



# **Counseling Practicum/Internship Handbook**

*Mental Health Counseling and  
Marriage and Family Therapy  
Specializations*

Revised July 1, 2014

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## Introduction

The purpose of this *Handbook* is to provide practicum/internship information for University of the Rockies' Master of Arts in Counseling with a specialization in Marriage and Family Therapy or Mental Health Counseling. This Handbook covers Practicum/Internship training for students, Practicum/Internship supervisors, and faculty. Supervised clinical training is an integral part of graduate education in counseling at University of the Rockies, and the Rockies Counseling Center (RCC) offers a unique opportunity for students to obtain experience and feedback from competent mental health professionals early in their training. Students in practicum or internship participate in the provision of counseling services to clients during the Master of Arts in Counseling program at University of the Rockies. The goal of Practicum/Internship is for students to acquire the knowledge, skills, attitudes, and values, as well as the self-knowledge needed to become competent counseling practicum students/interns and eventually, mental health professionals. Practicum/Internship complements classroom education, provides the opportunity to work with experienced clinicians, and helps students develop their professional identity. The University of the Rockies School of Professional Psychology and the Rockies Counseling Center work together to provide professional training experiences and excellent care for persons receiving psychological services from our students. The Practicum/Internship is also one way in which we are able to meet Council for Accreditation of Counseling & Related Educational Programs (CACREP) compliance standards.

The Director of Clinical Training (DCT) is the contact person for all matters pertaining to clinical Practicums/Practicum/Internships. This *Counseling Practicum/Internship Handbook* addresses most counseling or administrative comments or questions. The Director of Clinical Training approves applications for Practicum/Internship experience, requests to extend the Practicum/Internship experience and also develops advancement plans for students who do not meet the clinical and professional requirements of the Practicum/Internship. To reach the Director of Clinical Training, call 719.442.0505, ext. 1608.

## Practicum/Internship Goals

**Relationship:** Practicum students/interns will acquire the knowledge, skills, and attitudes required to foster and sustain productive professional relationships with clients, colleagues, supervisors, and others.

**Assessment:** Practicum students/interns will acquire the knowledge, skills, and attitudes needed to accurately select, administer, and score clinical assessment techniques and interpret and report the results.

**Intervention:** Practicum students/interns will acquire the knowledge, skills, and attitudes needed to identify, plan, administer, and evaluate preventive treatment and remedial strategies designed to enhance the positive functioning and well-being of clients.

**Research and Evaluation:** Practicum students/interns will acquire the knowledge, skills, and attitudes necessary to critically analyze counseling theory and research, and, as practitioners, to act as clinical scientists and lifelong learners.

**Consultation and Education:** Practicum students/interns will acquire the knowledge, skills, and attitudes required to effectively act as entry-level consultants and educators.

**Management and Supervision:** Practicum students/interns will acquire the knowledge, skills, and attitudes required to effectively act as entry-level managers and supervisors.

**Diversity:** Practicum students/interns will become culturally sensitive professionals, a result of knowledge, skills, and attitudes integrated into such practice. Practicum students/interns will understand and appreciate differing cultural, ethnic, and societal circumstances of clients, work effectively and develop therapeutic relationships with a wide range of populations varying in race, gender, age, ethnicity, national origin, socioeconomic status, language, religion, ability or disability, and sexual orientation, and other factors related to individual differences and cultural diversity. These skills are essential ingredients in the training at the School of Professional Psychology.

## Practicum/Internship Coursework

The Practicum/Internship coursework at University of the Rockies is designed to further the classroom experience that students have completed and to allow them to begin to practice skills. The competencies that are evaluated are designed to train graduate-level mental health clinicians consistent with the standards of national accrediting bodies (e.g., American Counseling Association (ACA), CACREP, American Association for Marriage and Family Therapy (AAMFT)).

The credits required to complete Practicum/Internship total 700 clock hours. At least 30% of the hours must be in direct patient care and administering objective assessments. At least 20% of the hours must be participation in supervision. Each student is provided weekly required individual and group supervision and consultation. The other 50% of the hours can be in the provision of indirect services, such as making and answering phone calls, writing reports and progress notes, reviewing video and audio tapes, or informal consultation with other professionals. The time spent by Practicum/Internship students contemplating the client's case and planning interventions is necessary for a rich learning experience. Time spent in peer supervision of students enrolled in the Supervision/Consultation course is counted as indirect service delivery. Presenting cases in group supervision is also considered to be an indirect service provision.

To successfully complete a Practicum/Internship, students must demonstrate competence in the following clinical skills:

**Interviewing Techniques:** This clinical proficiency includes core skills and competencies that mental health counselors and marriage and family counselors must have to conduct interviews and discussions for the provision of professional service to their clients.

**Objectives:** Students must be able to:

1. Structure an interview appropriate for goal, time, and client need;
2. Identify and maintain focus to reach the goal of interview;
3. Establish rapport and an environment of safety for the client;
4. Ask meaningful questions of the client clearly;
5. Make assessments clearly to the client;
6. Summarize results of the interview;
7. Make transitions;
8. Take appropriate notes during the interview process; and
9. Understand appropriate and effective methods of addressing ethical concerns that may be necessary to navigate through many cases and situations in the Practicum/Internship experience.

**Managing the Dynamics of the Treatment Relationship:** This clinical proficiency includes the core skills needed by mental health counselors and marriage and family counselors to understand and facilitate the emotional and interpersonal processes and conflicts which emerge while services are provided to clients.

**Objectives:** Students must be able to:

1. Develop rapport;
2. Demonstrate and communicate empathy;
3. Define and maintain appropriate boundaries;
4. Address resistance behaviors empathetically;
5. Identify and manage transference;
6. Identify and manage counter-transference in a clinically helpful manner;
7. Maintain agreed upon tasks or outcome goals;
8. Demonstrate integrity; and
9. Maintain confidentiality.

**Maintaining Ethical and Professional Relationships:** This clinical proficiency includes core skills needed by marriage and family counselors and mental health counselors to act properly and ethically for the well-being of all clients.

**Objectives:** Students must be able to:

1. Create and maintain appropriate boundaries;
2. Practice only within areas of one's personal competence;
3. Secure and facilitate informed consent for all procedures;
4. Speak and act with respect in the presence of all clients;
5. Identify and avoid dual relationships and conflicts of interest;
6. Maintain a professional, contractual relationship with clients;
7. Seek consultation and supervision when needed;

8. Maintain up-to-date diagnostic and treatment knowledge;
9. Provide and maintain a usable and effective emergency plan; and
10. Present an attitude of “do no harm.”

**Cultural Sensitivity:** This clinical proficiency includes core skills mental health counselors and marriage and family counselors must have to understand and effectively negotiate issues of individual differences, delivery of mental health services, and the therapeutic process.

**Objectives:** Students must be able to:

1. Recognize the ways in which factors such as race, culture, ethnicity, gender, sexual orientation, social class, religion, physical condition, and age may affect the interview situation and therapeutic process;
2. Attend to individual differences in interviewing and the therapeutic process;
3. Define, establish, and maintain appropriate boundaries;
4. Account for ways in which the Mental Health Counselor/Marriage and Family Counselor’s personal characteristics may impact the therapeutic relationship;
5. Identify and manage transference;
6. Identify and manage counter-transference in a clinically helpful manner;
7. Recognize special considerations in working with sexual orientation issues including, required Mental Health Counselor/Marriage and Family Counselor behavior in assisting a client in the coming out process;
8. Demonstrate integrity; and
9. Maintain confidentiality.

**General Assessment Skills:** This counseling proficiency includes the knowledge, skills, and abilities necessary to engage the assessment process using norm-referenced tests.

**Objectives:** Students must be able to:

1. Understand the assessment process;
2. Review referral information;
3. Conduct interviews with appropriate parties;
4. Conduct naturalistic observations, behavioral observations, and mental status examinations;
5. Administer and score appropriate tests and diagnostic procedures;
6. Interpret the data and develop hypotheses;
7. Obtain feedback regarding hypotheses and recommendations;
8. Write a report and communicate conclusions clearly; and
9. Follow-up on recommendations and provide ongoing assessment.

**Psycho-diagnostic Skills:** This counseling proficiency involves the knowledge, skills, and abilities necessary to assess and diagnose client problems without the use of norm-referenced test instruments.

**Objectives:** Students must be able to:

1. Conduct a clinical interview;
2. Conduct an interview to obtain a psychosocial history;
3. Conduct a Mental Status Examination;

4. Distinguish between psychological disorders and organic disorders with emotional and behavioral symptoms;
5. Distinguish between an organic disorder masquerading as a psychological disorder and a true psychological disorder;
6. Identify the need to make referrals to a specialist;
7. Establish an accurate diagnosis as necessary per DSM-5 criteria;
8. Compose an intake report meeting professional quality standards; and
9. Adapt the above skills to couple, family, group, and organizational diagnoses.

**Individual Interventions:** This clinical proficiency includes the knowledge, skills, and abilities necessary for mental health counselors and marriage and family counselors to assist clients in making progress toward their treatment goals in counseling.

**Objectives:** Students must be able to:

1. Establish a strong therapeutic alliance;
2. Create an environment of hopefulness about treatment;
3. Develop initial treatment goals and treatment plans;
4. Review goals and plans every 10 weeks;
5. Educate the client about the problem or clinical issue;
6. Make appropriate contracts;
7. Use appropriate paperwork and documentation;
8. Make appropriate interpretations;
9. Make appropriate confrontations;
10. Make appropriate homework assignments;
11. Follow-up on assignments and agreements made with clients;
12. Assist the client in taking credit for progress toward goals;
13. Point out progress to client at appropriate times; and
14. Manage transference and counter-transference that may be interfering with progress toward therapeutic goals.

**Family Intervention:** This clinical proficiency encompasses the knowledge, skills, and abilities necessary for mental health counselors and marriage and family counselors to assist families and couples in making progress toward their goals in counseling.

**Objectives:** Students must be able to:

1. Establish rapport with families and couples;
2. Create an environment of hopefulness about treatment;
3. Define family and couple, if applicable, problems and challenges;
4. Collaboratively develop initial treatment goals and plans;
5. Review goals and plans every 10 weeks;
6. Make appropriate contracts;
7. Use appropriate paperwork and documentation;
8. Make appropriate interpretations;
9. Make appropriate confrontations;
10. Make appropriate homework assignments;
11. Follow-up on assignments and agreements made with families and couples, if applicable;
12. Maintain equilateral regard for all members;
13. Identify and use triangulation appropriately;



14. Identify and use interaction sequence techniques;
15. Assist the family and couple, if applicable, in taking credit for their progress;
16. Define, establish, and maintain roles and boundaries;
17. Produce a family Genogram; and
18. Manage transference and counter-transference that may be interfering with progress toward therapeutic goals.

**Group Intervention:** This clinical proficiency encompasses the knowledge and skills necessary for mental health counselors and marriage and family counselors to assist clients within a therapy group in achieving therapy goals.

**Objectives:** Students must be able to:

1. Screen, assess, and prepare group members effectively;
2. Observe ethical principles specific to groups;
3. Define the rules, boundaries, and limits of the group;
4. Build cohesion among group members;
5. Activate the therapeutic factors essential to healthy group process appropriate to stages of group development;
6. Make appropriate interpretations, bridging statements and confrontations;
7. Promote “process” over and above “content”;
8. Manage conflict among group members;
9. Balance interventions aimed at “group as a whole” vs. “group as individuals”;
10. Exercise leadership functions within the group;
11. Work effectively as a co-therapist, as appropriate;
12. Assist clients in achieving both interpersonal and intrapersonal change;
13. Plan and promote effective group termination; and
14. Make appropriate referrals for group therapy and individual therapy (outside of the group).

**Crisis Intervention and Risk Assessment:** This clinical proficiency includes the core skills and knowledge base mental health counselors and marriage and family counselors must have to help clients prepare for, minimize, and resolve crisis situations during and after a crisis situation.

**Objectives:** Students must be able to:

1. Assess risk of self-injury;
2. Assess risk of homicide and violence to others, if applicable;
3. Assess available resources before and during a crisis situation;
4. Make a contract for safety or relief using appropriate documentation for client and file;
5. Determine duty to warn or protect;
6. Make timely interventions (e.g., hospitalization, additional sessions, calling 911, etc.);
7. Ensure all appropriate documentation is in client file;
8. Provide appropriate support between sessions;
9. Educate client about crisis prevention and intervention; and
10. Make timely follow-up.

**Records Management:** This clinical proficiency includes the core skills that meet ACA, AAMFT, and State of Colorado Standards that mental health counselors and marriage and family counselors must have to manage all client records.

**Objectives:** Students must be able to:

1. Write clear and concise clinical notes, reports, and evaluations;
2. Maintain client confidentiality;
3. Discuss *Consent to Treat* and mandatory *Disclosure Form* Information with clients and obtain appropriate signatures; and
4. Obtain appropriate written releases of information and complete *Release of Information* forms.

## Ethical Guidelines

Students are expected to refrain from engaging in clinical activities that are unethical or illegal, those for which they are not qualified, or those for which they lack the required credentials. Students are expected to comply with the professional and ethical standards established by the ACA/AAMFT and the laws of the State of Colorado. Students may not evaluate or treat friends or relatives as clients. Counseling services are provided under the control, direction, and full professional supervision of a licensed professional. The Director of Clinical Training (DCT) has final authority for evaluating students in the Practicum/Internship experience.

Students engaging in Practicum/Internship services in the Rockies Counseling Center (RCC) are required to consult with their clinical supervisor and the DCT or Director of Behavioral Health when they hold, or are considering accepting, employment that may represent or lead to ethical difficulties or conflicts with their role as a counselor in the RCC.

Students who hold private practices in mental health services must ensure there is no conflict of interest between their private practice and their work in the RCC. Students are not permitted to transfer a client from the RCC to their private practice; however, a student can transfer a client from their private practice to the RCC, but the client cannot then be transferred back to the private practice. Students can make referrals from their private practice to the RCC for testing or other approved specialty services.

Students are required to register with the Department of Regulatory Agencies (DORA) as unlicensed psychotherapists, unless the individual holds a current Master's-level mental health service provider license (e.g., Licensed Professional Counselor (LPC), Licensed Marriage and Family Therapist (LMFT), and Licensed Clinical Social Worker (LCSW) in the state of Colorado. If the intern is completing Practicum/Internship in a state other than Colorado, they must abide by that state's licensing requirements.

## Student Insurance

Due to the liabilities associated with providing direct patient care, students are required to be insured during Practicum/Internship training while in the Master of Arts in Counseling program. Liability insurance can be purchased from one of several insurance carriers. Most students use the ACA/AAMFT for obtaining their insurance. Student/intern policies are relatively inexpensive and cover students only during school-related activities. Students are required to provide documentation of insurance by maintaining a current copy of their declarations page (face sheet), showing valid insurance coverage in their student file in the office of the DCT. It is the responsibility of the student to ensure that their liability insurance is current. Failure to maintain current coverage will result in suspension of the student from seeing clients until the insurance is updated and verification is submitted to the DCT for filing.

## Training Requirements

### Who must complete a Practicum/Internship in the Rockies Counseling Center?

All students admitted to the Master of Arts in Counseling, Mental Health Counseling Specialization and Marriage and Family Therapy Specialization are required to complete clinical Practicum/Internship in the Rockies Counseling Center or a Practicum/Internship site approved by the Director of Clinical Training (DCT).

Upon admission, all Practicum/Internship students must meet with the DCT to complete the *Application for Practicum/Internship*.

Practicum/Internship requirements are designed specifically with the student. The DCT and the student enter into a signed agreement outlining the student's Practicum/Internship requirements. This agreement is kept on file in the office of the DCT.

University of the Rockies cannot guarantee that a student will qualify for licensure in Colorado or any other state. Students residing in, or seeking licensure in, states other than Colorado are responsible for assuring that their program at University of the Rockies will meet the licensure requirements of that state. Licensure regulations may vary by state and by specialization, and may change over time. Thus, it is strongly recommended that students familiarize themselves with the regulations of the jurisdiction in which they plan to practice counseling.

#### **Marriage and Family Therapy Specialization – Licensure Information:**

All prospective students are advised to contact individual state boards of marriage and family therapists for additional information relating to licensure requirements prior to enrolling. A list of state marriage and family therapy boards is available here: [www.amftrb.org/stateboards.cfm](http://www.amftrb.org/stateboards.cfm). Prospective students are also advised to regularly review the state's policies and procedures relating to licensure as those policies are subject to change. This program is not accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) or the American Association for Marriage and Family Therapy (AAMFT), which may be a requirement for licensure in some states. Other factors, such as a student's criminal history, may prevent an applicant from obtaining licensure or employment in this field.

#### **Mental Health Counseling Specialization – Licensure Information:**

All prospective students are advised to contact individual state boards of counselors for additional information relating to licensure requirements prior to enrolling. A list of state counseling boards is available here: <http://www.nbcc.org/Directory>. Prospective students are also advised to regularly review the state's policies and procedures relating to licensure as those policies are subject to change. This program is not currently accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), which may be a requirement for licensure in some states. Other factors, such as a student's criminal history, may prevent an applicant from obtaining licensure or employment in this field.

The following Practicum/Internship standards are based on the educational goals of University of the Rockies and guidelines established by the ACA/AAMFT. Currently, the State of Colorado does not specifically define minimum requirements for Practicum/Internship training. University of the Rockies requires a minimum of 700 hours of Practicum/Internship for a Master's degree. Students are not limited to the minimum institutional requirements and may request additional Practicum/Internship experience, if applicable. Faculty may advise or require a student to have additional Practicum/Internship experience to better prepare the student for his or her experience as a counseling intern.

Students must be registered as unlicensed psychotherapists (or as licensed mental health counselors or social workers) with the Colorado Department of Regulatory Agencies database or in the database of the state in which they are completing their Practicum/Internship if one exists in that particular state. It is the responsibility of the student to become registered and documentation must be submitted to the DCT for verification and to be placed on file.

### **Master of Arts in Counseling, Marriage and Family Therapy Specialization**

University of the Rockies requires students accepted to the Master of Arts in Counseling, Marriage and Family Therapy Specialization to complete a minimum of 700 hours of Master's-level Practicum/Internship training. Each term of Practicum/Internship requires 100 clock hours at the Rockies Counseling Center or a Practicum/Internship site approved by the DCT for completion of these hours. Students entering University of the Rockies with a Bachelor's degree will complete the following Practicum/Internship courses during their program:

- CSL 6951 - CSL 6955 (500 clock hours over 5 terms)
- CSL 6956 - CSL 6957 (200 clock hours over 2 terms)

At the end of the Practicum/Internship experience, the student must have completed a minimum of 700 Practicum/Internship hours.

All students have the option to complete additional Master's-level Practicum/Internship hours during their program, above and beyond the required hours with application and approval from the DCT. This decision may impact financial aid eligibility if the extension is not required by the University.

- CSL 6958 (100 clock hours over 1 term)

### **Master of Arts in Counseling, Mental Health Counseling Specialization**

University of the Rockies requires students accepted to the Master of Arts in Counseling, Mental Health Counseling Specialization to complete a minimum of 700 hours of

Master's-level Practicum/Internship training. Each term of Practicum/Internship requires 100 clock hours at the Rockies Counseling Center or a Practicum/Internship site approved by the DCT for completion of these hours. Students entering University of the Rockies with a Bachelor's degree will complete the following courses during their program:

- CSL 6851 - CSL 6855 (500 clock hours over 5 terms)
- CSL 6856 - CSL 6857 (200 clock hours over 2 terms)

At the end of the Practicum/Internship experience, the student must have completed a minimum of 700 Practicum/Internship hours.

All students have the option to complete additional Master's-level Practicum/Internship hours during their program, above and beyond the required hours with application and approval from the DCT. This decision may impact financial aid eligibility if the extension is not required by the University.

- CSL 6858 (100 clock hours over 1 term).

### **Documenting the Practicum/Internship Experience**

University of the Rockies subscribes to *Time2Track*, an online service, which is provided at no cost to students and is the only accepted form of tracking hours. In applying for Practicum/Internship, and often throughout the student's professional career, he or she will rely on *Time2Track* to verify training hours and experiences to employers, schools, regulatory agencies, potential Practicum/Internship sites, and accrediting agencies. Students are required to complete a detailed form documenting their training and educational history for licensure. Therefore, students are responsible for maintaining detailed records documenting their experience and the activities in which they have participated, which must be signed by their clinical supervisor and submitted to the DCT at the end of each term. These records should include the number and type of tests administered and scored, testing reports completed, records of numbers and types of clients, and records of types of therapy training completed.

At the conclusion of each term, the DCT will review the progress of all students. The DCT will have evaluations from the student's supervisors, which will be part of the progress review. At the completion of each Practicum/Internship, it is the responsibility of the student to ensure that the appropriate forms are completed. The *Practicum/Internship Site Agreement* form must be on file with the DCT to receive academic credit (and a grade) for the Practicum/Internship course. The *Evaluation of Practicum/Internship Site* form and *Evaluation of Supervisor by Student* form must also be completed by the student. These forms must be submitted in order to have credit posted for the Practicum/Internship.

Supervisors are required to describe the student's strengths and weaknesses and discuss the evaluation with the student. The form is completed every term so the student receives ongoing feedback about his or her performance. If a student anticipates an unfavorable rating, this issue should be discussed with the DCT prior to receiving the written

evaluation. If necessary, meetings can be arranged between the student, the DCT, and the supervisor during the Practicum/Internship to address issues of concern.

A rating of two or below (current progress) on any of the learning outcomes, core competencies, or clinical proficiencies will result in a non-passing grade (NP) for that term. Hours accumulated during that term will not count toward meeting the required hours for the Practicum/Internship, and the student will need to repeat the hours, and re-enroll for the term. The first incidence of an NP during Practicum/Internship will result in a remediation plan designed by the DCT and the student's supervisor in collaboration with the student, and the student will be placed on academic probation. When a student receives an NP during a second term of Practicum/Internship, it is grounds for dismissal from the program.

## **Practicum/Internship Courses**

### **Master of Arts in Counseling, Marriage and Family Therapy Specialization**

#### **CSL 6951 Marriage & Family Therapy Practicum (100 clock hours/term)**

*CSL 6951 Marriage & Family Therapy Practicum I* is designed for students new to professional practice. This Practicum provides an orientation to professional practice and to the Rockies Counseling Center. Marriage & Family Therapy Practicum I students will participate in three types of activities: observation of direct services, indirect services, and supervision, consultation, and training.

1. Observation of Direct Services (20 hours) – Students will learn the systems and paperwork used in the Rockies Counseling Center to track and document service delivery and outcomes. Licensed professional and other clinical Practicum students may observe the Practicum I student conducting initial intakes, couples, family, and group sessions, consultation, and psycho-educational activities. With permission, Practicum students may observe other clinical students providing services and the process of marriage and family assessment from the initial phase to its conclusion, if applicable.
2. Indirect Services (60 hours) – Students will work at the front desk answering phone calls, taking appropriate messages, responding appropriately to crises, and seeking supervision when needed. Students will use the orientation component of Practicum to augment their coursework and to gain experience in writing intakes, mental status examinations, intellectual assessments, and treatment notes.
3. Supervision, consultation, and training (20 hours) – Students will participate in individual supervision and group supervision. The individual supervision is scheduled (face-to-face supervision) with an appropriate supervisor. Group supervision will include case presentations and didactic activities. Training outside of the clinic may count only if it is pre-approved by the DCT.

#### **CSL 6952 Marriage & Family Therapy Practicum (100 clock hours/term)**

*CSL 6952 Marriage & Family Therapy Practicum* is designed for students who have completed CSL 6951 or have transferred in minimal Practicum hours from a Master's

degree in a related field of study. Students will provide clinical services in collaboration with, and under the supervision of, licensed mental health professionals. Marriage & Family Therapy Practicum students will participate in three types of activities: direct services, indirect services, and supervision, consultation, and training.

1. Direct Services (30 hours)
  - a. Counseling – Students will spend time providing direct counseling services to clients (individual, couples, families, and groups), including consultation and primary prevention services with outreach and psycho-educational activities.
  - b. Assessment – Students will spend a portion of their time providing interview, observation, diagnostic, and psychometric services to clients, including self-report measures, structured diagnostic interviews, parent report measures, behavioral assessments, personality assessments, and client outcome measures.
2. Indirect Services (50 hours) – The time spent outside the therapy hour, focused on the client, is valuable learning time. Whether the activity is writing reports or progress notes, reviewing video/audio tapes, or informal consultation with other professionals, the time spent contemplating the client and planning interventions is necessary for a rich learning process.
3. Supervision, Consultation, and Training (20 hours) – Students will participate in individual supervision, group supervision, and additional outside trainings. Individual face-to-face supervision is scheduled with a licensed psychologist with the specific intent of discussing mental health services provided by the student. This supervision is scheduled for one hour per week. Group supervision includes case presentations and didactic presentations and is scheduled one hour per week. Attendance is mandatory at both supervision sessions. Training outside of the clinic may count only if it is pre-approved by the DCT.

### **CSL 6953 Marriage & Family Therapy Internship (100 clock hours/term)**

*CSL 6953 Marriage & Family Therapy Internship* is designed for students who have completed CSL 6951 and CSL 6952. Students will provide clinical services in collaboration with, and under the supervision of, mental health professionals. Marriage & Family Therapy Internship students will participate in three types of activities: direct services, indirect services, and supervision, consultation, and training.

1. Direct Services (30 hours)
  - a. Counseling – Students will spend time providing direct counseling services to clients (individual, couples, families, and groups), including consultation and primary prevention services with outreach and psycho-educational activities.
  - b. Assessment – Students will spend a portion of their time providing interview, observation, diagnostic and psychometric services to clients, including self-report measures, structured diagnostic interviews, parent report measures, behavioral assessments, personality assessments, and client outcome measures.

- c. Supervision – Time spent by advanced students supervising more junior students who are enrolled in the practicum/internship courses is counted as direct service.
2. Indirect Services (50 hours) – For counselors/therapists in training, the time spent outside the therapy hour, focused on the client, is valuable learning time. Whether the activity is writing reports or progress notes, reviewing video/audio tapes, or informal consultation with other professionals, the time spent contemplating the client and planning interventions is necessary for a rich learning process.
3. Supervision, Consultation, and Training (20 hours) – Students will participate in individual supervision and group supervision. Individual face-to-face supervision is scheduled with a licensed professional with the specific intent of discussing mental health services provided by the student. Group supervision includes case presentations and didactic presentations. Both individual and group supervision are scheduled one time each week. Attendance at both is mandatory. Training outside of the clinic may count only if it is pre-approved by the DCT.

### **CSL 6954 Marriage & Family Therapy Internship (100 clock hours/term)**

*CSL 6954 Marriage & Family Therapy Internship II* is designed for students who have completed CSL 6951, 6952, and 6953. Students will provide clinical services in collaboration with, and under the supervision of, a licensed psychologist. Marriage & Family Therapy Internship students will participate in three types of activities: direct services, indirect services, and supervision, consultation, and training.

1. Direct Services (30 hours)
  - a. Counseling – Students will spend time providing direct counseling services to clients (individual, couples, families, and groups), including consultation and primary prevention services with outreach and psycho-educational activities.
  - b. Assessment – Students will also spend a portion of their time providing interview, observation, diagnostic and psychometric services to clients, including self-report measures, structured diagnostic interviews, parent report measures, behavioral assessments, personality assessments, and client outcome measures.
  - c. Supervision – Time spent by advanced students supervising more junior students who are enrolled in the practicum/internship courses is counted as direct service.
2. Indirect Services (50 hours) – For therapists in training, the time spent outside the therapy hour, focused on the client, is valuable learning time. Activities such as writing reports and progress notes, reviewing video/audio tapes, or consulting with other professionals are considered indirect time.
3. Supervision, Consultation, and Training (20 hours) – Students will participate in individual supervision and group supervision. Individual face-to-face supervision is scheduled with a licensed professional with the specific intent of discussing mental health services provided by the student. Group supervision includes case presentations and didactic presentations. Both individual and group supervision



are scheduled one time each week. Attendance at both is mandatory. Training outside of the clinic may count only if it is pre-approved by the DCT.

### **CSL 6955 Marriage & Family Therapy Internship (100 clock hours/term)**

*CSL 6955 Marriage & Family Therapy Internship* is designed for students who have completed CSL 6951, 6952, 6953, and 6954. Students will provide clinical services in collaboration with, and under the supervision of, a licensed psychologist. Marriage & Family Therapy Internship students will participate in three types of activities: direct services, indirect services, and supervision, consultation, and training.

1. Direct Services (30 hours)
  - a. Counseling – Students will spend time providing direct counseling services to clients (individual, couples, families, and groups), including consultation and primary prevention services with outreach and psycho-educational activities.
  - b. Assessment – Students will also spend a portion of their time providing interview, observation, diagnostic and psychometric services to clients, including self-report measures, structured diagnostic interviews, parent report measures, behavioral assessments, personality assessments, and client outcome measures.
  - c. Supervision – Time spent by advanced students supervising more junior students who are enrolled in the practicum/internship courses is counted as direct service.
2. Indirect Services (50 hours) – For therapists in training, the time spent outside the therapy hour, focused on the client, is valuable learning time. Activities such as writing reports and progress notes, reviewing video/audio tapes, or consulting with other professionals are considered indirect time.
3. Supervision, Consultation, and Training (20 hours) – Students will participate in individual supervision and group supervision. Individual face-to-face supervision is scheduled with a licensed professional with the specific intent of discussing mental health services provided by the student. Group supervision includes case presentations and didactic presentations. Both individual and group supervision are scheduled one time each week. Attendance at both is mandatory. Training outside of the clinic may count only if it is pre-approved by the DCT.

### **CSL 6956 Marriage & Family Therapy Internship (100 clock hours/term)**

*CSL 6956 Marriage & Family Therapy Internship* is designed for students who have completed CSL 6951, 6952, 6953, 6954, and 6955. Students will provide clinical services of increasing difficulty in collaboration with, and under the supervision of, a licensed psychologist. Marriage & Family Therapy Internship students will participate in three types of activities: direct services, indirect services, and supervision, consultation, and training.

1. Direct Services (30 hours)
  - a. Counseling – Students will spend time providing direct counseling services to clients (individual, couples, families, and groups), including

- consultation and primary prevention services with outreach and psycho-educational activities.
- b. Assessment – Students will also spend a portion of their time providing interview, observation, diagnostic and psychometric services to clients, including self-report measures, structured diagnostic interviews, parent report measures, behavioral assessments, personality assessments, and client outcome measures.
  - c. Supervision – Time spent by advanced students supervising more junior students who are enrolled in the practicum/internship courses is counted as direct service.
2. Indirect Services (50 hours) – For therapists in training, the time spent outside the therapy hour, focused on the client, is valuable learning time. Activities such as writing reports and progress notes, reviewing video/audio tapes, or consulting with other professionals are considered indirect time.
  3. Supervision, Consultation, and Training (20 hours) – Students will participate in individual supervision and group supervision. Individual face-to-face supervision is scheduled with a licensed professional with the specific intent of discussing mental health services provided by the student. Group supervision includes case presentations and didactic presentations. Both individual and group supervision are scheduled one time each week. Attendance at both is mandatory. Training outside of the clinic may count only if it is pre-approved by the DCT.

### **CSL 6957 Marriage & Family Therapy Internship (100 clock hours/term)**

*CSL 6957 Marriage & Family Therapy Internship* is designed for students who have completed CSL 6951, 6952, 6953, 6954, 6955, and 6956. Students will provide clinical services of increasing difficulty and a focus on marriage and family cases in collaboration with, and under the supervision of, a licensed psychologist. Marriage & Family Therapy Internship students will participate in three types of activities: direct services, indirect services, and supervision, consultation, and training.

1. Direct Services (30 hours)
  - a. Psychotherapy – Students will spend time providing direct psychotherapy services to clients (individual, couples, families, and groups), including consultation and primary prevention services with outreach and psycho-educational activities.
  - b. Assessment – Students will also spend a portion of their time providing interview, observation, diagnostic and psychometric services to clients, including self-report measures, structured diagnostic interviews, parent report measures, behavioral assessments, personality assessments, and client outcome measures.
  - c. Supervision – Time spent by advanced students supervising more junior students who are enrolled in the practicum/internship courses is counted as direct service.
2. Indirect Services (50 hours) – For therapists in training, the time spent outside the therapy hour, focused on the client, is valuable learning time. Activities such as

writing reports and progress notes, reviewing video/audio tapes, or consulting with other professionals are considered indirect time.

3. Supervision, Consultation, and Training (20 hours) – Students will participate in individual supervision and group supervision. Individual face-to-face supervision is scheduled with a licensed psychologist with the specific intent of discussing mental health services provided by the student. Group supervision includes case presentations and didactic presentations. Both individual and group supervision are scheduled one time each per week. Attendance at both is mandatory. Training outside of the clinic may count if it is pre-approved by the DCT.

## **Master of Arts in Counseling, Mental Health Counseling Specialization**

### **CSL 6851 Counseling Practicum (100 clock hours/term)**

*CSL 6851 Counseling Practicum* is designed for students new to professional clinical practice. It provides an orientation to professional clinical practice and to the Rockies Counseling Center. Counseling Practicum students will participate in three types of activities: observation of direct services, indirect services, and supervision, consultation, and training.

1. Observation of Direct Services (20 hours) – Students will learn the systems and paperwork used in the Rockies Counseling Center to track and document service delivery and service delivery outcomes. Students will work at the front desk answering phone calls, taking appropriate messages, responding appropriately to crises, and seeking supervision when needed. Students will use the Introduction to Practicum/ Internship to augment their coursework and to observe intakes, mental status examinations, intellectual assessments, and the process of documentation.
2. Indirect Services (60 hours) – Students will observe the licensed mental health professionals and clinical Practicum/Internship students delivering mental health services. Students will observe intakes, individual, couples, family, and group psychological sessions, consultation, and psycho-educational activities. They will also observe the process of intellectual and personality assessment from the initial phase to its conclusion.
3. Supervision, Consultation, and Training (20 hours) – Students will participate in individual supervision, group supervision, and additional outside trainings. Individual face-to-face supervision is scheduled with a licensed psychologist with the specific intent of identifying and learning about mental health services that will be provided by the student. This supervision is scheduled for one hour per week. Group supervision includes case presentations and didactic presentations and is scheduled one hour per week. Attendance is mandatory at both supervision sessions. Students who attend outside training through workshops and seminars can accumulate additional Practicum hours if the training is officially approved of by the DCT.

### **CSL 6852 Counseling Practicum (100 clock hours/term)**

*CSL 6852 Counseling Practicum* is designed for students who have completed CSL 6851. Students will provide clinical services in collaboration with, and under the

supervision of, a licensed psychologist. Counseling Practicum students will participate in three types of activities: direct services, indirect services, and supervision, consultation, and training.

1. Direct Services (30 hours)
  - a. Counseling – Students will spend time providing direct counseling services to clients (individual, couples, families, and groups), including consultation and primary prevention services with outreach and psycho-educational activities.
  - b. Assessment – Students will also spend a portion of their time providing interview, observation, diagnostic and psychometric services to clients, including self-report measures, structured diagnostic interviews, parent report measures, behavioral assessments, personality assessments, and client outcome measures.
2. Indirect Services (50 hours) – For mental health professionals in training, the time spent outside the therapy hour, focused on the client, is valuable learning time. Whether the activity is writing reports or progress notes, reviewing video/audio tapes, or informal consultation with other professionals, the time spent contemplating the client and planning interventions is necessary for a rich learning process.
3. Supervision, Consultation, and Training (20 hours) – Students will participate in individual supervision, group supervision, and additional outside trainings. Individual face-to-face supervision is scheduled with a licensed psychologist with the specific intent of discussing mental health services provided by the student. This supervision is scheduled for one hour per week. Group supervision includes case presentations and didactic presentations and is scheduled one and a half hours per week. Attendance is mandatory at both supervision sessions. Students who attend outside training through workshops and seminars can accumulate additional Practicum hours if the training is officially approved of by the DCT.

### **CSL 6853 Counseling Internship (100 clock hours/term)**

*CSL 6853 Counseling Internship* is designed for students who have completed CSL 6851 and CSL 6852. Students will provide clinical services in collaboration with, and under the supervision of, a licensed professional. Cases will be of increasing complexity and difficulty. Counseling Internship students will participate in three types of activities: direct services, indirect services, and supervision, consultation, and training.

1. Direct Services (30 hours)
  - a. Counseling – Students will spend time providing direct counseling services to clients (individual, couples, families, and groups), including consultation and primary prevention services with outreach and psycho-educational activities.
  - b. Assessment – Students will also spend a portion of their time providing interview, observation, diagnostic and psychometric services to clients, including self-report measures, structured diagnostic interviews, parent

- report measures, behavioral assessments, personality assessments, and client outcome measures.
- c. Supervision – Time spent by advanced students supervising more junior students who are enrolled in the practicum/internship courses is counted as direct service.
2. Indirect Services (50 hours) – For therapists in training, the time spent outside the therapy hour, focused on the client, is valuable learning time. Whether the activity is writing reports or progress notes, reviewing video/audio tapes, or informal consultation with other professionals, the time spent contemplating the client and planning interventions is necessary for a rich learning process.
  3. Supervision, Consultation, and Training (20 hours) – Students will participate in individual supervision and group supervision. Individual face-to-face supervision is scheduled with a licensed psychologist with the specific intent of discussing mental health services provided by the student. Group supervision includes case presentations and didactic presentations. Both individual and group supervision are scheduled one time each week. Attendance at both is mandatory. Training outside of the clinic may count if it is pre-approved by the DCT.

### **CSL 6854 Counseling Internship (100 clock hours/term)**

*CSL 6854 Counseling Internship* is designed for students who have completed CSL 6851, 6852, and 6853. Students will provide clinical services in collaboration with, and under the supervision of, a licensed professional. Cases will be increasingly more complex and difficult. Counseling Internship II students will participate in three types of activities: direct services, indirect services, and supervision, consultation, and training.

1. Direct Services (30 hours)
  - a. Counseling– Students will spend time providing direct counseling services to clients (individual, couples, families, and groups), including consultation and primary prevention services with outreach and psycho-educational activities.
  - b. Assessment – Students will also spend a portion of their time providing interview, observation, diagnostic and psychometric services to clients, including self – report measures, structured diagnostic interviews, parent report measures, behavioral assessments, personality assessments, and client outcome measures.
  - c. Supervision – Time spent by advanced students supervising more junior students who are enrolled in the practicum/internship courses is counted as direct service.
2. Indirect Services (50 hours) – For therapists in training, the time spent outside the therapy hour, focused on the client, is valuable learning time. Activities such as writing reports and progress notes, reviewing video/audio tapes, or consulting with other professionals are considered indirect time.
3. Supervision, Consultation, and Training (20 hours) – Students will participate in individual supervision and group supervision. Individual face to face supervision is scheduled with a licensed professional with the specific intent of discussing

mental health services provided by the student. Group supervision includes case presentations and didactic presentations. Both individual and group supervision are scheduled one time each week. Attendance at both is mandatory. Training outside of the clinic may count if it is pre-approved by the DCT.

### **CSL 6855 Counseling Internship (100 clock hours/term)**

*CSL 6855 Counseling Internship* is designed for students who have completed CSL 6851, 6852, 6853, and 6854. Students will provide clinical services with increasing complexity and difficulty in collaboration with, and under the supervision of, a licensed professional. Counseling Internship students will participate in three types of activities: direct services, indirect services, and supervision, consultation, and training.

1. Direct Services (30 hours)
  - a. Counseling – Students will spend time providing direct counseling services to clients (individual, couples, families, and groups), including consultation and primary prevention services with outreach and psycho-educational activities.
  - b. Assessment – Students will also spend a portion of their time providing interview, observation, diagnostic and psychometric services to clients, including, self-report measures, structured diagnostic interviews, parent report measures, behavioral assessments, personality assessments, and client outcome measures.
  - c. Supervision – Time spent by advanced students supervising more junior students who are enrolled in the practicum/internship courses is counted as direct service.
2. Indirect Services (50 hours) – For therapists in training, the time spent outside the therapy hour, focused on the client, is valuable learning time. Activities such as writing reports and progress notes, reviewing video/audio tapes, or consulting with other professionals are considered indirect time.
3. Supervision, Consultation, and Training (30 hours) – Students will participate in individual supervision and group supervision. Individual face-to-face supervision is scheduled with a licensed professional with the specific intent of discussing mental health services provided by the student. Group supervision includes case presentations and didactic presentations. Both individual and group supervision are scheduled one time each per week. Attendance at both is mandatory. Training outside of the clinic may count if it is pre-approved by the DCT.

### **CSL 6856 Counseling Internship (100 clock hours/term)**

*CSL 6856 Counseling Internship* is designed for students who have completed CSL 6851, 6852, 6853, 6854, and 6855. Students will provide clinical services of increasing difficulty in collaboration with, and under the supervision of, a licensed psychologist. Counseling Internship students will participate in three types of activities: direct services, indirect services, and supervision, consultation, and training.

1. Direct Services (30 hours)
  - a. Counseling – Students will spend time providing direct counseling services to clients (individual, couples, families, and groups), including

- consultation and primary prevention services with outreach and psycho-educational activities.
  - b. Assessment – Students will also spend a portion of their time providing interview, observation, diagnostic and psychometric services to clients, including self-report measures, structured diagnostic interviews, parent report measures, behavioral assessments, personality assessments, and client outcome measures.
  - c. Supervision – Time spent by advanced students supervising more junior students who are enrolled in the practicum/internship courses is counted as direct service.
2. Indirect Services (50 hours) – For therapists in training, the time spent outside the therapy hour, focused on the client, is valuable learning time. Activities such as writing reports and progress notes, reviewing video/audio tapes, or consulting with other professionals are considered indirect time.
  3. Supervision, Consultation, and Training (20 hours) – Students will participate in individual supervision and group supervision. Individual face to face supervision is scheduled with a licensed psychologist with the specific intent of discussing mental health services provided by the student. Group supervision includes case presentations and didactic presentations. Both individual and group supervision are scheduled one time each week. Attendance at both is mandatory. Training outside of the clinic may count if it is pre- approved by the DCT.

**CSL 6857 Counseling Internship (100 clock hours over one term)**

*CSL 6857 Counseling Internship* is designed for students who have completed CSL 6851, 6852, 6853, 6854, 6855, and 6856. Students will provide counseling services of increasing difficulty and complexity in collaboration with, and under the supervision of, a licensed professional. Counseling Internship students will participate in three types of activities: direct services, indirect services, and supervision, consultation, and training.

1. Direct Services (30 hours)
  - a. Counseling – Students will spend time providing direct counseling services to clients (individual, couples, families, and groups), including consultation and primary prevention services with outreach and psycho-educational activities.
  - b. Assessment – Students will also spend a portion of their time providing interview, observation, diagnostic and psychometric services to clients, including self-report measures, structured diagnostic interviews, parent report measures, behavioral assessments, personality assessments, and client outcome measures.
  - c. Supervision – Time spent by advanced students supervising more junior students who are enrolled in the practicum/internship courses is counted as direct service.
2. Indirect Services (50 hours) – For therapists in training, the time spent outside the therapy hour, focused on the client, is valuable learning time. Activities such as writing reports and progress notes, reviewing video/audio tapes, or consulting with other professionals are considered indirect time.

3. Supervision, Consultation, and Training (20 hours) – Students will participate in individual supervision and group supervision. Individual face to face supervision is scheduled with a licensed professional with the specific intent of discussing mental health services provided by the student. Group supervision includes case presentations and didactic presentations. Both individual and group supervision are scheduled one time each week. Attendance at both is mandatory. Training outside of the clinic may count only if it is pre-approved by the DCT.

## Practicum/Internship Prerequisites

Students intending to enroll in a Practicum/Internship must submit the signed, completed *Application for Counseling Practicum/Internship* prior to enrolling in the first Practicum/Internship course. Students typically begin Practicum/Internship in August or January. A copy of the student's malpractice insurance must be attached to the completed application.

### Counseling Practicum/Internship Enrollment Checklist

- ❑ Submit a completed *Application for Counseling Practicum/Internship* signed by the Director of Clinical Training;
- ❑ Enroll in *Time2Track*;
- ❑ Include proof of purchased liability insurance; and
- ❑ Include proof of registration in the Colorado Unlicensed Psychotherapist Database or proof of professional licensure in the state in which it is held.

### Tracking Hours

All students are required to provide regular time and activity summary forms that track Practicum/Internship hours. The tracking of hours is coordinated with the requirements set forth by the APA/AAMFT guidelines, which include:

- Total Intervention and Assessment Hours;
- Total Additional Experience Hours; and
- Total Supervision Hours.

Hours are tracked using the *Time2Track* program, which is provided at no cost to students enrolled in Practicum/Internship in the Rockies Counseling Center or off-campus Practicum/Internship sites.

### Off-Site Agreements

Some students, because of where they live, complete their Practicum/Internship off-site and away from Rockies Counseling Center and University of the Rockies. In those cases, a Practicum/Internship assignment agreement is an agreement between the student, off-site supervisor, and off-site Practicum/Internship site. There is one site agreement form which is completed on an annual basis with the site and the Director of Clinical Training or University of the Rockies. Students need to complete the *Off Site Counseling Practicum/Internship Site Proposal* and submit it to the Director of Clinical Training each term. Forms are located in the Rockies Counseling Center and in the Appendix of this Handbook. A new agreement is required if there is a change in supervisors.



## **Failure to Comply with the Practicum/Internship Site Agreement**

If the student does not complete the Practicum/Internship Site Agreement by the end of the term, he or she will not be able to be placed at that site. The student's grade may also be affected and this may result in a remediation plan. The student is referred to the [University of the Rockies Academic Catalog](#) to review University grading policies.

## **Remediation Plan**

A remediation plan will be developed by the Director of Clinical Training and the supervisor with the approval of the Director of Clinical Training. The remediation plan shall include, but not be limited to, reduction of or elimination of caseload for educational or training purposes.

Remediation plans are to be supervisory and not punitive. If such remediation is not effective, the student will be referred to the Director of Clinical Training, the Director of the Rockies Counseling Center, their faculty mentor (advisor), the Director of Student Affairs, or Dean of the School of Professional Psychology and the case may be handled as a disciplinary matter in accordance with the [University of the Rockies Academic Catalog](#) and *Master of Arts in Counseling Student Handbook*.

## **Changing Sites**

Once a student is assigned to a Practicum/Internship site, he or she is expected to remain at that site for the duration agreed upon in the *Practicum/Internship Site/Supervisor Agreement*, usually one term. However, occasionally it is necessary to change sites or supervisors for various reasons. If this need should occur, students need to follow proper procedures for changing assignments during the Practicum/Internship assignment.

1. The student and supervisor of the site should meet and discuss the proposed change.
2. Submit the change request in writing to the Director of Clinical Training.
3. The Director of Clinical Training will work with the student to make the change.
4. If necessary, the student will be referred to the Academic Standing Committee for action.

## **Proposing a New Site**

There are certain clinical populations or sites that students would like to experience that have not been previously available as a Practicum/Internship site. Students are free to submit a proposal to the Director of Clinical Training to include the site as part of their clinical experience. The site must comply with established Practicum/Internship guidelines, requirements, and ethics upheld by the Practicum/Internship program, the School of Professional Psychology, and University of the Rockies. The Director of Clinical Training will visit the site and the site supervisor to discuss the site and make a decision about placement of student(s) at the site.

## **Evaluations**

Evaluations of all Practicum/Internship students include performance evaluation of knowledge, skills, and attitudes. Evaluations are based on the institutional outcomes (core competencies) and clinical proficiencies linked to the Practicum/Internship goals: interviewing techniques, managing dynamics of the treatment relationship, maintaining ethical professional relationships, sensitivity to diversity issues, general assessment skills, personality assessment and psycho diagnostic skills, intellectual assessment skills, individual interventions, family interventions, group interventions, crisis intervention and risk assessment skills, and client outcome measures. Feedback on performance evaluation and attendance in group supervision will be provided to the individual supervisor for use in the evaluative process.

Evaluations are to be reviewed by the student evaluated, the supervisor(s), and the Director of Clinical Training at the end of each term and submitted to the Director of Clinical Training for placement in the student's file. They may also be reviewed by the Director of the Rockies Counseling Center. Evaluations of students will be used as part of the annual faculty review of student progress.

### **Supervision Report**

Reports from the supervisor will be used to address issues that arise prior to the end of the specific Practicum/Internship course (i.e., Practicum I, II and Internship I, II, III, IV and V). Any issues of difficulty or conflict between supervisors, sites, and students which cannot be resolved directly at the level of conflict may be brought to the Director of Clinical Training (or the Director of the Rockies Counseling Center, when appropriate), who will then convene a meeting with all involved parties and attempt to resolve the problem. Problems that remain unresolved are then brought to the attention of the Director of Clinical Training and the Academic Standing Committee, who will then intervene according to the guidelines set forth by the University of the Rockies Grievance Process.

Any grievances by the student at this or any other point in the process are handled according to the [\*Dispute Resolution Procedure for Student Complaints\*](#) as outlined in the *University of the Rockies Academic Catalog, Student Rights and Responsibilities* section.

### **Practicum/Internship Program Evaluation**

Evaluation of the overall Practicum/Internship program will be accomplished by gathering evaluations from Practicum/Internship students once a year. Results of evaluations are anonymous and are distributed to the Director of Clinical Training and the Clinical Training Committee for discussion and recommendation for continuous improvement of the program. These evaluations include, but are not limited to student evaluations of the site, supervisors, and the group supervision process.

## **Professional Conduct**

Students, faculty, staff, and administrators are expected to conduct themselves in accordance with the overall mission and philosophy of University of the Rockies. The principles set forth by the ACA/AAMFT *Ethical Guidelines and Code of Conduct* are considered minimum standards for professional behavior. Discrimination, sexual harassment, stealing, cheating, or any unethical, unprofessional, or illegal behavior on the part of students, staff, faculty, or administrators will not be tolerated. For additional information on [\*Student Rights and Responsibilities\*](#), see the *University of the Rockies Academic Catalog*.

### **Dress Code**

Students, faculty, and staff are required to dress appropriately when on duty in the Rockies Counseling Center, when at any external Practicum/Internship site, or when representing University of the Rockies in the community. Since active clinical practice is part of the experience of most students and faculty, professional attire is to be worn when in the Rockies Counseling Center. Professional attire for men is interpreted as clean and neat slacks, dress shirts, (men must wear a dress shirt, a professional casual sport shirt, or

a collarless, banded shirt or turtleneck with a sport coat). Professional attire for women is interpreted as dresses (with appropriate neck, sleeve and hemlines, revealing no undergarments or cleavage), business suit, or slacks with professional top. Allowances can be made according to the dress code for the external Practicum/Internship sites.

Practicum/Internship students are expected to maintain appropriate personal hygiene. The wearing of hats, facial jewelry, and other unusual, visible, body adornment or decoration, or visible tattoos is prohibited. Business casual attire, to include professional-appearing jeans and T-shirts, may be worn on Fridays, Saturdays, or during break week. Appropriateness of dress is at the discretion of the Director of the Rockies Counseling Center and the DCT.

### **Consequences for Violations of Professional Conduct**

Disregard for the professional conduct policy is grounds for discipline, up to and including suspension or termination from Practicum/Internship. Non-adherence to policies and procedures of a Practicum/Internship site (either the Rockies Counseling Center or an external site) is also grounds for discipline and/or suspension. It is expected that students adhere to all rules and requirements of the site where they are practicing. Professional, respectful conduct is expected among all parties. It is requested that individuals refrain from using offensive language. No weapon of any type may be carried into the Rockies Counseling Center or an assigned Practicum/Internship site. Clients in the Rockies Counseling Center or external Practicum/Internship sites are to be treated with dignity and respect, regardless of income level or service payment status.

### **Confidentiality**

It is the responsibility of the Practicum/Internship student to adhere to all ethical standards held by University of the Rockies and its accrediting bodies, the State of Colorado Division of Regulatory Agencies, and the Colorado ACA/AAMFT. No protected health information about clients shall be kept in scheduling books, any electronic device, or other personal materials belonging to the student that would reveal any client's identity or violate confidentiality in any way. If a student chooses to use an electronic or hardcopy device to maintain a record of appointments, only initials of clients or pseudo names are to be recorded and a password is to be in place to access information on electronic devices. Client charts and any information pertaining to the client should never be removed from the clinic or Practicum/Internship site. Practicum/Internship students are to adhere to the provisions of the Health Information Portability and Accountability Act (HIPAA) in all dealings with clients and client records.

### **Practicum/Internship at Site of Employment and Compensation**

University of the Rockies discourages students from seeking to complete a Practicum/Internship at their place of employment. Boundary issues and ethical concerns involving dual/multiple relationships create serious potential difficulties in this type of situation. However, the faculty recognizes that in some circumstances this type of arrangement may be acceptable. If a student requests a Practicum/Internship placement at his or her site of employment, the site must ensure that the student's responsibilities are exclusive from the student's paid responsibilities as an employee. In some rare instances, the site may provide a travel/hotel stipend or accommodations. If a Practicum/Internship site offers the student a stipend, a new Practicum/Internship Site Agreement will need to be completed and signed by the site supervisor, as well as the Director of Clinical Training.

## **Code of Ethics**

Students, faculty, and staff are expected to adhere to the ethical standards and statements as defined by the ACA/AAMFT, University of the Rockies, and the State Licensing Board. Substantiated violations of professional or ethical conduct will result in termination from the Practicum/Internship, possibly from the Master of Arts in Counseling program, and may lead to dismissal from University of the Rockies. When students undertake certain specialty study and practice areas, they are required to adhere to the special codes of ethics related to areas of practice (such as AAMFT/ACA, pain management and any other specializations). It is the student's responsibility to be familiar with the professional code of ethics of any specialty discipline in which they are conducting practice activities.

University of the Rockies has the right to investigate any current or previous allegations of sexual misconduct or other improprieties involving children (through background checks, drug tests, offender registries, etc.).

## **Non-Discrimination**

University of the Rockies is an educational institution that admits academically qualified students to all the rights, privileges, programs, and activities generally available to students at the University. A student shall have the right to participate in University-sponsored services and activities without discrimination or harassment. The University does not discriminate in its education programs and activities on the basis of race, color, creed, national or ethnic origin, religion, sex, pregnancy, childbirth and related medical conditions, marital status, medical condition, service in the uniformed services, political activities and affiliations, age, disability, sexual orientation, gender identity, veteran status, or any other consideration made unlawful by federal, state, or local laws. Specifically, Title IX/SaVE requires the University not to discriminate on the basis of gender or sex in its education programs and activities. Gender/sex harassment, including gender sexual violence, is a form of prohibited gender or sexual discrimination. It is the intention of University of the Rockies that all qualified applicants are given equal opportunity and that selection decisions are based on qualifications and projected ability to excel in the Master of Arts in Counseling, Mental Health Counseling Specialization or Marriage and Family Therapy Specialization.

## **Working with Students with Disabilities**

The University is committed to providing an equal opportunity to access a full educational experience. In accordance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990, as amended, University of the Rockies prohibits discrimination on the basis of a disability. Reasonable accommodations will be granted to students who present appropriate documentation of disability and are otherwise qualified to participate in their specific program of study. University of the Rockies's Office of Student Access and Wellness is dedicated to fostering equal opportunities to student success through accessible educational programs, disability related advocacy, faculty and staff education, and an enhanced awareness of individual abilities and contributions.

Applicants/students requesting special accommodation may contact the Office of Student Access and Wellness at [access@rockies.edu](mailto:access@rockies.edu) or review general information regarding disability services and accommodations at [www.rockies.edu/resources/access\\_wellness](http://www.rockies.edu/resources/access_wellness).

## Definitions

**Assessment** – Any evaluation of a client which may include but not be limited to use of counseling or psychological instruments, observation, or consultation with others.

**Counseling Proficiencies** – The skills needed to be a competent clinician. The proficiencies are aligned with the ACA competencies and University of the Rockies institutional program and course outcomes.

**Crisis intervention** – Providing services to clients in distress for a variety of reasons during clinic hours of operations. Rockies Counseling Center is not a 24-hour crisis service.

**Direct Services** – The time that students spend providing direct mental health services to clients (individual, couples, families, and groups), including consultation and primary prevention services with outreach and psycho-educational activities. Additional direct services may include assessment, observation, and time spent consulting with students. Time spent by advanced students supervising more junior students who are enrolled in the practicum/internship courses is counted as direct service.

**Director of Behavioral Health** – The individual employed by University of the Rockies with the primary responsibility for the day to day operation of the Rockies Counseling Center.

**Director of Clinical Training (DCT)** – The individual employed by University of the Rockies who plays a central role in all aspects of overseeing students in training at the University. The DCT does direct supervision of students enrolled in Practicum/Internship. The DCT assists students in obtaining off site Practicum/Internship placements, pre-doctoral Practicum/Internships and maintains communication with all Practicum/Internship and off-site Practicum/Internship placements.

**Indirect Services** – For students in training, the time spent outside the therapy hour, focused on the client. Activities include, but are not limited to, writing reports or progress notes, reviewing video/audio tapes, informal consultation with other professionals, or the time spent contemplating the client and planning interventions.

**Intervention** – An interaction with a client designed to improve their functioning consistent with their treatment goals.

**Supervision** – Feedback provided by a more senior member of a profession to a more junior member or members of that same profession. It is evaluative, extends over time and has the simultaneous purpose of enhancing the professional functioning of the more junior person(s) monitoring the quality of professional services offered to the clients, and serving as a gatekeeper for those who are to enter the profession.

## **Proficiencies/Competencies necessary to be demonstrated by Practicum/Internship students prior to taking on a caseload**

1. Knowledge of how to begin a telephone intake;
2. Documentation of phone contact in the file;
3. Beginning a first session;
4. How to handle a no show, frequent cancellations, etc.;
5. What information needs to be collected about current medication (name of medication, dosage, who prescribed);
6. Knowledge of how/when to get a *Release of Information* form signed;
7. Being able to describe (briefly) your own theoretical orientation and approach to therapy for a client;
8. Ability to maintain eye contact and listen reflectively;
9. Professional and relaxed posture and positioning in session;
10. Ability to assess symptoms of depression (SIGECAPS) and mania/hippomania with clients;
11. Knowledge of when/what information is appropriate for self – disclosure to a client;
12. Knowledge of what is appropriate to include in progress notes and what to leave out;
13. Knowledge of how to conduct a MMSE;
14. Knowledge of how to administer and use the BDI/BAI;
15. Reporting procedures if client reports abuse;
16. Knowledge of how to get more details about a client's substance use (standard client response: I drink/smoke a little, but not too much);
17. Knowledge of how to assess for suicidal risk;
18. Knowledge of what do to if your client may be suicidal (on phone vs. in person);
19. Knowledge of what a "no harm" contract is and when/how to use it;
20. Knowledge of what a health and wellness check is and how to get one if a client needs one;
21. Knowledge of what a 72- hour hold is and how it is obtained;
22. Knowledge of how to respond if a client "refuses" to be hospitalized;

23. Ability to describe the Rockies Counseling Center (or other Practicum/Internship site) and its services;
24. Skill in reviewing the disclosure statement with a new client;
25. Skill in explaining the purpose, use, and protection of videotapes in the Rockies Counseling Center;
26. Skill in discussing the limits to confidentiality with clients;
27. Knowledge of how to protect and honor client confidentiality in conversations with peers at the Practicum/Internship site, others at the University, significant others, friends, etc.;
28. Knowledge of how/when to set goals in therapy;
29. Knowledge of how/when to revisit goals in therapy; and
30. Knowledge of how to discuss/negotiate with parents of adolescents in counseling what information will/will not be shared.



# Application for Counseling Practicum/Internship

Revised 10/08/2013

University of the Rockies, School of Professional Psychology, Rockies Counseling Center  
555 E. Pikes Peak Avenue, Suite 108, Colorado Springs, CO 80903

## Instructions

Each student must complete an application for Practicum/Internship and submit the signed form to the Registrar at [Campus.Registrar@rockies.edu](mailto:Campus.Registrar@rockies.edu) or by fax to: 719.389.0359. The Registrar will verify the prerequisites for Practicum/Internship are in progress or have been completed prior to enrolling the student in Practicum/Internship. This form must be approved by the Director of Clinical Training and the Registrar prior to a student participating in any Practicum/Internship hours.

## Student Information

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Day Phone: \_\_\_\_\_ Email address: \_\_\_\_\_

## Verification

Director of Clinical Training verification of Liability Insurance Dates: \_\_\_\_\_  
Director of Clinical Training verification of Registration with Department of Regulatory Agencies (DORA): \_\_\_\_\_

## Previous Education

Previous degree(s):  Yes  No Area(s) of Study: \_\_\_\_\_

Do you hold a mental health clinical license?  Yes  No If yes, what kind? \_\_\_\_\_

How many clock hours of mental health clinical Practicum/Internship did you transfer in? \_\_\_\_\_

What Practicum/Internship are you applying for? Please check one:

- CSL 6851       CSL 6852       CSL 6853       CSL 6854       CSL 6855
- CSL 6856       CSL 6857
  
- CSL 6951       CSL 6952       CSL 6953       CSL 6954       CSL 6955
- CSL 6956       CSL 6957

Anticipated final term of Clinical/Counseling training: \_\_\_\_\_ Total Number of Clock Hours to equal: \_\_\_\_\_

Do you work during the day?  Yes  No

Area of interest or academic concentration: \_\_\_\_\_

In the box below, explain how you intend to complete the required weekly hours in the Practicum/Internship.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
**Electronic signature not accepted**

Director of Clinical Training Approval: \_\_\_\_\_ Date: \_\_\_\_\_

Registrar's Office Approval: \_\_\_\_\_ Date: \_\_\_\_\_



Please complete this form and submit to the Director of Clinical Training.  
University of the Rockies, School of Professional Psychology, Rockies Counseling Center  
555 E. Pikes Peak Avenue, Suite 108, Colorado Springs, CO 80903

\*Attach proposed supervisor's vita and copy of his or her license.

**Student Information**

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

**Site Information**

Site Address: \_\_\_\_\_

Site Phone Number: \_\_\_\_\_ Site Fax Number: \_\_\_\_\_

Email: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_ License #: \_\_\_\_\_

General description of the Practicum/Internship site:

Training Opportunities:

Purpose/Goals of the Practicum/Internship:

How does the Practicum/Internship/site fit student's professional development?

Specific activities offered at the Site:



Ongoing activities offered at the site (Ongoing tasks such as meetings, computer entry):

### Special Projects

List and describe each special project planned (these projects are more long term):

How does each project relate to purpose and goals of Practicum/Internship?

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
**Electronic signature not accepted**

Proposed Site Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Director of Clinical Training Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please complete one of these forms for each student for each term and submit to the Director of Clinical Training.  
 University of the Rockies, School of Professional Psychology, Rockies Counseling Center  
 555 E. Pikes Peak Avenue, Suite 108, Colorado Springs, CO 80903

### Student Information

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Daytime Phone: \_\_\_\_\_ Evening Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_ Fax Number: \_\_\_\_\_

Email Address: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Degree: \_\_\_\_\_ License #: \_\_\_\_\_

Term: \_\_\_\_\_ Month / Year: \_\_\_\_\_

### Evaluation

Use the following guidelines when completing this form:

1. Ask the student to rate him/herself and meet with you to discuss.
2. Make specific comments and be positive, whenever possible.
3. Using the 6-point Likert scale, use a check to indicate the student's progress at the end of the Practicum/Internship. Use whichever key is applicable to the question.
4. Describe the reason for any rating of two or below.

Key: 6 = Outstanding  
 5 = Above Average  
 4 = Satisfactory  
 3 = Minimally Acceptable  
 2 = Weakness, Developing Skills  
 1 = Unsatisfactory

6 = Completely Agree  
 5 = Mostly Agree  
 4 = Neither Agree Nor Disagree  
 3 = Slightly Disagree  
 2 = Mostly Disagree  
 1 = Completely Disagree

#### A. Ethical, Legal, and Professional Conduct

	6	5	4	3	2	1
Understands ethical, professional and legal issues in treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is punctual for meetings and completes documentation in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriately collaborates with other professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes initiative to resolve ethical and professional issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall ethical and professional conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**B. Logical and Critical Thinking**

	6	5	4	3	2	1
Demonstrates ability to analyze competing responsibilities with clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates ability to analyze client issues and dynamics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops appropriate treatment goals and interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates ability to integrate knowledge with practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall logical and critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**C. Oral and Written Communication Skills**

	6	5	4	3	2	1
Communication is clear, organized, and thorough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication is appropriate to audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication is proactive and professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication utilizes appropriate format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall oral and written communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**D. Intellectual and Professional Curiosity**

	6	5	4	3	2	1
Student is interested in the perspective of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student exhibits effort to benefit from learning experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student reads outside material to assist in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student is open to feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall intellectual and professional curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**E. Use of Feedback / Interpersonal Relationships**

	6	5	4	3	2	1
Establishes rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates capacity for empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses effective listening skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits self-awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall interpersonal relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**F. Psychological Knowledge**

	6	5	4	3	2	1
Student exhibits appropriate depth and breadth of information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student exhibits competent psychological testing and assessment skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student exhibits comprehensive understanding of psychopathology & diagnosis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student exhibits appropriate intervention skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall psychological knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

What are the student's personal and professional strengths?

In what areas does the student need personal or professional growth and what would assist him or her in developing these skills?

Additional comments:

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
**Electronic signature not accepted**

Supervisor Printed Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
**Electronic signature not accepted**

Student Printed Name: \_\_\_\_\_

Director of Clinical Training Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please complete one of these forms for each term of supervision and submit to the Director of Clinical Training.  
DO NOT SUBMIT TO THE SUPERVISOR.

University of the Rockies, School of Professional Psychology, Rockies Counseling Center  
555 E. Pikes Peak Avenue, Suite 108, Colorado Springs, CO 80903

Each term, you are responsible for ensuring that the Director of Clinical Training is provided with a copy of this form, the Evaluation of Practicum/Internship Site Form from your supervisor, and a record of hours completed for your Practicum/Internship using Time2Track. This format may be monthly or whole term. These records will be placed in your file each term.

### Student Information

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Email Address: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Degree: \_\_\_\_\_ License #: \_\_\_\_\_

Term: \_\_\_\_\_ Month / Year: \_\_\_\_\_

### Evaluation

Use the following guidelines when completing this form:

Evaluate the quality of the Practicum/Internship experience and the supervision you received using a 6 point Likert Scale. Make specific comments and if negative, use constructive criticism whenever possible. Use whichever key is applicable to the question.

Key:

6 = Outstanding  
5 = Above Average  
4 = Satisfactory  
3 = Minimally Acceptable  
2 = Weakness, Developing Skills  
1 = Unsatisfactory

6 = Completely Agree  
5 = Mostly Agree  
4 = Neither Agree Nor Disagree  
3 = Slightly Disagree  
2 = Mostly Disagree  
1 = Completely Disagree

#### A. Quality

The quality of this term's supervision was:      6      5      4      3      2      1  
                             

Comments:

#### B. Collaboration

My supervisor's promotion of professional collaboration was:      6      5      4      3      2      1  
                             

Comments:

**C. Ethics and Professional Concerns**

My supervisor promoted initiative in resolving ethical and professional issues:  6  5  4  3  2  1

Comments:

**D. Supervisory Relationship**

My supervisor was open to my ideas, questions and modeled healthy conflict resolution:  6  5  4  3  2  1

Comments:

**E. Professional Development**

My supervisor was respectful of my theoretical development and promoted self care:  6  5  4  3  2  1

Comments:

**F. Time Management**

My supervisor met with me every week, and promoted punctuality and timely documentation:  6  5  4  3  2  1

Comments:

**G. Critical Thinking**

My supervisor promoted logical and reasoned analysis:  6  5  4  3  2  1

Comments:

**H. Client Issues**

My supervisor promoted analysis of client issues and dynamics:  6  5  4  3  2  1

Comments:

**I. Diagnosis and Treatment Planning**

My supervisor promoted appropriate diagnosis and treatment planning for all clients:  6  5  4  3  2  1

Comments:

**J. Integrative Style**

My supervisor promoted integration of knowledge and practice:  6  5  4  3  2  1

Comments:

**K. Communication**

My supervisor promoted and modeled good communication:  6  5  4  3  2  1

Comments:

**L. Open to Acquiring Knowledge and Information**

My supervisor promoted intellectual and professional curiosity:  6  5  4  3  2  1

Comments:

**M. Professional Knowledge and Expertise**

My supervisor was knowledgeable about the topics of our discussions:  6  5  4  3  2  1

Comments:

**N. Supervisor Positive Qualities**

I consider the following the strengths of my supervisor:

**O. Additional Supervisory Assistance**

I would like my supervisor to assist me with the following:



**P. Additional Comments / Concerns:**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
**Electronic signature not accepted**

Student Printed Name: \_\_\_\_\_

Director of Clinical Training: \_\_\_\_\_ Date: \_\_\_\_\_



	6	5	4	3	2	1
Supervisor was knowledgeable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity for new treatment experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students encouraged to meet among themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research training seminars or experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequate and appropriate office space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality and amount of individual treatment/training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality and amount of couples/family treatment/training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality and amount of group treatment/training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality and amount of testing/assessment training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality and amount of diagnostic training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What are the strengths of this Practicum/Internship Site?

What are the weaknesses of this Practicum/Internship Site?

Additional comments:

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

Please complete this form and return to the Director of Clinical Training.

School of Professional Psychology University of the Rockies 555 E Pikes Peak Ave. Suite 108 Colorado Springs, CO 80903

This agreement is between University of the Rockies and \_\_\_\_\_.

The term of this agreement shall be \_\_\_\_\_ months and shall begin on the \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_ and shall terminate on the \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_; provided however, that the agreement shall continue thereafter automatically for successive terms, subject, however to the right of either party to terminate the agreement, without liability or cause, upon 30 days written notice prior t the end of the initial term of at the end of any subsequent term.

### **Responsibilities of the Practicum/Internship Site**

- A. Agree to provide a population of patients suitable for the training level of the Practicum/Internship student and activities generally in the area of mental health intervention and or mental health testing;
- B. Understand and agree that a minimum of 30% of the Practicum/Internship students' time will be spent in direct contact with patients either in the form of individual counseling and psychological assessment to a broad range of clients in collaboration with, and under the direct supervision of, mental health professionals.
- C. The remaining time may be spent, but not limited to, report writing, case conferences, supervision, and other related indirect services of a therapeutic nature;
- D. Agree to provide a learning experience that conforms to all ethical and legal standards;
- E. Be responsible for determining the number of Practicum/Internship students desired and communicate with the Director of Clinical Training;
- F. Understand the duration of Practicum/Internship assignments is arranged in 9 week blocks of time (terms). Students can either be assigned up to 11 hours per week to the site; or
- G. Provide one hour of individual face– to– face supervision each week by a licensed professional for each Practicum/Internship student;
- H. Agree to complete a formal evaluation regarding each Practicum/Internship student for each term, every nine weeks, that the student is assigned to the given Practicum/Internship site. This evaluation should be completed by the Practicum/Internship student's supervisor responsible for the supervision of the Practicum/Internship students' clinical work. The evaluation will then be forwarded to the Director of Clinical Training and will be translated into a Practicum/Internship grade for the term; The site supervisor will report on attendance each week to the Director of Clinical Training.
- I. Agree to visits by the Director of Clinical Training or designee, to ensure the quality of the Practicum/Internship experience. For sites located at a distance from Colorado Springs, the supervisor and the site director agree to a telephone conference to discuss the site and the Practicum/Internship student. Site evaluations will be performed during these visits, feedback will be provided to the site within a reasonable amount of time;
- J. Agree that the student is not an employee or agent of the site. The site has no obligation to pay wages, either minimum wage or overtime, to the Practicum/Internship student. To the extent that the student is found to be an employee of the site, the University agrees to indemnify and hold the site harmless for any wages, benefits or withholdings determined payable to the student;
- K. Report any problems in the Practicum/Internship experienced by either the site or the Practicum/Internship students to the Director of Clinical Training. If it should be necessary to terminate the Practicum/Internship agreement, either party agrees to give 30 days' notice to the alternate party;
- L. Retain at all times responsibility, authority, and accountability for patient care and for duties performed by University of

the Rockies faculty and Practicum/Internship students;

- M. Comply with all federal, state, and municipal laws, rules, and regulations, including, but not limited to, Title VI and VII of the Civil Rights Act of 1965, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act, as amended; and
- N. Maintain confidentiality of patient records and of students' records in compliance with the Health Insurance Portability and Accountability Act (HIPPA).

### Experience and populations provided by the Practicum/Internship site:

(Check all that apply)

- |   |  |
|---|--|
| <input type="checkbox"/> Psychological Testing, Assessment, Evaluations | <input type="checkbox"/> Adults                |
| <input type="checkbox"/> Mental Status Exams                            | <input type="checkbox"/> Adolescents           |
| <input type="checkbox"/> Psychosocial Histories                         | <input type="checkbox"/> Children              |
| <input type="checkbox"/> Individual Psychotherapy                       | <input type="checkbox"/> Geriatric             |
| <input type="checkbox"/> Group Psychotherapy                            | <input type="checkbox"/> Homeless              |
| <input type="checkbox"/> Family Psychotherapy                           | <input type="checkbox"/> Sexually Abused       |
| <input type="checkbox"/> Marital/Relationship Psychotherapy             | <input type="checkbox"/> Low Income            |
| <input type="checkbox"/> Alcohol/Drug Abuse Counseling                  | <input type="checkbox"/> Minorities            |
| <input type="checkbox"/> Forensic Services                              | <input type="checkbox"/> Gays/Lesbians         |
| <input type="checkbox"/> Neuropsychological Evaluations                 | <input type="checkbox"/> Inpatients            |
| <input type="checkbox"/> Critical Needs Support Services                | <input type="checkbox"/> Outpatients           |
| <input type="checkbox"/> Crisis Intervention Consultation               | <input type="checkbox"/> Home-bound            |
| <input type="checkbox"/> Parenting Skills Training                      | <input type="checkbox"/> Incarcerated          |
| <input type="checkbox"/> Vocational/Career Development                  | <input type="checkbox"/> Other, specify: _____ |
| <input type="checkbox"/> Integrated Health Care                         |  |
| <input type="checkbox"/> Organizational, Other, specify: _____          |  |

### Responsibilities of University of the Rockies

- A. Attempt to provide the number of Practicum/Internship students agreed upon by the Practicum/Internship site. If the services of a student are discontinued at the site, the University will attempt to replace the student during the agreed upon term within 30 days upon approval of the Practicum/Internship site. It is understood that if the site is sufficiently rural, replacement may not be possible;
- B. Ensure that the students perform the duties agreed upon in a timely, accurate, and ethical manner;
- C. Report problems in the Practicum/Internship experienced by either the site or the Practicum/Internship students to the Director of Clinical Training. If it should be necessary to terminate the Practicum/Internship agreement, either party agrees to give written notice to the alternate party with a written explanation;
- D. Agree that the student is not an employee or agent of the Practicum/Internship site. The site has no obligation to pay wages, either minimum wage or overtime, to the Practicum/Internship student. To the extent that the student is found to be an employee of the site, the University agrees to indemnify and hold the site harmless for any wages, benefits or withholdings determined payable to the student;
- E. Agree to indemnify and hold the Practicum/Internship site harmless for any breach of confidentiality committed by itself, a student, or other students of the University to whom confidential information has been given concerning patients from the site;
- F. Agree they shall not be entitled to recover consequential damages against Practicum/Internship site for breach of this agreement;
- G. Provide the necessary forms to the Practicum/Internship site/supervisor to evaluate students;
- H. Comply with all federal, state, and municipal laws, rules, and regulations, including, but not limited to Title VI and VII of the Civil Rights Act of 1965, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act, as amended; and
- I. Maintain confidentiality of patient records and of student records in compliance with the Health Insurance Portability and Accountability Act (HIPPA).

## Responsibilities of Practicum/Internship Students

- A. Provide a copy of their malpractice insurance to the Director of Clinical Training and to the site supervisor;
- B. Interact with site clients and staff including charting interaction with clients and staff, per the regulations and requirements of the site;
- C. Comply with all federal, state, and municipal laws, rules, and regulations, including, but not limited to Title VI and VII of the Civil Rights Act of 1965, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, as amended;
- D. Maintain confidentiality of a patient records and of students records in compliance with the Health Insurance Portability and Accountability Act (HIPPA);
- E. Agree that the student is not an employee or agent of the Practicum/Internship site. The site has no obligation to pay wages, either minimum wage or overtime, to the Practicum/Internship student. To the extent that the student is found to be an employee of the site, the University agrees to indemnify and hold the site harmless for any wages, benefits or withholdings determined payable to the student.
- F. Report any problems in the Practicum/Internship experienced by either the site or the Practicum/Internship student to the Director of Clinical Training. Either party may terminate the Practicum/Internship agreement, with cause; and
- G. Agree they shall not be entitled to recover consequential damages against Practicum/Internship site for breach of this agreement.

## Practicum/Internship Students Assigned

\_\_\_\_\_ Number of full- time Practicum/Internship students

Site Representative: \_\_\_\_\_ Date: \_\_\_\_\_

Director of Clinical Training: \_\_\_\_\_ Date: \_\_\_\_\_

Director of Clinical Training: \_\_\_\_\_ Date: \_\_\_\_\_

Practicum/Internship Student: \_\_\_\_\_ Date: \_\_\_\_\_