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INTRODUCTION

Congratulations on beginning your clinical training experience. The Counseling Psychology Core Faculty look forward to providing many challenging experiences, along with sound supervision, that will give each of you opportunities to incorporate the clinical theory and knowledge that you have gained into practice working with clients.

The material contained herein is not intended to substitute for or otherwise modify the regulations that are contained in the current Academic Bulletin, the Graduate School Handbook, or in other official University documents. Rather, this document supplements and extends more general University- and Departmental-level requirements as they might apply specifically to the graduate program in counseling psychology. This Clinical Training Manual will be updated periodically, and relevant policy memoranda that appear between publications will be incorporated into subsequent editions.

PROGRAM FACULTY & CONTACT INFORMATION

The Counseling Psychology Core Faculty includes the coordinator and two additional members who are responsible for the leadership of the program, as well as providing clinical training and taking part in the practicum supervision rotation. They were chosen as program core due to their academic training and professional interests and skills. Dr. Woolford-Hunt, Program Coordinator, is responsible for the management of the program, as well as the activities and academic success of the program’s students. Professionally, she works several hours a week, as a psychologist, seeing clients at the University’s Counseling and Testing Center. The other two members of the core are Drs. Coffen and Waite. Dr. Coffen is the Director of the Andrews Community Counseling Center (ACCC), and Dr. Waite is the Director of Training for the master’s and doctoral level students. Both of these individuals have a private practice in addition to their duties at the University.

Questions regarding this manual, or the counseling psychology practicum and internship should be addressed to Dr. Dennis Waite, Director of Training. He can be reached at: Tel.: 269-471-3473, Fax: 269-471-6374, or by email: waite@andrews.edu.

The mailing address is: Department of Graduate Psychology & Counseling, Andrews University, 4195 Administration Drive, Bell Hall 167, Berrien Springs, MI 49104.

The website for the Department of Graduate Psychology & Counseling (GPC) is: www.andrews.edu/gpc. This manual, as well as the program’s handbook can be found on the GPC’s website.

PROGRAM OVERVIEW

The PhD Counseling Psychology program here at Andrews University is housed in the Department of Graduate Psychology & Counseling within the School of Education. It prepares students for the practice of psychology in schools, colleges, agencies, hospitals, churches, businesses, industries and private settings. It is the intent to prepare graduates for licensure as professional psychologists in the U.S. and with eligibility to practice internationally. The curriculum required for the program presumes that students have the requisite graduate training including courses in introductory psychology, statistics, general experimental, abnormal psychology, and master’s practicum. As such, the clinical core classes includes substantial instruction and practicum components at the doctoral level in the areas of psychological assessment and diagnosis and psychological
intervention procedures. Delays in taking certain graduate courses and starting practicum may be experienced if prerequisites have not been met. The design of the program allows students to specialize in one of the following areas of concentration: Adult, Child/Family, Cultural Diversity, or Health Psychology. Specialty concentrations should be developed within a student’s course plan in close consultation with their advisor to coincide with the student's dissertation topic.

**STATEMENT OF PHILOSOPHY**

The coursework and practicum experience each student receives in the program is based on the Educational Philosophy and Training Model. Students are trained in a scientist/practitioner model that is based on the bio-psycho-social philosophy. This promotes the balanced development of the mental, physical, social, and the spiritual nature of persons. Preparation for the field involves guidance in a wide variety of basic therapeutic skills. Specific to the counseling psychology field though, is the attention that’s given to both normal developmental issues, as well as problems associated with physical, emotional, and mental disorders. This means students are trained to help people improve their well-being, alleviate distress and maladjustment, resolve crises, and in general become more functional in their lives.

**THE IMPORTANCE OF ETHICS AND STANDARDS**

Throughout the doctoral program, all students are expected to become familiar with and behave in accordance with the ethics and standards of state and national associations for counseling psychologists. Clinical experience provides students with the opportunity to work with clients in real-world settings. Students are expected to abide by the American Psychological Association (APA) ethical and legal standards.

These documents are formally reviewed in the introductory courses, and their contents evaluated at different points in the program. Appropriate professional behavior is an important part of satisfactorily completing counseling psychology programs. In order to receive the Program Coordinator’s endorsement and recommendation for credentialing and/or employment it is not sufficient to have merely completed the academic requirements; all students are to have additionally demonstrated their knowledge of and conformity with ethics and practice guidelines throughout all aspects of the program.

**PROCEDURES FOR RESPONDING TO POSSIBLE VIOLATION OF APA ETHICAL PRINCIPLES**

When a student is suspected to have violated an ethical standard, the Advisor, in consultation with other faculty members determines whether the suspected violation is amenable to resolution through informal intervention or whether it may be serious enough to warrant formal review. If the suspected violation appears to be less serious, the student is asked to meet with his or her Advisor who discusses the matter, asks for relevant information, and collaborates with the student to develop a plan for remediation. Documentation of the meeting is placed in the student file and an oral report of the outcome of the meeting is presented to the faculty.

If the violation appears more serious the student receives a written notice of the suspected violation and is asked to meet with his or her Advisor and possibly other faculty members to discuss the alleged misconduct. The student may present any relevant information he or she wishes to bring forward at that meeting, the purpose of which is to ascertain the likelihood that a serious violation occurred and to plan for remediation, suspension, or removal from the program.

The faculty are committed to student success and are prepared to work diligently to help students who have academic and personal obstacles succeed as counseling psychologists. The faculty are optimistic that once
identified most problems with academic, personal or interpersonal competencies can be resolved and students can continue their forward progress in the program. However, there is an equal responsibility to ensure that if all efforts at remediation fail, the program does not represent an incompetent professional as competent.

The Counseling Psychology students are expected to abide by the APA codes and guidelines listed below.

- Ethical Principles of Psychologists and Code of Conduct (http://www.apa.org/ethics/code/index.aspx);
- APA Guidelines for Assessment of and Intervention with Persons with Disabilities (http://www.apa.org/pi/disability/resources/assessment-disabilities.aspx);
- APA Guidelines for Psychological Practice with Older Adults (http://www.apa.org/practice/guidelines/older-adults.pdf);

These standards and guidelines apply to all aspects of professional behavior, including (but not limited to) the practice of counseling and psychotherapy, supervision, teaching, classroom behavior, research, consultation, and collegial relations.

THE CLINICAL PROGRAM

By the end of a student’s first year in the program, they have begun didactic training related to clinical issues, assessment of clinical problems, psychopathology, and the principles of psychotherapy and behavior change. The three semester practicum sequence is in turn followed by a one-year internship.

CLINICAL TRAINING OBJECTIVES

Upon completion of practicum and internship training, students will be able to:

- Demonstrate knowledge and understanding of the ethical and legal principles of psychologists.
- Demonstrate knowledge in core psychological areas (biological, historical, learning theory, social psychology, multi-cultural issues, psychopathology, and personality).
- Demonstrate a knowledge and understanding of vocational psychology/career development.
- Assess and diagnose mental and emotional disorders.
- Integrate research into the therapeutic process.
- Provide psychotherapy services to individuals, couples, families, groups, and organizations.
- Demonstrate a knowledge and understanding of professional issues in counseling psychology.
- Provide supervision for the activities of counseling psychologists.
- Demonstrate a knowledge and understanding of multicultural and ethnic diversity.
- Provide consultation services for clients.
- Demonstrate the ability to integrate a spiritual perspective into their psychotherapy practice.

CAUSE FOR REMOVAL FROM PRACTICUM/INTERNSHIP SITES

Students may be removed from a practicum and/or internship site placement for the following reasons:

- Failure to function in a mature, responsible, and professional manner;
- Failure to follow the ethical guidelines of the counseling profession;
- Dishonesty regarding field placement log or contract, tape recording, and/or obtaining client consent;
- Failure to maintain confidentiality of client records and/or client situations; and
- By request of the site administrator/site supervisor.

**HOME VISITS**

While completing practicum and internship experiences, it is expected that student safety comes first. Therefore, students are not permitted to make any home visits during their practicum/internship experiences. Students must, at all times, have immediate access to their clinical site supervisor, the site supervisor’s representative, or a professional colleague for consultation and support when at their field sites; therefore, students may not work alone at any time while seeing clients.

**COMPLETING PRACTICUM/INTERNSHIP HOURS AT A STUDENT’S PLACE OF WORK**

Students may use their regular employment as a clinical placement site under the following conditions: Students must perform clinical duties that are different from duties performed on the basis of a master’s degree; student’s clinical site supervisor must be different from their current work supervisor; students must obtain a letter (i.e., from their clinical site supervisor) documenting how these conditions will be met; the documentation letter must be delivered to Director of Training at the beginning of any practicum/internship semester.

Please note: private practice placements (i.e., private psychologist, etc.) are not appropriate practicum/internship sites.

**THE ANDREWS COMMUNITY COUNSELING CENTER**

The Andrews Community Counseling Center (ACCC) provides mental health services to children, adolescents, and adults who reside in the Michiana area, or who are members of the community near the University. Services are provided to persons regardless of race, gender, religious affiliation, culture, or other status or worldview. It also serves as an on-campus training clinic, allowing master’s and doctoral students to obtain intensive and personalized supervision, while at the same time providing needed counseling services to members of the community. The ACCC has five counseling rooms, four are individual rooms, with the fifth being a play therapy room. All work in the clinic is supervised by full time faculty, as well as adjunct faculty from the community. Due to the importance of students abiding by the clinic’s policies and procedures, all students are required to read the ACCC Counselor Handbook and have a firm understanding of its content. Students must receive a score of 100% on the handbook quiz before being placed for practicum.

**CONVICTION CLEARANCE**

Field experience is an important part of the Counseling Psychology curriculum, which means students may be in contact with children and adolescents in the counseling setting. All Counseling Psychology students must sign a conviction clearance form before participating in any class fieldwork or interactions with children. Failure to report a conviction or falsification of information could result in dismissal from the program.
**THE PRACTICUM EXPERIENCE**

The purpose of practicum is to help students bridge the gap between the theory and practice of counseling psychology. Counseling theory is based on psychological models and personality theory. Students learn how to assess and diagnose mental disorders using the DSM-5 classification system, develop treatment plans, and use therapeutic procedures.

**EXPECTATIONS**

Students entering the program with necessary prerequisites, begin clinical practicum their first semester at the ACCC. GDPC745, which is considered Practicum I, introduces the practice of counseling psychology, and gives students experience with clients from the general population. Typical client concerns are those with developmental or adjustment type situations. This broad exposure helps to develop clinical skills, and cultivate areas of interests. For Practicum II & III, students work specifically with clients within their emphasis area, and develop the competences needed to integrate assessment into client evaluations. Students take three credits of practicum each semester which includes one-and-a-half hours of individual supervision and one-and-a-half hours of group supervision a week. During this time, the supervisor views recorded sessions and provides feedback. Students are also encouraged to discuss cases and issues that have arisen. This dialogue encourages experiential learning through progress monitoring and case evaluation. Progression through the practicum sequence increases the complexity of what is expected from therapy sessions.

**RECORDING CLINICAL ACTIVITIES**

It is important that students develop and maintain a semester-by-semester account of the hours expended in the following: direct patient contact, formal supervision, and specific tests or assessment procedures. The process of calculating training hours retroactively, at the time of applying for internship, will likely be inaccurate and overwhelming for students who have not been maintaining their records on a weekly basis throughout each year. The Association of Psychology and Postdoctoral Internship Centers (APPIC) provides written guidelines that will be helpful in monitoring accumulating clinical practicum hours. In addition, there are various programs to help keep track of training hours. These include a commercially available program -- Time2Trac (http://time2track.com/), and a spreadsheet available on the APPIC website (http://www.mypsychtrack.com).

**TIME REQUIREMENTS - PRACTICUM**

Students must complete supervised practicum experiences over the course of three semesters (Fall, Spring, and Summer). For each semester of practicum, students will be expected to complete 250 hours with 60% of that indirect, and 40% direct client service hours. Students who aren’t able to fulfill their 750 hours within three semesters, must secure their own externship practicum site outside of the ACCC to complete missing hours. One credit of GDPC878 Doctoral Practicum Continuation is required for each semester this occurs. This requirement is necessary due to time constraints of the practicum supervisor, as well as a restricted client load at the ACCC. Additionally, each student’s practicum must include the following:

- Over the course of three semesters, at least 300 clock hours of direct service with actual clients that contribute to the development of counseling skills.
- Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, or off-site supervisor.
- An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a faculty member in the supervision rotation or site supervisor.
- The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients.
- Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.
- The remaining 450 hours are to include weekly on-site supervision and a variety of professional activities (i.e., record keeping, supervision, information and referral, in-service and staff meetings, etc.). These hours must be evenly accrued over the course of the semester.

**OFF-SITE PRACTICUM SETTINGS**

Students must complete their first semester of practicum (GDPC745) at the ACCC. Emphasis practicum in the 2nd and 3rd semesters can be completed at an approved off-site location. If this is of interest to a student, they must meet with the Director of Training and receive pre-approval for the site. Whether in the campus counseling center or at an outside location, students performing clinical services that are required as part of the academic programs, are covered under Andrews’ professional liability insurance.

**PRACTICUM EXTERNSHIP**

Students wishing to complete additional practicum hours beyond the 750 accumulated in the 3-semester practicum sequence may do so if they have met the following requirements.

- Have completed all hours required for GDPC745, and the two semesters of Emphasis Practicum.
- Completed the Externship Contract and received approval from Training Director.
- Registered for 1-credit of GDPC850 Doctoral Field Externship each semester until the number of additional hours have been received.

**DO’S AND DON’TS FOR STUDENTS IN PRACTICUM**

- Be on time for each client and supervision appointment. In case of bad weather, leave home earlier, and try and reach your client, or contact the desk monitor at the ACCC and convey your message to them. Be sure and offer your client a rescheduled date and time. Your supervision hours are scheduled into the professor’s day. If you won’t make it, let the professor know so it frees up their time for other tasks.

- Dress appropriately, wear neat pants/skirt/dress (no jeans or running shoes). You are representing not only yourself as a professional, but the University as well when you meet with clients. Your time in the program should be a training ground for when you graduate.

- Be prepared for your client appointments. For new clients, review their intake form so you have an understanding of their concerns. For existing clients, review prior notes to remind you of what was discussed in prior appointments.

- Supervision appointments are set aside specifically for your benefit. Come prepared with necessary client files and recorded sessions. Write down any concerns or questions you may have had with any of your clients. Being prepared means you make the most out of your time with your supervisor.

- Student must at all times maintain a professional demeanor at the clinic, and respect the confidentiality of the clinic's/client’s records and the privacy of the desk monitor’s area.
- Be open-minded about learning experiences offered, including those you may not be particularly interested in. You may be surprised! And many skills will generalize to other clinical settings, populations and communication disorders.

- If you have been assigned a client that has concerns you aren’t yet trained on, speak up prior to the first appointment. Your supervision can make the determination whether you are trained to handle that client.

- If you will be administering any kind of assessment tests during your client session, be prepared by checking out the kit from the Department Admin far enough in advance that you can review it. Also, make sure a test will be available for you before scheduling the client. Alternative tests may be available to you, and this can be a good real-life example of a workplace.

**PRACTICUM FORMS**

Below is a listing of the forms which will be used as part of the Practicum experience.

- Log of Practicum Hours
- Contract for Off-Campus Practicum (as applicable)
- Practicum Student Evaluation (one per semester)
- Evaluation of Clinical Supervision (one per semester)

Students are responsible for ensuring that forms are obtained and completed. Original forms should be returned to the supervisor or Department Admin if appropriate. These will be kept in the student’s practicum/internship file. Copies should be made of all forms and kept as backup. This can be done by the Department Admin if desired. Practicum and internship grades will be kept as Deferred Grades (DGs) until documentation that all hours have been done has been submitted.
THE INTERNSHIP EXPERIENCE

The internship is the capstone of the Counseling Psychology program. It provides a systematic program of supervised, professional training in an applied setting, while integrating scientific, professional, and ethical knowledge in a way that will permit the student to demonstrate autonomous and responsible functioning as a practicing psychologist.

EXPECTATIONS

Every student is required to complete an APPIC approved 2000-hour professional practice internship in a healthcare setting prior to graduation. Students are required to apply for an internship through APPIC and are strongly encouraged to obtain an APA-approved internship if possible. In order to be eligible to apply though, students must have completed practicum, comprehensive exams, and defended their dissertation proposal.

Most internships affiliated with the Association of Psychology Postdoctoral and Internship Centers (APPIC) require 700 to 1200 hours of practicum experience prior to the internship. Some require more and some less. Generally, the more hours of experience, the better. It is the student’s responsibility to keep a record of practicum experiences, and to have obtained the levels of experience required by the internship programs to which application is desired. To assist with this record keeping, it is recommended that the student downloads a current sample of the APPIC standard application form to use as a guide (http://www.mypsyctrack.com).

Comprehensive examinations in the major field must be successfully completed before a student is eligible to apply for internship sites. Not only is this a department policy, but prospective internship sites want to see that the student has passed comprehensive exams as well. Students should make arrangements to take their comprehensive exams no later than August of the year they are planning to apply, as all three sections of the exam must be passed prior to the application process in November.

Students are also strongly encouraged to complete their dissertations prior to commencing internship. At minimum, it is required that students obtain committee approval of their dissertation proposal. Students who have completed their dissertations are more attractive to internship sites.

Request for approval to formally seek an internship should be submitted to the student's academic adviser who will recommend readiness for internship. When approved, the student will receive notification from the Director of Training verifying readiness for internship.

INTERNSHIP APPLICATION

Application deadlines for APPIC internships usually range from November 30 to January 15. Early applications are sometimes given more favorable consideration. The Director of Training will assist students with the application process as needed.

PRE-INTERNSHIP GUIDELINES

Prior to internship students should take the following steps:
- Confer with adviser to determine readiness for internship. Visit the APPIC web site for downloading appropriate forms and applications.
- Confer with the Director of Training regarding internship sites and application process.
- Apply for an approved internship with appropriate forms and recommendation letters.
- Accept an approved internship.
- File a copy of the internship contract with the Director of Training. Retain one copy for personal records.
- Register for GDPC820 Internship in Counseling Psychology during the semesters of internship.

The internship experience is normally full-time (40 hours per week for 50 weeks) or half-time (20 hours per week for 100 weeks). In the case of a full-time internship, the student will register for GDPC820 for one credit hour per semester for the 3 semesters of the internship. In case of a half-time internship, the student will register for .5 credits each semester until the 3 credits are completed (6 semesters). Registration should be concurrent with the internship experience and done with the approval of the Director of Training.

**INTERNSHIP ACTIVITIES**

The internship experience is a cooperative effort on the part of the student, the agency, the supervisor, and the University Director of Training. As part of the student's professional practice, the internship experience in direct client services should include: intake interviews, psychological assessments, treatment planning, psychological counseling, case conferences, and seminars. Whenever possible, some research experience and community outreach is highly desirable. It is also desirable for the student to gain experience in the organization and management of a professional practice.

**PRE-DOCTORAL INTERNSHIP LOCATION**

The following will be used to identify organized health service training programs for predoctoral internships in psychology. Internships that are accredited by the American Psychological Association are recognized as meeting the definition, and all of the following criteria, 1 through 10. An organized training program, in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose is assuring breadth and quality of training.

1. The internship agency had a clearly designated staff psychologist who was responsible for the integrity and quality of the training program and who was actively licensed/certified by the State Board of Examiners in Psychology.
2. The internship agency had a clearly designated staff psychologist who was responsible to the State Board of Examiners in Psychology.
3. Internship supervision was provided by a staff member of the internship agency or by an affiliate of that agency who carried clinical responsibility for the cases being supervised. At least half of the internship supervision was provided by one or more psychologists.
4. The internship provided training in a range of assessment and treatment activities conducted directly with patients seeking health services.
5. At least 25% of trainee's time was indirect patient contact (minimum 375 hours).
6. The internship included a minimum of two hours per week (regardless of whether the internship was completed in one year or two) of regularly scheduled, formal, face-to-face individual supervision with the specific intent of dealing with health services rendered directly by the intern. There must also have been at least two additional hours per week in learning activities such as case conferences involving a...
case in which the intern was actively involved; seminars dealing with clinical issues; co-therapy with a staff person including discussion; group supervision; additional individual supervision.

7. Training was post-practicum and post-externship level.

8. The internship agency had a minimum of two interns at the internship level of training during the applicant's training period.

9. Trainee had title such as intern, resident, fellow, or other designation of trainee status.

10. The internship agency had a written statement or brochure which described the goals and content of the internship, stated clear expectations for quantity and quality of trainee's work and was made available to prospective interns. The internship experience (minimum 2000 hours) was completed within 24 months.

**Note**
APPIC member programs are required to issue a certificate of internship completion to all interns who have successfully completed the program. These guidelines are based on or derived from several sources, including the Directory of the Association of Psychology Postdoctoral and Internship Centers (APPIC), the Criteria for Accreditation of Internship Programs (APA), and applications for listing in the National Register of Health Care Providers.

**RECORDING CLINICAL ACTIVITIES**
As with practicum, internship requires students to maintain an orderly well documented hourly log of activities, which make up the 2000-hour internship. These hours consist of observation hours, client service hours, record keeping time, professional readings, research, staff development and any other activities included as part of the time spent on site or related to client services. Client service hours should specify type of service (i.e., assessment, family therapy, individual therapy). Such documentation may be necessary when applying for state licensure.

**COMPLETING THE INTERNSHIP**
Students will receive a DG grade for each semester until the internship is completed. To receive credit and a grade for all the semesters of the internship, the following documents must be submitted to the Director of Training:

- Summary of activities during the entire 2000 hour internship (signed by the supervisor and the intern)
- Copy of the Certificate of Internship Completion provided by the internship program

If the student is completing the internship during the last semester before graduation, the above documents must be received two weeks prior to the end of the semester in order to clear the student for graduation. All documents submitted during the internship become part of the student's permanent record of internship experience kept by the Department.

The student should have the internship site provide a Certificate of Internship at the end of the experience. This document should verify the type and length of internship and should be signed by the head of the agency and the supervisor. This document will be of future benefit when applying for licensure to many State Boards of Psychology.
PROFESSIONAL LICENSURE PROCESS

Requirements for psychology licensure vary according to the state or country. After graduation, at least one year of professional experience in a health care setting working under the supervision of a fully licensed psychologist (two years in Michigan) must be completed. Graduates must also pass the Examination for Professional Practice in Psychology (EPPP) which is administered by the various states. The required score for passing the examination varies by state. In addition, some states also have additional requirements (like an oral exam) which is specific to its own needs and requirements. Some states require both an oral and a written examination. Since each state has slightly different requirements, it is important to check with the states in which licensure is desired to be sure the program met its requirements or if additional course electives may be necessary. The Counseling Psychology program currently meets Michigan State licensure requirements.

The department does not keep information about requirements for licensure in other states or countries. It is advised that the student contact the licensing boards in the states or countries in which there is an interest in practicing and request the latest information about licensure requirements. It is the student’s responsibility to be sure the program includes the course work required for licensure in the locality where practice is intended. Licensing boards may require documentation to verify that the program meets its requirements. To provide this documentation students generally need to have the following documents:

- Copy of the Andrews University General Information Bulletin under which student graduated.
- Copy of this Counseling Psychology Program Handbook and Clinical Training Manual.
- Copy of the outline/syllabus for each course taken as part of the program, including the qualifications (degree and license) of the instructor.
- Description of internship experience including agency, experiences, length, and supervisor and Certification of Completion of internship. Be sure to know which individual in the agency will verify the internship, should this be necessary, and that internship and practicum records at Andrews are complete. Keep a copy of all summary forms and logs for practicum and internship experiences as well as the Certificate of Completion.
- Copy of candidacy form as accepted by the SED Graduate Services Coordinator. Transcripts will be sent directly from the Registrar's Office to the licensing board, but the candidacy form will provide a complete record of the courses taken in the program, with the grades obtained. Many times it is helpful to have a copy of the official transcript. Students should keep all of the above documents together in a secure place so they will be available when needed.

For current Michigan Psychology Licensure Instructions please refer to www.michigan.gov/healthlicense
Appendix

PRACTICUM & INTERNSHIP FORMS
Andrews University - Department of Graduate Psychology and Counseling  
Ph.D. in Counseling Psychology  

Log of Practicum Hours  
Doctoral Level Practicum & Advanced Practicums: GDPC745, GDPC846-849

| Year: ____ | ☐ Fall Semester ☐ Spring Semester ☐ Summer Semester |

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<td>Reading in Professional Literature</td>
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<tr>
<td>Audio-visual Media Review, Computer</td>
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<tr>
<td>Seminars, Workshops, Presentations, Conf.</td>
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<tr>
<td>Other, Misc.</td>
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Indirect Service Totals |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |

| Direct Service: Individual Counseling |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |
| Direct Service: Group Counseling |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |
| Direct Service: Couple Counseling |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |
| Direct Service: Family Counseling |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |
| Direct Service: Psychological Testing |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |

Direct Service Totals |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |

GRAND TOTALS |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |                |

Signature of Student ___________________________ Date ___________  
Signature of Supervisor ___________________________ Date ___________
Andrews University - Department of Graduate Psychology and Counseling  
Ph.D. in Counseling Psychology  

**Contract for Off-Campus Practicum/Externship**  
Doctoral Level Practicum & Advanced Practicums: GDPC745, GDPC846-849, GDPC850 Externship

Name:______________________________________________________________________________________  

Off Campus Agency Name: ____________________________________________________________________  

Agency Address: _____________________________________________________________________________  

Agency Phone/s: _____________________________________________________________________________  

Name of Supervisor: __________________________________________________________________________  
*(Please attach photocopy of supervisor’s state licensure which must be at that state’s highest level of practice.)*  

Supervisor Emergency Phone:___________________________________________________________________  

Total Contract Hours Per Week: _______ *(Include all agency activities)*  

Total Estimated Direct Service Hours Per Week: _______ *(Include client contact activities only)*  

Hours of Supervision Per Week:  

   _______ *(Individual)*  
   _______ *(Group)*  

Contract Dates:  

   _______ *(Beginning date)* to _______ *(Ending date)*  

Experiences and Activities available (check all that apply):  

☐Individual Adult Psychotherapy ☐Individual Child Psychotherapy ☐Psychological Assessment  
☐Crisis Intervention ☐Group Psychotherapy ☐Psycho/Educational Consultation  
☐Other ________________________  

<table>
<thead>
<tr>
<th>GDPC 745 Practicum Instructor Signature</th>
<th>Date</th>
<th>☐Student has completed 1 semester of on-campus practicum. List semester below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-site Agency Supervisor’s Signature</td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Practicum Student Signature</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

*Make copies for 1) Department Student Folder, 2) Off-site Agency Supervisor, 3) Practicum Student*
### Doctoral Practicum Student Evaluations

**Doctoral Level Practicum & Advanced Practicums: GDPC745, GDPC846-849**

**Year:** ______

☐ Fall Semester  ☐ Spring Semester  ☐ Summer Semester

**Student:**

**Supervisor:**

<table>
<thead>
<tr>
<th>Evaluation Area</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Needs To Improve</th>
<th>Unable To Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual psychotherapy skills with adults</td>
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<tr>
<td>Individual psychotherapy skills with children and adolescents</td>
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<tr>
<td>Group psychotherapy and leadership skills</td>
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<tr>
<td>Crisis intervention skills</td>
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<tr>
<td>Psychodiagnostic and assessment skills</td>
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<tr>
<td>Case conceptualization skills</td>
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<tr>
<td>Ability to establish therapeutic relationships with adults</td>
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<tr>
<td>Ability to establish therapeutic relationships with children and adolescents</td>
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<tr>
<td>Ability to establish therapeutic relationships with couples</td>
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<tr>
<td>Ability to establish therapeutic relationships with families</td>
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<tr>
<td>Psychological testing, scoring, interpretation and report writing skills</td>
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<tr>
<td>Openness to supervision</td>
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<tr>
<td>Professional and ethical judgment</td>
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<tr>
<td>Awareness of self and his/her impact on clients</td>
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<tr>
<td>Self-confidence</td>
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<tr>
<td>Demonstrates sensitivity to, and ability to therapeutically engage widely diverse clients</td>
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<tr>
<td>Summarize this student’s overall clinical/professional strengths:</td>
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<td>---------------------------------------------------------------</td>
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</table>

<table>
<thead>
<tr>
<th>List specific goals for this student’s clinical/professional growth:</th>
</tr>
</thead>
</table>

Signature of Student/Date  Signature of Supervisor/Date
## Evaluation of Clinical Supervision

*Doctoral Level Practicum & Advance Practicums: GDPC745, GDPC846-849*

### Year:
- [ ] Fall Semester  
- [ ] Spring Semester  
- [ ] Summer Semester

### Student:  
### Supervisor:  

<table>
<thead>
<tr>
<th>Evaluation Area</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Needs To Improve</th>
<th>Unable To Evaluate</th>
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</thead>
<tbody>
<tr>
<td>Supervision helped me gain insight into client dynamics</td>
<td></td>
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<tr>
<td>Supervision helped me gain insight into my own dynamics</td>
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<tr>
<td>Supervision helped me to improve my treatment planning skills</td>
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<tr>
<td>Supervision encouraged/increased my awareness and use professional literature, research, other media</td>
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<tr>
<td>Supervision encouraged/increased my awareness and use of audio, video, or observational appraisals</td>
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<tr>
<td>Supervision increased my competency in report writing</td>
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<tr>
<td>Supervision helped me develop proficiency in the use of DSM and diagnosis and client assessment</td>
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<tr>
<td>Supervision helped me improve my ability to establish therapeutic relationships with clients</td>
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<tr>
<td>Supervision provided a positive learning environment that balanced support and confrontation</td>
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<tr>
<td>Supervision helped me to develop more effective intervention skills</td>
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<tr>
<td>Supervision increased my multi-cultural sensitivity and skills</td>
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<tr>
<td>Supervision provided opportunities for developing general strategies and alternative therapy responses</td>
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<tr>
<td>My supervisor was empathic</td>
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<tr>
<td>My supervisor acknowledged my competencies</td>
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<tr>
<td>My supervisor encouraged independent thinking and action</td>
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<tr>
<td>What I valued most about this semester’s practicum experience:</td>
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<tr>
<th>What I would have changed about this semester’s practicum experience:</th>
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</table>

Signature of Student/Date  Signature of Supervisor/Date
The Ph.D. in Counseling Psychology requires the students to complete a supervised internship which meets the following standards:

1. The opportunity to complete **2000+ clock hours** learning and performing the activities that an employed psychologist would be expected to fulfill.
2. A minimum of **1440 hours of direct service** spent counseling individuals, couples, families or groups.
3. A minimum of one (1) hour per week required in **individual supervision** by an On-Site licensed psychologist.
4. A minimum of one and one-half (1½) hours per week of **group supervision**.
5. The student is provided with an appropriate office space for counseling clients and is provided with the opportunity to develop program-appropriate audio and/or videotapes of the student’s interactions with clients for use in supervision.
6. The On-Site Supervisor must have a doctoral degree in psychology and be fully licenses with a minimum of two years of pertinent professional experience.
7. The internship experience encourages the student to gain supervised experience in the use of a variety of professional resources and a variety of professional activities other than direct counseling services. The student keeps a Daily Activity Log that documents on-site participation in activities during the internship. This log is summarized weekly and signed by the supervisor.
8. The student’s performance is formally evaluated each semester by the On-Site Supervisor who completes and signs a Semester Evaluation Form. Three copies are made. One copy is kept by the On-Site Supervisor, one copy is given to the student, and one copy is sent to the Andrews University Counseling Psychology PhD Program Coordinator.
9. The On-Site Supervisor reviews and signs an Internship Semester Summary Form each semester. Three copies are made. One copy is kept by the On-Site Supervisor, one copy is given to the student, and one copy is sent to the Faculty Internship Supervisor.
10. At the end of the internship an exit evaluation interview is scheduled between the On-Site Supervisor and the student, for the purpose of discussing the On-Site Supervisor’s final Semester Evaluation Form, the student’s Evaluation of Clinical Supervision Form and exchanging feedback. A copy of all evaluations will be submitted to the Andrews University Counseling Psychology PhD Program Coordinator.

**Please see other side**
Pre-Doctoral Internship Contract
GDPC820 Internship in Counseling Psychology

Please Print:

Name of Agency: __________________________  Phone: __________________________
Address: ________________________________

(Signature of Internship Site Director)  (Date)
(Print Name) ___________________________  (Email/Phone) ___________________________

(Signature of Internship Clinical Supervisor)  (Date)
(Print Name) ___________________________  (Email/Phone) ___________________________

(Signature of Student)  (Date)
(Print Name) ___________________________  (Email/Phone) ___________________________

(Signature of Andrews University Clinical Coordinator)
(Print Name) ___________________________  (Date) ___________________________

(Signature of Andrews University PhD Counseling Psych Coordinator)
(Print Name) ___________________________  (Date) ___________________________

Date of Internship: ___________________________  TO  ___________________________
Intern’s Name:                                  Date:

Supervisor’s Name:                                  Name of Site:

☐ First Semester   ☐ Second Semester   ☐ Third Semester

**Rating Scale:**

5. **Exceptional:** This skill/behavior is considered a major strength which means it is performed consistently at an advanced level.

4. **Proficient:** This skill/behavior is considered to be above expected developmental level for the amount of experience, knowledge, and academic training.

3. **Satisfactory:** Performance is considered at expected developmental level for the amount of experience, knowledge, and academic training. Intern is “on target” for where they are expected to be for their level of training.

2. **Emerging:** Performance is considered below expected developmental level for the amount of experience, knowledge, and academic training. Intern may only have an introductory knowledge of this skill, little experience, or still need to develop these skills to be at expected level.

1. **Unsatisfactory:** Performance is consistently below expected developmental level for the amount of experience, knowledge, and academic training. Intern may have very little awareness, experience, knowledge or training with this skill/behavior and remediation is needed to work toward expected developmental level.

**Not Observed:** Not applicable or assessed during this training experience.

The program seeks to ensure that internship placements provide students with opportunities to put into practice the knowledge and skills learned through coursework and practicum experiences. Three main student learning outcomes or goals help guide the developmental areas in which competent counseling psychologists must become skilled prior to graduation.

**Goal #1:** To train counseling psychologists who will have the requisite knowledgebase and therapeutic skills for entry into the practice of professional psychology.

**Goal #2:** To train counseling psychologists who have the necessary knowledge and skills for competent practice and research within a multicultural and religiously diverse society.

**Goal #3:** To train counseling psychologists who will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods.

Supervisors should meet individually with the intern to discuss all ratings. When giving feedback, please provide examples of strengths and areas for improvement, **You are encouraged to indicate in the “Comment” area the reason behind any score lower than a 3.**
### PhD Counseling Psychology

#### Intern Evaluation Form

<table>
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<tr>
<th>(5) Exceptional (4) Proficient (3) Satisfactory (2) Emerging (1) Unsatisfactory</th>
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</table>

**Goal #1:** To train counseling psychologists who will have the requisite knowledgebase and therapeutic skills for entry into the practice of professional psychology

1. Has professional and appropriate interactions with treatment teams, peers and supervisors; seeks supervisor and peer support as needed.  
   - Rating: 5 4 3 2 1 n/o
   - Comments:

2. Demonstrates positive coping strategies with personal and professional stressors and challenges. Maintains professional functioning and quality client care.  
   - Rating: 5 4 3 2 1 n/o
   - Comments:

3. Responsible for key client care tasks (e.g. phone calls, letters, case management), completes tasks promptly. All client contacts, including scheduled and unscheduled appointments, and phone contacts are well documented.  
   - Rating: 5 4 3 2 1 n/o
   - Comments:

   - Rating: 5 4 3 2 1 n/o
   - Comments:

5. Effectively evaluates, manages and documents client risk by assessing immediate concerns such as suicidality, homicidality, and safety issues. Collaborates with clients in crisis to make appropriate short-term safety plans, and intensify treatment as needed. Discusses all applicable confidentiality issues openly with clients.  
   - Rating: 5 4 3 2 1 n/o
   - Comments:

6. Demonstrates good knowledge of ethical principles and state law. Consistently applies these appropriately, seeking consultation as needed.  
   - Rating: 5 4 3 2 1 n/o
   - Comments:

**Goal #2:** To train counseling psychologists who have the necessary knowledge and skills for competent practice and research within a multicultural and religiously diverse society

7. Spontaneously raises issues relating to individual differences with clients as appropriate, conveys ease in working with a range of backgrounds, is aware and sensitive to individual differences, and accurately self-monitors own responses to differences.  
   - Rating: 5 4 3 2 1 n/o
   - Comments:
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<tr>
<td>8.</td>
<td>Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td><strong>Comments:</strong></td>
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<tr>
<td>9.</td>
<td>Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
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<tr>
<td><strong>Goal #3:</strong> To train counseling psychologists who will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods</td>
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<td>10.</td>
<td>Demonstrates a thorough working knowledge of psychiatric diagnostic nomenclature and diagnostic nomenclature and DSM classification. Utilizes historical, interview and psychometric data to diagnose accurately.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td><strong>Comments:</strong></td>
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<td>11.</td>
<td>Promptly and proficiently administers commonly used tests in his/her area of practice. Appropriately chooses the tests to be administered. Demonstrates competence in administering intelligence and personality tests.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td><strong>Comments:</strong></td>
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<tr>
<td>12.</td>
<td>Interprets the results of psychological tests used in his/her area of practice. Demonstrates competence interpreting intelligence and personality tests.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td><strong>Comments:</strong></td>
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<tr>
<td>13.</td>
<td>Writes a well-organized psychological report. Answers the referral question clearly and provides the referral source with specific recommendations.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
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<tr>
<td>14.</td>
<td>Plans and carries out a feedback interview. Explains the test results in terms the client and/or caregiver can understand, provides suitable recommendations and responds to issues raised by client or caregiver.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td><strong>Comments:</strong></td>
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<tr>
<td>15.</td>
<td>Formulates a useful case conceptualization that draws on theoretical and research knowledge. Collaborates with client to form appropriate treatment goals.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
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<tr>
<td>16.</td>
<td>Interventions are well-timed, effective and consistent with empirically supported treatments.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
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</tbody>
</table>
Please use the section below to provide the training staff with feedback regarding the strengths and weaknesses of the training programs and describe any suggestions you have for modifying and/or improving the program.

**Strengths:**

**Weaknesses:**

**Suggestions:**

Signature of Supervisor: ______________________________ Date _________________________

Signature of Intern: __________________________________ Date _________________________
### Evaluation of Internship Supervisor

<table>
<thead>
<tr>
<th>Intern’s Name:</th>
<th>Date:</th>
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</thead>
<tbody>
<tr>
<td>Supervisor’s Name:</td>
<td>Name of Site:</td>
</tr>
</tbody>
</table>

- [ ] First Semester
- [ ] Second Semester
- [ ] Third Semester

<table>
<thead>
<tr>
<th>(5) Strongly Agree</th>
<th>(4) Agree</th>
<th>(3) Unsure</th>
<th>(2) Disagree</th>
<th>(1) Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor creates a supportive supervisory atmosphere.</td>
<td>5 4 3 2 1 n/o</td>
<td></td>
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<tr>
<td>Comments:</td>
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<tr>
<td>Supervisor increases your ability to conceptualize causative and maintaining factors in a client’s adaptive and maladaptive patterns of functioning.</td>
<td>5 4 3 2 1 n/o</td>
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<tr>
<td>Comments:</td>
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<tr>
<td>Supervisor exposes you to a variety of assessment strategies.</td>
<td>5 4 3 2 1 n/o</td>
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<tr>
<td>Comments:</td>
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<tr>
<td>Supervisor displays a high level of sensitivity in reference to diversity issues.</td>
<td>5 4 3 2 1 n/o</td>
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<tr>
<td>Comments:</td>
<td></td>
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<tr>
<td>Supervisor exposes you to different intervention strategies.</td>
<td>5 4 3 2 1 n/o</td>
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<tr>
<td>Comments:</td>
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<tr>
<td>Supervisor increases your knowledge of legal and ethical issues.</td>
<td>5 4 3 2 1 n/o</td>
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<td>Comments:</td>
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<tr>
<td>Supervisor was available for scheduled supervision.</td>
<td>5 4 3 2 1 n/o</td>
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<tr>
<td>Comments:</td>
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<tr>
<td>The manner in which your supervisor gave feedback was respectful and collegial.</td>
<td>5 4 3 2 1 n/o</td>
<td></td>
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<tr>
<td>Comments:</td>
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</tbody>
</table>
Evaluation of Internship Supervisor

Any additional comments regarding any other areas of supervision not covered above:

Signature of Intern: ______________________________ Date _________________________