Site Supervisor Guidelines

Clinical Mental Health Counseling
Department of Counselor Education

2016
Gonzaga University
DEPARTMENT OF COUNSELOR EDUCATION
Site Supervisors Guidelines

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Introduction

Thank you for volunteering to supervise a practicum/internship student from Gonzaga University’s Department of Counselor Education. As a Jesuit institution, it is important to note that we are founded on a strong University mission as well as the School of Education and our own departmental and program-specific mission statements. Each of these mission statements and the Departmental Conceptual Framework are available for you to review in Appendix A. Please note that included with the program mission and framework statements, is a set of dispositions that we strive to model and to instill in our students. We are certain that you will find them fitting to those practicing in the honorable profession of counseling.

As a CACREP (Council for Accreditation of Counseling and Related Educational Programs) accredited program, our Clinical Mental Health Counseling track strives to prepare students who are ready to deliver services to those in need via an initial semester of practicum and two subsequent semesters of internship. In an effort to acquaint each supervisor with the CACREP model, we have enclosed a brief synopsis of the CACREP standards to which we hold posted in Appendix A. You will find the basic delineation of the knowledge base and skill set requirements expected of students placed in a CACREP-accredited program. We assure you, Gonzaga students who are beginning their practicum are well on their way down the path of meeting these standards. Our interns are even closer to meeting these objectives. Both practicum and internship students are highly dependent on the collaborative working relationships formed between Gonzaga University faculty and site supervisors in order to assure that these standards are met at a level of excellence stipulated by the University, School of Education, and the Department.

The following information and enclosed forms are intended to assist you in the process of guiding our students through their practicum and internship experiences with your agency. Should you have any questions or concerns regarding these or any other issue related to our students’ performance or behavior, please contact our Clinical Mental Health Intern Placement Director, Diane Critchlow, MA. at 509-313-3507 and/or the student’s faculty advisor at 509-313-3501. You have our assurance that we will work diligently, together with you in resolving any issue(s) that arise.

Contracts

A critical element to the working relationship between two parties is the agreement made between these parties as to how each will function. For some agencies, a verbal agreement has served well over the decades of our involvement in practicum and internship placements. However, many agency administrators now require a written contract between their organization and the University. We are pleased to provide a sample contract that can be modified to meet the needs of your agency included in
Appendix B. In addition, please also find the Site Supervisor Agreement form that further delineates roles and responsibilities in support of the clinical placement process.

Clinical Placements, Hours, and Types of Practicum/Internship Activities

Gonzaga University Clinical Mental Health Counseling students must complete a semester of practicum followed by two semesters of internship. Students will begin the process of seeking practicum placement early in their first Fall semester in the Program (September). Once selected for placement, it is hoped that the student will begin the process of orientation to the agency as soon as possible after being chosen.

During the orientation process, it is our hope that each student will become familiar with the agency, its protocols and procedures. This is a good time to have the student review descriptive materials pertinent to the services they will be providing and to the populations they will serve. It is also recommended that students attend staff meetings when possible, shadow supervisors and other professionals at the agency who are engaged in various forms of service delivery. Supervisors are also encouraged to involve students in training sessions and other educational activities that will help students become even more qualified to begin their clinical placement in January. Students deemed ready by site supervisor and professor may begin co-counseling, group counseling, or even counseling individually with less complicated cases later in the term.

CACREP has established particular hourly requirements for each clinical placement associated with the program of studies in Counselor Education. These requirements are described in detail in the following sections.

Practicum. Students in practicum must complete at least one hundred (100) clock hours of service at their site over the course of the 16-week semester (January to May). Of those 100 hours, at least 40 must be dedicated to direct service to clients. This service includes all contact with clients via various types of practice (e.g., individual counseling, group counseling, couples counseling, family counseling, consultation, advocacy for clients, individual appraisal, and psycho-educational services). The remainder of the hours spent in practicum may include other professional activities such as staff meetings, supervision, case presentations, professional development experiences, and other non-direct service events. Students will keep a log of all activities (see sample log form in the Forms section of this manual, Appendix C).

Internship. Students in Internship must complete six hundred (600) hours of service at their site over the course of two semesters. This means that over the course of each 16-week semester, students must complete at least 300 hours of service. Of those 300 hours each semester, at least one hundred twenty (120) hours must be in direct service as listed in the Practicum section. This means that a total of at least 600 hours of service must be completed with at least 240 of those hours being dedicated to direct service. Students may elect – with site supervisor approval – to remain at their placements over the Summer sessions between Practicum and Internship. Hours completed during this time period may be applied in either completing Practicum and/or toward beginning the Internship.

Hours and Types of Supervision
All students, whether completing a practicum or an internship, must have at least one hour of supervision per week with their on-site supervisors. These supervisory sessions may be completed in hourly segments or they may be broken into smaller units of time as deemed appropriate by the site supervisor. Supervision may be individual in nature or conducted in small groups (3 to 1 ratio of students to supervisor). Supervision may consist of a review of client issues, case conceptualization, discussions regarding the student’s counseling effectiveness or performance in other capacities, or any other activity directly delivered by the site supervisor that improves the student’s effectiveness in providing counseling and related services. Students must document all supervisory session (see Appendix C) which should be regularly reviewed and signed by the site supervisor.

Case Conceptualization

Students will be required to provide case conceptualizations on clients with whom they are working throughout their Practicum and Internships. These case conceptualizations will not include any personally identifiable information and should comply with the outline for completing case conceptualizations included in the Forms section of Appendix C of this manual. The site supervisor is encouraged to incorporate other items that would be beneficial for the student in developing their case conceptualizations. The case conceptualizations are intended to accompany video recordings presented to his/her small class for review, critique, and growth-oriented feedback. This small supervisory group is led by a department faculty member and all participants in this activity adhere to the American Counseling Association’s Code of Ethics and maintain client confidentiality. Once reviewed, all case conceptualizations will be destroyed immediately following the presentation.

Videotaping

The professional literature regularly presents the outcomes of studies conducted to determining best practices in preparing students in Counselor Education to become effective practitioners. Consistently, one of the best models for teaching/training effective counselors has been the use of video-recording students during actual practice and providing a critique of their successes and areas in need of improvement. Students also learn remarkably well from each other. Hence, Gonzaga’s Counselor Education programs require selected video-recording during both Practicum and Internship.

Every semester we have students who are fairly anxious about this task. Some are worried about their competence; some are worried about the giving and receiving critical feedback; and some are just anxious about this new experience of applying learnings to practice. In any event, some students really have a difficult time getting this assignment started. The most common excuse is that there are no clients suitable for video-recording or that the agency or site supervisor does not value video-recording. Given that you are a site supervisor who values training new counselors, we know that you will find videotaping invaluable. You may even require that your interns videotape their work with clients for your review. Just as you have found it to be so, if a client is asked in a very positive way to help the student by participating in a video-taping that will be used for the student’s growth as a counselor, most clients are more than happy to be helpful. We
know that you will help structure this experience in a positive manner for your practicum/internship student.

Students will be required to complete at least two video recordings of their work with clients during their practicum semester to be presented along with a thorough but unidentifiable case conceptualization to their small practicum class. Students will also be required to complete and present at least two video-recordings of such work during each semester of their Internship. Students are required to destroy all recorded material once their presentations are complete unless your agency has a particular protocol for the disposal or storage of video-recorded material.

**Release of Information**

In compliance with professional standards of ethical practice and law regarding confidentiality, students must secure informed consent from their clients or their clients’ legal guardians prior to video-recording or presenting their case conceptualizations to their small class. If your agency has a preferred form for processing the appropriate request for release of information, students are encouraged to use that form. If not, please find a form in Appendix C of this manual to be used by students in securing a release of information for video-recording/presenting case conceptualizations to their small supervisory groups.

**Communication with Students and Department Faculty**

Gonzaga’s Counselor Education Department highly values each site supervisor. We believe it is a tremendous gift that you provide to our students and the profession when you agree to place them with your agency and provide on-going supervision and training experiences. We want to be certain that we are providing the education, training, and on-going support necessary to make your job as site supervisor as smooth and trouble-free as possible. To this end, we are committed to meeting with you early in the life of the student’s placement and that we remain connected throughout their clinical experience with your agency.

Early in the practicum semester, the student will arrange a meeting between the student, site supervisor, and clinical placement coordinator. This meeting is intended to orient all parties to the practicum experience in which the student is engaged. Ongoing communication from that point throughout the practicum and internship is critical. The clinical coordinator will provide any needed information and serve as a resource person to the site in helping to plan and execute the training and education of the Practicum/Internship student. Additionally, the clinical coordinator will visit the student on site two to four times during the Internship semesters to conduct live supervision sessions. This supervision in no way is intended to interfere with site supervision and should be viewed as supplemental to the process of monitoring student progress. If at any time the site supervisor finds it necessary to contact the Counselor Education Department, the Clinical Placement Coordinator would be the person with whom to communicate initially.

**Assessing Fit of Student to Agency**

Almost all of the students who begin their practicum experience with an agency will complete that practicum as well as the following year of internship at that same site.
Most students report having had a productive experience at their chosen site and highly value the totality of the experience, including the client population served, the supervision received, and the general knowledge about the profession they gain over the course of their placement with the agency. On rare occasion, a student may not be a good “fit” with the agency. This may occur for a variety of reasons (e.g., a poor fit to the client population served, a mismatch with the agency, its personnel, and/or site supervisor, a discovered dislike for the responsibilities associated with counseling).

Should a student have minor difficulties with a placement, every effort will be made to work with all parties involved to insure that issues are resolved in order to make the placement the excellent experience it is intended to be. Should issues remain unresolved, the Department will work with the site supervisor to determine if a new placement is required or if the student is not a good match to the profession. In any case, every effort is made to assist the student to either find a good “fit” to a new placement, to find another role within the profession, or to find a better match with another profession. It is critical to the Program that the site supervisor makes contact with the Clinical Placement Coordinator or university professor as soon as it becomes apparent that the student and agency are not a good match. Early notification will ensure that steps to correct the problem can be taken in order to make necessary adjustments for the student and the site.

### Evaluation of Student

One of the most important tasks the site supervisor undertakes is to evaluate the practicum/internship student regarding his/her skills, abilities, and performance at the agency where he/she is placed. We have provided the evaluation forms that include the information items we need to help assess each student. These evaluations play a part in determining the grade the student eventually earns for practicum and internship. A copy of the departmental tools for evaluating the practicum and internship student can be found in the Forms section of Appendix C to this manual. Please note that the shorter assessment form applies to Practicum students while the longer, more detailed form is used in evaluating Internship students.

We ask our students to begin each semester by reviewing the applicable evaluation tool together with their site supervisor and setting goals in accordance with the requirements of the course, the evaluation protocol, and the expectations of the agency. We are hopeful that students will continue to discuss their progress throughout the semester with their site supervisor. By the time the semester comes to a close and the site supervisor is completing the semester evaluation, the student should be well aware of his/her progress, strengths, and any needs for improvement. A completed and signed copy of the evaluation should be sent to the responsible university professor at the end of the semester. It may be efficiently delivered in a sealed envelop to the professor through the student. Ultimately, it is the student’s responsibility to ensure that the evaluation is completed and provided to the campus professor in a timely manner.

### Evaluation of Supervisor/Site

At the end of both the practicum and internship experiences, students are asked to provide an evaluation of the student’s placement site as well as the site supervisor. These
evaluations are placed in a binder for review by incoming students who are exploring practicum placement opportunities. Historically, students have found a review of this information extremely useful in informing their search for a site that offers the kind of clinical experiences, the client population, and other dynamics compatible with the student’s professional goals. A copy of the Supervisor/Site Evaluation is available in the Forms section of Appendix C to this manual.

Benefits of Supervising a Gonzaga Student

There is no communicable way to let you know just how valuable you are as a site supervisor in the education and training of our future counseling professionals. Without your contributions to their development, their training and education would be incomplete. We want to clearly express to you our gratitude for your time, your energy, and your expertise as you partner with us in carrying out this important process.

As a small token of our appreciation, we will send a small honorarium to you at the conclusion of both the practicum and internship experiences. Although we wish we could process the request for honorarium with little/no effort on your part, the IRS insists that we complete certain paperwork for their tracking of our expenditures. There are two forms to be completed before honoraria can be issued. Your practicum or internship student(s) will bring these forms to you at the beginning of each clinical experience. Please complete these forms in accordance with the very specific directions provided. Incomplete or inaccurately completed forms cannot be processed through to payment.

In addition to the honorarium, the Department of Counselor Education offers regular continuing education and training experiences for our graduates and site supervisors. We hope that you will find the topics pertinent to your work as a professional and that you will enjoy the presenters we select. We will let you know of each opportunity via your practicum or internship student as they are scheduled.

We hope that another benefit of selecting our students for practicum and internship placement with you is that they can assist your agency in fulfilling its mission by providing progressively more competent counseling services to your clientele. Please let us know how we can assist you in that process. In the final analysis, we are deeply grateful to you for your contributions to the training and education of our students, and we hope to make it a satisfying experience for you, as well.
APPENDIX A

Mission Statements
for
Gonzaga University
School of Education
Mission Statement

Gonzaga University is an exemplary learning community that educates students for lives of leadership and service for the common good. In keeping with its Catholic, Jesuit, and humanistic heritage and identity, Gonzaga models and expects excellence in academic and professional pursuits and intentionally develops the whole person -- intellectually, spiritually, physically, and emotionally.

Through engagement with knowledge, wisdom, and questions informed by classical and contemporary perspectives, Gonzaga cultivates in its students the capacities and dispositions for reflective and critical thought, lifelong learning, spiritual growth, ethical discernment, creativity, and innovation.

The Gonzaga experience fosters a mature commitment to dignity of the human person, social justice, diversity, intercultural competence, global engagement, solidarity with the poor and vulnerable, and care for
the planet. Grateful to God, the Gonzaga community carries out this mission with responsible stewardship of our physical, financial, and human resources.

School of Education Mission Statement

"Socially responsible professionals who serve with care, competence, and commitment."

The mission of the School of Education is to prepare socially responsive and discerning practitioners to serve their community and profession. The School of Education upholds the tradition of Humanistic, Catholic, and Jesuit Education.

Counselor Education Mission Statement

The Counselor Education Department is grounded in a rich tradition and history. Aware of the potential for personal, professional and global transformation, we create and sustain relationships that facilitate excellence in the development of professionalism, service, and growth. Therefore, with intention, we embrace the strengths of all individuals; we invest in services that promote the greater good; we depend on and contribute to the research and practical foundations of the profession; we develop counselors who enter human services and educational environments with competence, commitment and care.

Theme Statement

*We are practitioners who are intentional in the development of relationships that honor the strengths of all individuals and the promotion of transformational growth.*

Overarching Beliefs and Values

Counselor-Client Communications

Counselors must be able to demonstrate paraphrasing, reflection of feelings, clarification, silence, attending, minimal verbal response, and identification of affect. The counselor must recognize the congruence of the client's communication as demonstrated by verbal, nonverbal, and extra-verbal cues.

Recognition of Impact

Counselors must be aware of how their actions may affect the client. This not only includes communication, but also confidentiality and professional standards. The counselor must take professional responsibility for providing the best possible counseling environment to assist a client's progress.

Personal Growth
Counselors should take responsibility for their own personal growth and must be able to deal with personal issues in healthy ways.

**Conflict Resolution**

Counselors should be able to use productive methods for resolving conflicts with and between others.

**Approach**

Client issues may be accessed cognitively, effectively, spiritually, and/or behaviorally. Counselors should be aware of traditional and innovative counseling methods.

**Cultural Differences**

Counselors should be sensitive to the needs of multi-cultural populations in providing counseling intervention.

**Consultation and Referral**

Counselors must be able to identify their areas of expertise and know when and how to consult and refer clients to specialized resources.

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**Clinical Mental Health Counseling Mission Statement**

The Clinical Mental Health Counseling Program models ethical, moral, and professional leadership as counselor educators to promote development of a solid knowledge base, a sound skills set, and an experienced understanding of the process of personal transformation. Community counseling students are prepared to live as creative, productive, socially just, service-oriented leaders in the profession.

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**CLINICAL MENTAL HEALTH COUNSELING**

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in CACREP Standards, programs must provide evidence that student learning has occurred in the following domains:

**FOUNDATIONS**
A. Knowledge

1. Understands the history, philosophy, and trends in clinical mental health counseling.

2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.

3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.

4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.

5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.

6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.

7. Is aware of professional issues that affect clinical mental health counselors (e.g. core provider status, expert witness status, access to and practice privileges within managed care systems).

8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.

9. Understands the impact of crises, disasters, and other trauma-causing events on people.

10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.

2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and
networks that promote mental health in a multicultural society.

2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.

3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).

4. Knows the disease concept and etiology of addiction and co-occurring disorders.

5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.

6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.

7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.

9. Understands professional issues relevant to the practice of clinical mental health counseling.

D. Skills and Practices

1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.

2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.

3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.

4. Applies effective strategies to promote client understanding of and access to a variety of community resources.

5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.

6. Demonstrates the ability to use procedures for assessing and managing suicide risk.
7. Applies current record-keeping standards related to clinical mental health counseling.

8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.

9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.

2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.

3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.

4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.

5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.

6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

F. Skills and Practices

1. Maintains information regarding community resources to make appropriate referrals.

2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.

3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
ASSESSMENT

G. Knowledge

1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.

2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.

3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.

4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.

H. Skills and Practices

1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.

3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.

4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.

2. Knows models of program evaluation for clinical mental health programs.

3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.
J. Skills and Practices

1. Applies relevant research findings to inform the practice of clinical mental health counseling.

2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.

3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

DIAGNOSIS

K. Knowledge

1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).

2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.

3. Knows the impact of co-occurring substance abuse and disorders on medical and psychological disorders.

4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.

5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.

L. Skills and Practices

1. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.

2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.

3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.
**Counselor Education Program**

**Practicum/Internship Site Supervision Information**

1. **Student Information**
   
   Semester _______  Year _______

   Name: ______________________________________________________________  Phone: ___________________

   Address: ______________________________________________________________________________________

   Email: _________________________________________________________________________________________

   **Counseling specialty track (circle one):** School or Marriage and Family/Clinical Mental Health Counseling

2. **Site Information**
   
   Name: ______________________________________________________________  Phone: ___________________

   Address: ______________________________________________________________________________________

   **Types of clients served:** __________________________________________________________________________

3. **Supervisor Information**
   
   Name: ______________________________________________________________  Title: ____________________

   E-mail: ______________________________________________________________  Phone: ___________________

   **Licensure/Certification (if applicable and required in this organization):**

   _____LPC  _____LMFT  _____Certified/Licensed Counselor  _____NCSC  _____CSW
   _____LCSW  _____LSATP  _____Licensed Psychologist  _____Licensed Psychiatrist  _____NCC
   _____CSAC  _____CRC  _____ESA (School-WA)  _____PPS (School-ID)  Other: _________________________________

   **State where licensure/certification is granted:** ___________________________  **Year attained:** _______

   **Highest Counseling or related academic degree earned and year attained:** _____________________________

   **Conferring university:** ____________________________________________________________

   **Total years of experience providing counseling:** __________________

   **Types (s) of counseling provided:**

   _________________________________________________________________________________________

   **Experience providing counselor supervision and any training received in counselor supervision:**

   _________________________________________________________________________________________
4. Acknowledgement of Practicum/Internship Recording Requirements
Students are required to record (video recording is preferred) some of their sessions with the client’s permission obtained through a signed consent form. Students are required to submit a minimum of two (2) recordings during practicum/ three (3) during internship for review by their university supervisor. ___Initials

5. Responsibilities of Supervisor, Practicum/Internship Student, and Faculty/Clinical Placement Coordinator

The Supervisor agrees to: (Supervisor, please initial items to indicate you have read and agree to these responsibilities.)
- Ensure student receives an orientation to the agency and has access to site policies and procedures.
- Provide clinical and other learning experiences in accordance with accreditation requirements.
- Provide a minimum of one (1) hour of weekly individual or group supervision. ___Initials
- Review GU site supervision Guidelines and any other supervisory requirements and responsibilities associated with service as site supervisor.
- Assist the student with the planning of the practicum or internship experience to include minimum hours and types of experiences delineated in the GU Site Supervisor’s Guidelines.
- Meet with student’s University Supervisor and Clinical Placement Coordinator regularly during the semester and maintain contact with these personnel in order to communicate the student’s progress and any concerns.
- Ensure that students have opportunities to record (audio/video) sessions with clients. ___Initials
- Complete the university’s evaluation form concerning the student’s counseling performance.
- Comply with agency agreements as specified in the GU/Agency Contract.

Practicum/Internship student agrees to: (Student, please initial items to indicate you have read and agree to these responsibilities.)
- Provide site supervisor with information on GU program requirements and supervision training opportunities.
- MEET WEEKLY WITH SUPERVISORS (site and university). ___initials
- Facilitate communication among supervisors and Clinical Placement Coordinator.
- Learn and adhere to the policies and procedures of the site, including procedures for crisis interventions.
- Represent self and the University in a professional manner.
- Follow ethical guidelines of the American Counseling Association, the American School Counselor Association, the American Mental Health Counselor’s Association, and/or the American Association for Marriage and Family Therapy, whichever apply.
- Document sessions weekly to bring to University supervision. ___initials
- Provide the University with evaluations of site, site supervisor, and University supervisors at the end of each semester. ___initials

Faculty Instructor and Clinical Placement Coordinator agree to:
- Provide a minimum of one and one-half (1 ½) hours of weekly group supervision.
- Meet with Site Supervisor regularly during the semester. Maintain contact with student’s supervisor to express any concerns that may arise.
- Assist with the planning of the practicum and internship experiences.
- Provide educational opportunities for the student.
- Evaluate the student’s performance as a practicum/intern counselor.
- Comply with University agreements as specified in GU/Agency Contract.

6. Length of agreement
Beginning date: __________   Ending date: __________
Hours per week: _________   Days of the week: _____________________

7. Signatures
This document serves as a contract between the University, site, and the student. Signatures indicate agreement regarding the above requirements and responsibilities.

Site Supervisor ____________________________   Date ____________________________

Student ___________________________________   Date ____________________________

University Supervisor _________________________   Date ____________________________

Clinical Placement Coordinator/Instructor_____________________________   Date ____________________________
APPENDIX C

Forms

Supervisor Survey of Counselor Preparedness

Counselor Education Dispositions

Case Conceptualization Outline

Log Form for Practicum/Internship Activities

Weekly Field Supervision Form

Counseling Outcomes Survey

Site Supervisor Evaluations of Practicum/Internship Student

Technical Competencies

Student Evaluation of Site

Permission to Record Session
GONZAGA UNIVERSITY  
Department of Counselor Education  
Supervisor Survey of Counselor Preparedness

In order to determine how we are doing in training our students to be ready to fill the roles of practicum student and intern counselor, please rate your Practicum/Internship student’s preparedness for their placement at the site.
1 = not prepared  
2 = a little  
3 = enough  
4 = well-prepared  
5 = exceptionally well-prepared

1. Student is well-grounded in the ethics of the counseling profession.  
  评分为: 1  2  3  4

2. Student is grounded in literature-based theoretical orientation to counseling and demonstrates an understanding of cultural context as applied to counseling.  
  评分为: 1  2  3  4

3. Student knows both preventive and disease-based treatment models and applies both appropriately.  
  评分为: 1  2  3  4

4. Student demonstrates excellent work habits and collaborates as a team member with staff, supervisor, other counselors and service providers.  
  评分为: 1  2  3  4  5

5. Student demonstrates a strong level of emotional intelligence and is skilled at building working relationships.  
  评分为: 1  2  3  4  5

6. Student identifies with the role of counselor and advocates for both the profession and his/her clients.  
  评分为: 1  2  3  4  5

7. Student demonstrates professional levels of communication and conflict resolution skills.  
  评分为: 1  2  3  4  5

8. Student understands protocols used in counseling including emergency management, record-keeping practices, and other forms of documentation.  
  评分为: 1  2  3  4  5

9. Student demonstrates respect for, and inclusion of, client’s decision making responsibilities for life planning.  
  评分为: 1  2  3  4  5

10. Student appreciates the need for/knows the process for accessing community resources and collaborates in making referrals and advocating for clients.  
   评分为: 1  2  3  4  5

Comments:____________________________________________________________________________
______________________________________________________________________________________
________________________________________________________________________

Supervisor name__________________________________ Semester________
(print)
Signature ________________________________________ Date:_____________
Student name______________________________________ Date:____________
(print)
GONZAGA UNIVERSITY
Counselor Education
Dispositions

Deep Concern for Others
   Altruistic Service
   Empathy
   Respect
   Kindness

Servant Leadership
   Advocacy
   Commitment

Professionalism
   Ethical
   Excellence in work ethic (thorough, complete, accurate, timely)
   Disciplined
   Consciously Competent (solid knowledge base, sound skills set, intentional implementation of process)

Self-Awareness
   Impulse Control
   Persistence
   Social Deftness
   Growing self-concept, worth, efficacy, esteem
   Growing awareness/purposeful impact on others
   Balanced (physical, emotional, social, spiritual, mental)
   Genuineness
   Reflective
   Emotional maturity/intelligence
   Zeal
   Resilience (strength and readiness for positive change)
   Tolerance for Ambiguity
   Emotional Regulation
   Discipline
   Integrity

Growth Oriented
   Future mindedness
   Concreteness
   Personal and Social Transformation
Counselor Education
Case Conceptualization Outline

(This is only a suggested outline. It may prove beneficial to adjust this outline to fit the school setting in which you are working. For the purposes of this competency notebook, it may be useful to include as much information in a pithy manner as would be helpful to your reader in understanding your student/client, the issues presented, and the process you followed in counseling that student).

Name:
Date of Birth:
Date of Initial Assessment:
Date of Report:
Marital Status (or other demographics helpful to understanding the case)

Referral Question:

Identifying information/Current Mental Status:

Psychiatric History:

Work/School History:

Family History:

Current Functioning:

Social Functioning:

Effects of Counseling:

Current Diagnosis (if applicable):
  Axis I:
  Axis II:
  Axis III:
  Axis IV:
  Axis V:  GAF current
          GAF at initial treatment
          GAF one year ago

Prognosis:

Recommendation

Signature and Title of Counselor
<table>
<thead>
<tr>
<th>Date</th>
<th>Individual Couns.*</th>
<th>Group Couns.*</th>
<th>Couple/ Marital*</th>
<th>Family Couns.*</th>
<th>Psycho-Ed Couns.*</th>
<th>Other direct client contact*</th>
<th>Testing/ Assessment*</th>
<th>Intake interview*</th>
<th>Milieu Couns./ Observation</th>
<th>Staff Meetings</th>
<th>Education/ Training</th>
<th>Case Management/ administrative</th>
<th>Supervision/ Consultation w/Supervisor</th>
<th>Individ. Total</th>
<th>Group Total</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>

Supervisor’s Signature ___________________________ Date: _______________ Student’s Signature ___________________________
Practicum and Internship
Weekly Field Supervision Record

Student Name: ___________________________

Describe activities/experiences

What other experiences might have been helpful?

Comments and questions

Supervisor Comments

Supervisor Signature: ____________________________

Meeting Date: _______________
<table>
<thead>
<tr>
<th>Item</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>My counselor cares about my personal well-being.</td>
<td></td>
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<tr>
<td>My counselor cares about my close relationships.</td>
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<tr>
<td>My counselor cares about my work/school work.</td>
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<tr>
<td>My counselor cares about my friendships.</td>
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<tr>
<td>My counselor cares about my general well-being.</td>
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<tr>
<td>My counselor hears me.</td>
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<tr>
<td>My counselor understands me.</td>
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<td>My counselor respects me.</td>
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<tr>
<td>My counselor is genuine with me.</td>
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<tr>
<td>My relationship with my counselor is positive.</td>
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<tr>
<td>My relationship with my counselor is safe.</td>
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<tr>
<td>My counselor cares about me no matter what.</td>
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<tr>
<td>My counselor speaks so that I can understand.</td>
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<tr>
<td>We work on what I want to work on in sessions.</td>
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<tr>
<td>We talk about what I want to talk about in sessions.</td>
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<tr>
<td>My counselor’s approach is a fit for me.</td>
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<tr>
<td>My counselor has been helpful.</td>
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<tr>
<td>Overall, my counseling is going just right for me.</td>
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</tbody>
</table>

**TOTAL** = _______ out of 90
Comment on the practicum student’s performance in establishing helping relationships to promote therapeutic alliance.

How would you describe the practicum student’s overall skill and functioning as a counselor and his/her potential for continued professional growth?

Write a general summary statement of counselor competence and personal qualities as they pertain to counseling and working within the agency. (Please use the back of this page as needed.)
Quality/Disposition - Please indicate the degree to which the student demonstrates the following qualities:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3</td>
<td>Does not demonstrate disposition (Improvement plan required)</td>
</tr>
<tr>
<td>4</td>
<td>Rarely demonstrates disposition / No apparent effort toward improvement</td>
</tr>
<tr>
<td>5</td>
<td>Rarely demonstrates disposition / Little effort</td>
</tr>
<tr>
<td>6</td>
<td>Demonstrates disposition, but very inconsistently / Effort is good</td>
</tr>
<tr>
<td>7</td>
<td>Demonstrates disposition some of the time / Shows improvement</td>
</tr>
<tr>
<td>8</td>
<td>Demonstrates disposition much of the time / Measured effort toward consistency</td>
</tr>
<tr>
<td>9</td>
<td>Demonstrates disposition with few exceptions.</td>
</tr>
<tr>
<td>10</td>
<td>Consistently demonstrates disposition</td>
</tr>
</tbody>
</table>

LEADERSHIP: Resourcefulness, initiative, advocacy, commitment to quality work

CONCERN FOR OTHERS: Empathy, respect, kindness, adept at building relationships and bettering life situations of others

PROFESSIONALISM: Appropriate boundaries, dependable, ethical, work focused (thorough, accurate, timely), ability to relate to clients and coworkers as a professional

TOLERANCE FOR OTHERS' VALUES/DIFFERENCES: Effective team member, openness, tolerance for ambiguity

EMOTIONAL MATURITY: Self management, emotional regulation, integrity, coping ability, healthy conflict resolution skills

GROWTH ORIENTATION: Optimistic, open to feedback, reflective, enthusiasm for learning and practice of mental health counseling

EFFORT/PROGRESS: Steady movement toward competence (program competencies and expectations of the internship)

For student use: please find the total score and average for the evaluation.

TOTAL = (out of 70) ÷ 7 =

Field Supervisor: __________________________________________________
Date: ______________
Position: __________________________________________________________
Signature: __________________________________________________________

COMMENTS:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
CLINICAL MENTAL HEALTH INTERNSHIP
Site Supervisor Evaluation – Clinical Mental Health Counseling

Intern name: ___________________________________________  Date: ________________

Internship: _______ Fall semester ________ Spring semester

Assessment rating:
0. Emerging            1. Competent            2. Exemplar            NO: Not Observed at this time

Note: The Sample Evidence category provides suggestions about how the supervisor may assess the performance indicator. Other evidence of competence can be used according to the discretion of the supervisor and the uniqueness of the site. Viewing the Internship Log and Intern/Supervisor Weekly Communication Form affords opportunity to assess intern competence in an ongoing way. Many of the performance indicators will have been met in the University classroom at a knowledge and skills level prior to the student entering the practicum and internship. The continued work in the classroom provides ongoing opportunity and support to the student in achieving competence in each performance area throughout the practicum and internship.

Professional Orientation

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Sample Evidence</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows the mission, goals and objectives of the agency and provides consistent professional support to the agency.</td>
<td>Participates in staff meetings, can converse with staff and clients in accordance to the agencies direction.</td>
<td></td>
</tr>
<tr>
<td>Keeps accurate and timely records</td>
<td>Complete, organized client files</td>
<td></td>
</tr>
<tr>
<td>Participates in the functioning of the agency as fully as is expected of an intern at this level.</td>
<td>Attendance and participation in staff meetings (staffs cases, shares intakes, etc), educational seminars, and other activities of the site.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates understanding of policies and procedures regarding counseling activities and general operation of the agency.</td>
<td>Ongoing work with supervisor and other staff as well as with clients.</td>
<td></td>
</tr>
<tr>
<td>Works in collegial manner with staff, supervisor, and other professionals outside of agency.</td>
<td>Interfacing with school counselors, reporting to CPS, consulting with medical staff, law enforcement, etc.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of the professional organization’s preparation standards and credentials.</td>
<td>Can cite the credentialing of the agency and is familiar with its standards when discussing with site supervisor, other staff, and clients.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates professional identity in action and appearance.</td>
<td>Dresses fitting to profession and job activities, uses appropriate language, is on time for meetings.</td>
<td></td>
</tr>
</tbody>
</table>

Skills and Practice

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Sample Evidence</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands the primary content of the conversation.</td>
<td>Gives paraphrases, reflections, and other skills that make clear the overt content is understood.</td>
<td></td>
</tr>
<tr>
<td>Understands the context, the uniqueness of the conversation elements and underlying meaning.</td>
<td>Provides interpretation and asks for clarification of latent meanings.</td>
<td></td>
</tr>
<tr>
<td>Identifies affect and addresses feelings in an empathetic manner.</td>
<td>Uses minimal verbal responses, minimal non-verbal responses, exaggeration, etc noting client feelings.</td>
<td></td>
</tr>
<tr>
<td>Effective use of non-verbal communication</td>
<td>Student discusses intentional use of non-verbal skills in attending to client during supervision. Uses posture, tone, facial expressions, etc purposefully and appropriately.</td>
<td></td>
</tr>
<tr>
<td>Uses self-disclosure skillfully and carefully for a specific purpose.</td>
<td>Student discusses use of self disclosure with site supervisor with clarity about why it was used.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates a tentative stance with clients when making interpretations, giving summaries, clarifying, or providing clinical hunches.</td>
<td>Shows facial expression and animation and uses words to make clear the tentative nature of the assertion.</td>
<td></td>
</tr>
<tr>
<td>Does not make absolute or final statements from test scores, assessment data, or other sources of information.</td>
<td>Student discusses caution taken with using any source of data in defining clients or predicting outcome.</td>
<td></td>
</tr>
<tr>
<td>Phrases questions in an open-ended manner that gives the client a variety of possible responses, rather than simple yes or no replies.</td>
<td>Refrains from closed ended questions unless consciously choosing to for a particular purpose such as suicide risk assessment or intake.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates sensitivity to the client.</td>
<td>Listens carefully to and remembers what the client has said, tries to see from the client’s perspective, makes statements intended to convey gentleness, seems able to perceive and sort out ambivalent and conflicting feelings of the client, etc.</td>
<td></td>
</tr>
<tr>
<td>Uses a variety of skills and is open to the use of new skills (works to assimilate and accommodate new ideas to increase counseling tools).</td>
<td>Seeks input from supervisor in regard to growing skills and ability in working with clients.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates consistent desire/effort to understand/know the client.</td>
<td>Uses the client’s name, asks for and uses names of significant others, focuses on client, does not get stuck in problem solving mode, is animated, and otherwise makes clear the intern’s interest in the client.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates value for diversity and acceptance of individual differences as well as cultural and other differences.</td>
<td>Uses a wide variety of leads from a number of new and fresh perspectives, deals with both feeling and content, shows awareness both directly and indirectly, deals with past, present, and future aspects of the client’s situation, avoids derogatory actions or words, seeks to understand the client’s views, etc.</td>
<td></td>
</tr>
<tr>
<td>Uses the principles and practices of diagnosis, treatment, and referral to initiate, maintain, and terminate counseling.</td>
<td>Uses DSM’s multiaxial model, treatment planning, and termination protocols of the agency.</td>
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</tr>
<tr>
<td>Demonstrates the ability to use procedures for assessing and managing suicide risk.</td>
<td>Is aware of and able to communicate and implement agency’s suicide risk plans.</td>
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</tr>
<tr>
<td>Provides appropriate counseling strategies, referral, and consultation when working with clients with addiction and co-occurring disorders.</td>
<td>Is aware of local experts and consults when needed. Never acts alone in the treatment of chemical dependency issues.</td>
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</tr>
<tr>
<td>Demonstrates skill in conducting intake interviews including gathering of pertinent history and mental status examination.</td>
<td>Follows the protocols when involved in intake assessment.</td>
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<tr>
<td>Demonstrates ability to perform risk assessment for danger to self or others.</td>
<td>Follows agency protocol for risk assessment.</td>
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</tr>
<tr>
<td>Applies relevant research finding to inform the practice of counseling.</td>
<td>Discussing information from scientific literature in supervision as applied to current cases.</td>
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<tr>
<td>Utilizes outcome measures.</td>
<td>Implementation of Outcome Survey from Counselor Education Department</td>
<td></td>
</tr>
</tbody>
</table>

**Foundations**

| Demonstrates understanding of ethical and legal considerations. | Discussions in supervision in handling delicate issues. |
| Understands own role and function and has made clear the student’s own professional identity within the agency. | The student will make clear the roles and functions to other staff and to clients. May be noted in a disclosure statement. |
| Understands and demonstrates the necessity of stretching one’s function to fit the needs of the agency without violating one’s educational or training limitations. | Participates in activities outside of the counseling arena but within the perimeters of sound ethics. |
| Demonstrates an understanding of a variety of | Reflection of appropriate application of |
models and theories of counseling. | different theories to case issues as noted in supervision and in case files.  
---|---
Takes responsibility for assuring others’ welfare when encountering boundaries of expertise. | Makes appropriate referral and consults with supervisors and other experts as needed. Never acts alone in case of emergencies or questionable situations.  
---|---
Demonstrates the ability to receive and integrate feedback from peers and supervisors. | Listens intently, asks pertinent non-defensive questions, and otherwise absorbs input from site supervisor and others at agency.  
---|---
Follows sound conflict resolution processes. | Approaches supervisor, staff, or others with graciousness and an open mind when faced with challenging situations. Works toward a better understanding and personal growth as well as professional growth.  
---|---

**Orchestration of the Process**

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
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</thead>
</table>
| Builds strong counseling Relationships | Actively employs skills aimed at increasing client comfort, confidence in the counseling process, and active involvement in the process (eg. Builds a safe environment, completes risk assessment, applies effective listening techniques, etc).  
---|---|
| Assesses for Client Readiness and prepares client for the work of counseling. | Notes the responsive stage of the client and gathers client’s thoughts and feelings regarding the counseling process and is creative in providing structure and safety to promote client engagement in the process of counseling.  
---|---|
| Demonstrates awareness of the power a counselor holds and is respectful and collaborative with the client. | Discusses power and collaborative techniques in supervision.  
---|---|
| Demonstrates effective goal-setting techniques with clients to assure the process is leading to fulfillment of client needs, wants, desires. | Builds clear and effective treatment plans.  
---|---|
| Demonstrates conscious competence in skills selection to promote movement toward client goals in the process of counseling. | Discusses in supervision the reasons for use of skills, techniques, and strategies.  
---|---|
| Demonstrates the ability to match appropriate skills, techniques, and strategies to the presenting problem. | Discusses the direction and action plans intended for clients in supervision.  
---|---|
| Does not get fixated at the problem level but stays with the client and allows for the fluidity of the process. | Patiently follows the client back to history and context after struggles.  
---|---|
| Provides opportunity for the client to speculate and consider a diverse set of options, and assists the client in integrating new ideas, behaviors, or understandings of the client’s issues. | Creatively encourages the client to think outside the box and to struggle with new ideas until the client finds a fit.  
---|---|
| Assists the client in applying new insights/knowledge by setting clear goals about how the client will change how the client lives. | Re-evaluates and adjusts goals with clients as the client gains insight.  
---|---|
| Intentionally works to instill hope in the client each session and overall. | Notes growth and insights, points out successes, denotes potential and the use of new ideas, makes concrete statements about how hopeful it is.  
---|---|

For student use- please insert the total score of the supervisor evaluation above.  
---|---

Supervisor total =
<table>
<thead>
<tr>
<th>Quality/Disposition</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3</td>
<td>7</td>
</tr>
<tr>
<td>Does not demonstrate disposition (Improvement plan required)</td>
<td>Demonstrates disposition some of the time / Shows improvement</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Rarely demonstrates disposition / No apparent effort toward improvement</td>
<td>Demonstrates disposition much of the time / Measured effort toward consistency</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Rarely demonstrates disposition / Little effort</td>
<td>Demonstrates disposition with few expectations</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Demonstrates disposition, but very inconsistently / Effort is good</td>
<td>Consistently demonstrates disposition</td>
</tr>
</tbody>
</table>

**Score**

**LEADERSHIP:** Resourcefulness, initiative, advocacy, commitment to quality work

**CONCERN FOR OTHERS:** Empathy, respect, kindness, adept at building relationships and bettering life situations of others

**PROFESSIONALISM:** Appropriate boundaries, dependable, ethical, work focused (thorough, accurate, timely), ability to relate to clients and coworkers as a professional

**TOLERANCE FOR OTHERS' VALUES/DIFFERENCES:** Effective team member, openness, tolerance for ambiguity

**EMOTIONAL MATURITY:** Self management, emotional regulation, integrity, coping ability, healthy conflict resolution skills

**GROWTH ORIENTATION:** Optimistic, open to feedback, reflective, enthusiasm for learning and practice of community counseling

**EFFORT/PROGRESS:** Steady movement toward competence (program competencies and expectations of the internship)

**For student use:** please find the total score and average for the evaluation.

**TOTAL** = \( \frac{(out\ of\ 70)}{7} \)

Field Supervisor Signature: ___________________________ Date: __________

**COMMENTS:**
TECHNICAL COMPETENCIES

The counselor is able to identify ways to use technology in communication, collaboration, demonstration of results, and other means of delivering counseling services. The counselor can be discerning in use of technology in delivering individual counseling services.

- **Use productivity software to develop and/or share group/classroom presentations, letters and reports, and deliver instruction** (spreadsheet and word processing software e.g.: PowerPoint, Prezi, Keynote, OneNote, Evernote, Do.com, SlideShare, Excel, and Word.)
  
  Description of activity:

  Professor/site supervisor/advisor initials: _____

- **Use equipment such as video recorders, audio recorders, projection equipment, document cameras to support student/client learning.**
  
  Description of activity:

  Professor/site supervisor/advisor initials: _____

- **Use Web 2.0 Technology to facilitate communication and video conferencing** (e.g.: Skype, join.me) and collaboration (e.g.: Google Drive, Dropbox), archive reference and video playback (e.g.: YouTube)
  
  Description of activity:

  Professor/site supervisor/advisor initials: _____

- **Use school district student information systems or agency information systems.**
  
  Description of activity:

  Professor/site supervisor/advisor initials: _____

- **Use computerized or web based statistical packages in conducting research.**
  
  Description of activity:

  Professor/site supervisor/advisor initials: _____

- **Use computerized testing/diagnostic and career decision making programs.**
  
  Description of activity:

  Professor/site supervisor/advisor initials: _____
Help students/clients search for various types of counseling-relate information via the Internet, including information about careers, educational and training opportunities, financial assistance and scholarships, community resources, employment opportunities, and social and personal information.

Description of activity:

Professor/site supervisor/advisor initials: _____

Subscribe, participate in counseling related RSS feeds via Google Reader, Twitter etc.

Description of activity:

Professor/site supervisor/advisor initials: _____

Be knowledgeable of the legal and ethical codes which relate to counseling services via the internet and be aware of school district acceptable use policies

Description of activity:

Professor/site supervisor/advisor initials: _____

Complete an online tutorial regarding ethical treatment of human participants in research (EDCE 698).

Description of activity:

Professor/site supervisor/advisor initials: _____

Be able to use the Internet for finding and using continuing education opportunities in counseling.

Description of activity:

Professor/site supervisor/advisor initials: _____

Utilize the internet for professional networking (e.g.: build a profile on LinkedIn.)

Description of activity:

Professor/site supervisor/advisor initials: _____

Student: ___________________________ Date submitted: _______________

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Gonzaga University
Department of Counselor Education

Practicum/Internship Evaluation of Site

Student Name ____________________________ Semester (s) Practicum ______ Internship ______
Placement _______________________________ Supervisor ___________________________

Please indicate the strengths and weaknesses of your Practicum/Internship site.

Please describe the supervision process used and the quality of supervision provided at your Practicum/Internship site.
GONZAGA UNIVERSITY
Counselor Education
Permission for Audio or Video-Recording

Date__________________________

I (we) authorize ____________________________________________________ to use any audio or audio-visual recordings made of myself (us) and (our) family, for the purposes of:

(a) evaluation by the Practicum/Intern counselor

(b) supervision by the counselor’s supervisor

(c) supervision by the university supervisor

All recordings are to be erased immediately after their use which is restricted to one or more of the above-stated purposes.

I (we) understand that all recordings are available for listening and/or viewing by me (us).

Client: _______________________________ Address: ___________________________
Date:  ________________________________  ___________________________

Legal Guardian: ________________________ Address: ____________________________
Date:  ________________________________  ___________________________

Counselor: ____________________________ Agency:  ____________________________
Date: _________________________________  ___________________________

Note: This release must be signed by all family members who are 18 years of age or older and/or signed by a parent or legal guardian of a minor or child still of school age.

7/17