non-licensed person, we will attempt to have you supervised by a licensed person. Similarly, to the extent that the choice is yours (e.g., some agencies may allow you to choose your supervisor), you should select a licensed person. There will, of course, be exceptions to this rule. For example, if we have strong reason to believe that an available non-licensed person is more skilled in the areas for which you will need supervision, we will recommend that person. Consideration will also be given to factors such as gender and cultural diversity in supervision. Our first commitment is to the highest quality supervision, when all factors are considered.

At the very beginning of the semester, it is your responsibility to contact your university supervisor and set up a time for supervision. Although practicum placements are typically made once per year, faculty supervisors are assigned each semester. For example, in the Spring Semester, you may or may not have the same university supervisor as in the Fall, although you will typically be at the same practicum location.

Each time you have supervision you are required to bring a clear **audio** or video tape of a counseling session. You should review this tape prior to bringing it to supervision. You are required to record all your sessions, although agency policy must be followed and wishes of the client must be considered. Under no circumstances should you make a recording without the client’s knowledge and permission, and such permission must be documented in writing. You should use whatever form is used by the practicum site to secure permission. It is expected that you will inform the client of your status as a graduate student and also of the fact that your supervisor and a small group of fellow graduate students may be listening to the tapes. If any client refuses to be taped, you should discuss this matter with your university supervisor. At least one of your tapes each semester must be a video tape.

You are entitled to good supervision by your university supervisor. There are a number of things which you should expect from supervision and which you should expect from yourself. As outlined by Pipes and Davenport (1999), you should expect: “a reasonable amount of support, at least some specific suggestions about how you can improve your therapy skills, sensitivity to your struggles as a beginning therapist,

respect for your developing therapeutic style, a willingness to help you confront your shortcomings, and a responsiveness to your expressed needs.” The things you should expect from yourself include: “some time preparing for supervision (listening to audioapes or viewing videotapes, etc.), the courage to bring in cases with which you are having difficulty, a willingness to process with your supervisor difficulties you are having with him or her, responsiveness to suggestions about how to proceed with a case, and the ability to hear both positive and negative feedback about your therapeutic style and interventions” (p. 60). If you find yourself not wanting to discuss certain types of cases or certain aspects of a particular case with your supervisor, this is fairly good evidence that there is a problem in the supervisory process which should be addressed. If you do have concerns about the quality of your supervision, or the nature of your relationship with your supervisor, you should make a strong effort to resolve these issues with your supervisor. There may be times when your supervisor will be unaware of the fact that you are upset about supervision, or unaware of the intensity of your dissatisfaction. Only if the supervisor understands that you do have a concern can the problem be actively addressed. When you propose specific counseling interventions, your supervisor may or may not agree with your ideas. However, you do have the right to be listened to respectfully by your supervisor. If, after making a good faith effort to resolve difficulties with your supervisor, you believe that you have been treated unfairly, you should discuss your concerns with the Director of Practicum Training or the Director of the Program.

A copy of this policy statement will be furnished each practicum agency. However, since on-site individual supervisors may not have seen a copy of the policy, it is recommended that you take a copy of this policy to your first meeting with your on-site supervisor.

- C. Academic Credit.** You are required to enroll for a **minimum** of four semesters (three credit hours per semester) for academic credit. You will still receive academic credit each semester that you have performed satisfactorily in your setting.

Depending upon the availability of Departmental resources, you may be able to continue your enrollment in practicum after two years. If you want additional practicum experience after two years, you should discuss this issue with your advisor, the DOPT and the Director of the Program.

D. Client Contact Hours

- 1. Policies concerning group counseling.** The practicum experience is designed to train you to a high level of competency in individual counseling/psychotherapy. However, you are also required to have some experience in leading groups. Some clock-hour credit toward your 200 hours can be met by seeing individuals in group sessions, however, in no case should your number of individual psychotherapy contact hours fall below 175. You are encouraged to take courses related to group counseling, and if appropriate to your career goals, to have a practicum which allows you to engage in leading several groups.
- 2. Policy concerning client diversity.** One of the most important considerations in practicum training is that you see clients of diverse backgrounds and cultural groups. If your “client load” persistently consists of only one ethnic group, this issue should be discussed with your practicum instructor and the DOPT, who will do what they can to assist you in obtaining a more diverse group of clients. If for some reason your particular

practicum placement affords little opportunity to see individuals of diverse cultural groups, this fact will be considered by the program (and should also be considered by you) in your placement the following year.

Diversity is also important along the dimension of “presenting complaint.” This means that we expect that in thinking about MINIMUM client contact hours mandated by the program, the majority of this minimum cannot be satisfied by seeing clients with only one type of problem. Spouse abuse, vocational counseling, and alcoholism counseling are examples of specialized populations on which a given practicum site might tend to focus. In general, we prefer that in your first year of practicum you not be placed where we think the variety of presenting complaints will be severely limited. Exceptions to this guideline may be made in consultation with your advisor and the DOPT. In any event, the critical question is whether you will be a well-prepared therapist after graduation and to a lesser extent the types of clients you anticipate working with in the future. If you believe that a site offering limited diversity with regard to presenting complaints would be a good one for you, this issue should be discussed with your faculty advisor and the Director of Practicum Training. In such cases an agreement may be worked out whereby a certain percentage of your client hours will count toward your 200 required hours. So, for example, you will not be allowed to work exclusively (across the two years of required practicum training) in an alcoholism treatment facility, no matter how many client contact hours you accrue there. Currently the training emphasis in the program is on treating individual adult clients. After completing a year of training in this area, it may be possible to be placed in a setting with another population (e.g., children) if appropriate supervision can be arranged. Students will not see families or children, except perhaps on a very limited basis, in their first year of practicum.

3. **Policy concerning brief sessions.** It is assumed that the majority of your client sessions will be 50-60 minutes in length. If you are placed in a setting requiring, as a general rule, shortened sessions, these should be recorded as fractions of a client contact hour. For ease in record keeping, **isolated** instances of a shortened session may be counted as a full hour of contact just as isolated instances of unusually long sessions should be counted as one hour. If you are in doubt about a situation, check with your university supervisor.
4. **Policy concerning “intakes.”** The question of “intake interviewing” is frequently raised by students asking whether these count as contact hours. The policy is that “intakes,” where you essentially ask questions and then refer the client to another therapist, do not count as client contact hours **toward your minimum of 200, although they should be recorded as contact hours.** We will encourage practicum locations to assign you primarily to conducting counseling (rather than doing large numbers of intakes) except perhaps at the beginning of your placement.
5. **Policy concerning number of sessions per client.** Although we have no hard and fast rules about how many of your client hours should be in cases where clients were seen for longer than, just as an example, eight sessions, we will try to choose sites that do offer you diversity. We hope you will be able to see at least a few clients for 15-20 sessions. Your seeing clients for

“long-term” therapy is not a goal in the training program. The majority of your client contact hours should be in the range of 3-15 sessions per client.

VII. Student Evaluation

Grades in practicum are assigned as either “satisfactory” or “unsatisfactory.” The grade is assigned by your practicum class instructor with input from your university supervisor (if these two are not the same individual) and your on-site supervisor. Generally speaking, your university supervisor will contact your on-site supervisor by telephone sometime during the semester in order to solicit feedback concerning your performance as viewed by the agency, and to discuss any issues of mutual concern. At the end of each semester, your on-site supervisor will be asked to complete a written evaluation (Enclosure No. 2). * This written evaluation will be viewed by various member of the faculty. Evaluation is based on a number of variables including overall therapy skills, case conceptualization skills, ability to form good relationships with clients, respect for diversity, ability to handle cases more effectively as a result of supervision, professional judgment, quality and timing of therapeutic interventions, ability to work with fellow professionals, handling of administrative responsibilities, and ability to receive supervision non-defensively. A few more specific areas are evaluated for first-year practicum students; thus there are slightly different evaluation forms for the first and second year of practicum. A grade of “unsatisfactory” may be assigned either for failure to perform adequately in any of the above categories, failure to meet course requirements as stated in the course syllabus, failure to keep your supervisor appropriately informed concerning your clients, failure to work satisfactorily within the context of your practicum setting, failure to follow the instructions of your supervisor, or for violation of the most recent version of the APA's Ethical Principles of Psychologists and Code of Conduct.

If you receive a grade of “unsatisfactory,” the counseling psychology faculty will meet to determine a course of action designed to assist you in improving your skills. As a minimum, the program requires that you receive a grade of “satisfactory” in each of four semesters of practicum enrollment.

VIII. Documenting Experience and Keeping Client Records

As a mechanism for documenting practicum hours, beginning with the Spring Semester of 2002, students in practicum are required to complete the applicable portions of the most recent APPIC form which is also used for students applying for internship (form available at www.appic.org). Your individual supervisor may also require you to keep some type of “case record” with regard to each of your clients. Because individual supervisors, as well as agencies, vary greatly on what they require and what they permit, you should discuss with your university supervisor at the very beginning of the semester, how you will document contacts with clients and how your university supervisor will monitor your clients. For example, some agencies may permit you to copy client records if you remove all identifying material. Other agencies will permit nothing to leave the building. It is absolutely essential that you follow both agency policy as well as the APA Ethics Code in keeping records and in maintaining them. You should also consult the APA Record Keeping Guidelines. Obviously, confidentiality must be stringently observed. Furthermore, keeping complete, accurate, and timely records at your practicum site for each of your clients is a matter of good clinical practice and of ethical responsibility. Because the availability of a complete, accurate, and up-to-date file for each of your clients is an absolute must in any agency, failure to keep good client records at your site may result in serious disciplinary action.

The APPIC internship form which you use to document your experience will enable both you and the counseling psychology program to have a good record of the types and numbers of clients which you have seen in your practicum experience. You will find such documentation to be of significant assistance to you as you apply for internship, state licensure, and other credentials in psychology.

The APPIC form must be handed in to the Director of Practicum Training each semester and a new form begun the following semester. **You should hand in xeroxed forms and keep your originals.**

The APPIC form is generally understandable. However, there may be questions about special circumstances. For example, if you are working in a counseling center, you may be asked to assist students in ways that include advice on resumes, providing information on campus services, etc. If you are providing a service such as giving advice, this should be recorded under Practicum Related Activities rather than Client Contact Hours. On the other hand, cases that begin with information only and then progress to something deeper should be recorded as Client Contact Hours, since the initial contact is, in such an instance, considered a part of therapy.

Part III asks for Practicum Related Activities. These include such activities as workshops and staff training, special therapy-related lectures, volunteer work with the telephone crisis center, one-half of class time (the other half is counted as supervision), extra projects you become a part of which are related to therapy, time spent writing up case notes, etc. One half of time spent in staffing should be recorded here (the other half is counted as supervision). Completing internship applications will be facilitated by completing this form in a detailed fashion.

We realize there will be situations arising which are not covered by the specific examples above. In these cases you may ask the Director of Practicum Training and/or your university supervisor to help you make a decision. In the final analysis, the program is somewhat dependent on your commitment to the best and most appropriate decision concerning "gray" areas. We as a faculty believe that your active participation in decisions relating to such matters is a part of the overall process of your becoming a professional counseling psychologist.

IX. Insurance

You are required by the program to maintain professional liability insurance during your enrollment in practicum. You will automatically be billed by the University Busar for this cost.

X. Difficult Cases/Emergencies

As a matter of policy, you are required to bring, as quickly as possible, to the attention of your university supervisor as well as your on-site supervisor, any case involving an expressed or implied threat to the life or property of either the client or others. You are also required to solicit assistance in any case involving the client's admission of having committed, or threat to commit, any crime, including child abuse.

In cases of emergency, you should first attempt to contact your university supervisor or your on-site supervisor. The individual with whom you talk first will assist you in deciding which other individuals to involve at what point. If neither your university supervisor nor your on-site supervisor is available, call your practicum instructor (if different from your university supervisor). If this person is not available, you should call either your Faculty

Advisor or the Director of Practicum Training. **The cardinal rule in emergencies is to seek supervision and consultation.**

XI. On-site administrative issues

You are bound by any and all policies established by the practicum site. You should ask for a copy of the site's policies affecting you and read these immediately. As noted above, any conflicts between on-site personnel policies and requirements levied upon you by your training program should be brought to your supervisor's attention immediately. The Director of Practicum Training is responsible for ensuring that such potential conflicts are kept to an absolute minimum.

XII. Ethics

Your behavior, specifically in carrying out your practicum responsibilities, is to be guided at all times by the APA "Ethical Principles of Psychologists and Code of Conduct." You are asked to bring to the attention of your university supervisor any instance of unethical or unprofessional conduct at your practicum site, or among your peers, especially any activity affecting you, your clients, or the performance of your duties. The counseling psychology faculty requests that you report to your faculty advisor, or the Director of Counseling Psychology Training, or the Director of Practicum Training, any unethical or unprofessional conduct on the part of your university supervisor.

XIII. Your Rights/Protection

At all times, but in particular during your enrollment in practicum, we want to assure you that we are committed to protecting you appropriately. Be sure to read the policy statement concerning Discrimination and Harassment which outlines the Program's commitment to protecting you from discrimination and sexual harassment. If you will bring problems to our attention, with your permission we will take action to end the discrimination or harassment.

XIV. Summary

These policies are designed to assist you in a number of ways. The counseling psychology faculty encourage you to make suggestions which you believe have the potential of strengthening the positive impact of the policies on your practicum experience. Your suggestions may be made to any member of the faculty and, in particular, the Director of Practicum Training is available to hear such suggestions. We encourage you to make use of professional workshops and other training opportunities to augment the structured experiences described by these policies.

Enclosure A and B

Practicum Student Evaluation Forms

A – Evaluation Form for Students in Their First Year of Practicum

B – Evaluation Form for Students in Their Second Year of Practicum

(To be completed by the practicum site supervisor)

Counseling Psychology Program
 Department of Special Education, Rehabilitation, Counseling/School Psychology
 Auburn University

Practicum Student Evaluation Form: A (First-Year Students)

(To be completed by the Practicum Site Supervisor)

Supervisee _____ On-Site Supervisor _____

Evaluation Period _____ Agency _____

Although the evaluation period covers the entire, when rating the scaled items, please answer them based on the student's level of functioning near the end of the semester. Please make comments concerning student progress, difficulties, etc., in item 16.

	Completely Unacceptable	Very Poor	Poor	Barely Adequate	Clearly Adequate	Good	Very Good	Of Unusually High Caliber	Can't Judge
1. How would you rate this student's ability to be empathetic?	1	2	3	4	5	6	7	8	0
2. Skill in responding to affect?	1	2	3	4	5	6	7	8	0
3. Ability to manage the therapy session?	1	2	3	4	5	6	7	8	0
4. Appropriate frequency of interventions?	1	2	3	4	5	6	7	8	0
5. Ability to react appropriately to dynamics in session?	1	2	3	4	5	6	7	8	0
6. Case conceptualization skills?	1	2	3	4	5	6	7	8	0
7. Ability to form good relationships with clients?	1	2	3	4	5	6	7	8	0
8. Ability to work with diverse clients?	1	2	3	4	5	6	7	8	0
9. Ability to handle cases more effectively as a result of supervision?	1	2	3	4	5	6	7	8	0
10. Professional judgment?	1	2	3	4	5	6	7	8	0
11. Quality and timing of therapeutic interventions?	1	2	3	4	5	6	7	8	0
12. Ability to work with fellow professionals?	1	2	3	4	5	6	7	8	0
13. Handling of administrative responsibilities- record keeping etc?	1	2	3	4	5	6	7	8	0

	Completely Unacceptable	Very Poor	Poor	Barely Adequate	Clearly Adequate	Good	Very good	Of Unusually High Caliber	Can't Judge
14. Ability to non-defensively receive supervision?	1	2	3	4	5	6	7	8	0

15. Do you have any reason to believe that the student has violated ethical principles of psychologists?

No Yes Unsure

If you checked yes or unsure, please comment.

16. Is there anything about this student's performance about which you would like to comment or which you believe should be brought to the attention of the counseling psychology faculty? For example, comments concerning a student's strengths and weaknesses are often helpful, not merely in the faculty's supervision of a particular student but also in helping us improve our training model.

Various members of the counseling psychology faculty at Auburn University will see this form.

Is permission granted to show this form to the student? Yes No

Has the student seen this completed form? Yes No

Signature of Supervisor

Date

Counseling Psychology Program
 Department of Special Education, Rehabilitation, Counseling/School Psychology
 Auburn University

Practicum Student Evaluation Form: B (Advanced Practicum)

(To be completed by the Practicum Site Supervisor)

Supervisee _____ On-Site Supervisor _____

Evaluation Period _____ Agency _____

Although the evaluation period covers the entire semester, when rating the scaled items, please answer them based on the student's level of functioning near the end of the semester. Please make comments concerning student progress, difficulties, etc., in item 12.

	Completely Unacceptable	Very Poor	Poor	Barely Adequate	Clearly Adequate	Good	Very Good	Of Unusually High Caliber	Can't Judge
1. How would you rate this student's therapy skills?	1	2	3	4	5	6	7	8	0
2. Case conceptualization skills?	1	2	3	4	5	6	7	8	0
3. Ability to form good relationships with clients?	1	2	3	4	5	6	7	8	0
4. Ability to work with diverse clients?	1	2	3	4	5	6	7	8	0
5. Ability to handle cases more effectively as a result of supervision?	1	2	3	4	5	6	7	8	0
6. Professional judgment?	1	2	3	4	5	6	7	8	0
7. Quality and timing of therapeutic interventions?	1	2	3	4	5	6	7	8	0
8. Ability to work with fellow professionals?	1	2	3	4	5	6	7	8	0
9. Handling of administrative responsibilities – record keeping etc?	1	2	3	4	5	6	7	8	0
10. Ability to non-defensively receive supervision?	1	2	3	4	5	6	7	8	0

11. Do you have any reason to believe that the student has violated ethical principles of psychologists?

No Yes Unsure

If you checked yes or unsure, please comment.

12. Is there anything about this student's performance about which you would like to comment or which you believe should be brought to the attention of the counseling psychology faculty? For example, comments concerning a student's strengths and weaknesses are often helpful, not merely in the faculty's supervision of a particular student but also in helping us improve our training model.

Various members of the counseling psychology faculty at Auburn University will see this form.

Is permission granted to show this form to the student? Yes No

Has the student seen this completed form? Yes No

Signature of Supervisor

Date