MENTAL HEALTH COUNSELING PhD PROGRAM

FIELD PLACEMENT PRACTICUM & INTERNSHIP HANDBOOK

Revised Spring 2021

Michael Tursi, PhD, LMHC
Field Placement Practicum & Internship Coordinator
861 Bedford Rd – Marks Hall, Pleasantville, NY 10570
http://www.pace.edu/dyson/programs/phd-mental-health-counseling-plv
# Table of Contents

Chapter 1: General Information ........................................................................................................... 4  
Chapter 2: Doctoral Practicum ............................................................................................................ 5  
Chapter 3: Doctoral Internship .......................................................................................................... 9  
Chapter 4: Professional Conduct and Responsibility ........................................................................ 13  

Appendices ........................................................................................................................................ 17  
   A: CACREP 2016 Standards ........................................................................................................... 18  
   B: Practicum/Clinical Application Materials ................................................................................. 23  
   C: Practicum Working Weekly Hour Log ....................................................................................... 28  
   D: Practicum/Clinical Semester End Hour Log ............................................................................. 30  
   E: Practicum Site Supervisor Evaluation of Student Form .......................................................... 33  
   F: Practicum Student’s Evaluation of Site Supervisor ................................................................. 37  
   G: Practicum Student’s Evaluation of Site .................................................................................... 41  
   H: Internship Application Materials ............................................................................................. 44  
   I: Internship Working Weekly Hour Log ...................................................................................... 50  
   J: Internship Semester End Hour Log .......................................................................................... 52  
   K: Internship Supervisor Evaluation of Student Form .................................................................. 54  
   L: Internship Student’s Evaluation of Site Supervisor ................................................................. 58
**Special Note:**

This Handbook serves as a template stating general policies, procedures, and regulations regarding students’ application and fulfillment of CACREP’s clinical training requirements of the PhD in Mental Health Counseling. Changes in dates, forms, or specific procedures may be made during the year. Students should always pay attention to the PhD Mental Health Counseling Doctoral Practicum and Doctoral Internship syllabi, the online university and/or department website, department communications, and flyers posted on campus. Finally, the Mental Health Counseling Program reserves the right to revise this document at any time.
Chapter 1
General Information

Both the Doctoral Practicum and Doctoral Internship are integral parts of the PhD in the Mental Health Counseling curriculum and comply with CACREP’s 2016 Professional Practice standards (Appendix A). The Doctoral Practicum is typically one semester and Doctoral Internship is typically two semesters. The Doctoral Practicum and Doctoral Internship are seen as separate entities and not connected and do not need to be completed consecutively. Students may engage in the Doctoral Internship prior to the Doctoral Practicum. Students may qualify for their Doctoral Practicum or Doctoral Internship upon successful completion of the related prerequisite courses for each of these experiences.

During Doctoral Practicum students are in a clinical training experience providing direct services to a clinical population within a mental health care delivery system. This Doctoral Practicum/Clinical experience must extend student clinical practice into new areas. This is a doctoral level supervised clinical training intended to further broaden the doctoral student’s clinical practice expertise and experiences.

During the Doctoral Internship students will completed experiences in at least three of the five CACREP core areas. Other Internship activities can include research (non-dissertation related), program development, consultation, workshop presentation and other counselor related professional activities. Clinical experiences can be part of the Internship as long as the student had previously completed the Doctoral Practicum.
Chapter 2

Doctoral Practicum

What is Doctoral Practicum in Mental Health Counseling?

MHC 710 Doctoral Practicum in Mental Health Counseling

The Doctoral Practicum provides for the increased development and refinement of advanced counseling skills under supervision. This advanced clinical practice will further expand the student’s clinical work beyond the entry-level requirements. Students will conduct clinical work in either a diverse population than otherwise worked with, incorporate expanded theories in their professional practice, or develop and refine additional clinical skills not otherwise practiced, and/or a combination of these. Doctoral students are required to participate in a Supervised Doctoral-level Practicum for a minimum of 100 hours in clinical related work, over a minimum of one full semester. These 100 hours must include a minimum of 40 hours of direct service with clients (see CACREP 2016 Section 6 Sub-section C Standards in Appendix A).

Doctoral Practicum students are required to have the equivalent of a minimum of one hour of weekly on-site individual or triadic supervision by a qualified and approved supervisor. The supervisor for the Doctoral Practicum experience must be removed from the otherwise job-related supervision for the student when possible. This supervision is usually performed by a supervisor with a doctorate in Counselor Education or a related profession. An individual with a Licensed Mental Health Counseling licensure with specified supervision training and over two years of experience of the specified counseled population may be allowed to provide supervision with approval of the department.

The Doctoral Practicum student’s site when possible should include the development of program-appropriate audio/video recording for use in supervision, and/or live supervision of the student’s interactions with clients. When these criteria cannot be met, students must provide examples of their work through mock counseling sessions with peers to allow for feedback from the course instructor and peers. An Affiliation Agreement must also exist, and the Site Supervisor must be a Mental Health Counseling program approved supervisor with appropriate licensure, liability insurance, and supervision training.

Please review Doctoral Practicum/Clinical Application Materials (Appendix B), including the Individual Field Training Agreement & the Supervision Agreement. These forms must be completed in consultation with your course’s instructor for approval.
**Pre-requisites**

Doctoral Practicum pre-requisites are generally taken in the first year of study and are considered a foundation for the other courses of the program. Students who receive a grade lower than “B” must retake the course within the next twelve months and receive a grade of “B” or better to begin their clinical training.

MHC 731 Theories and Methods of Counselor Education (with particular emphasis on Professional Ethics & Multicultural Counseling)

MHC 732 Theories and Methods of Counselor Supervision (with particular emphasis on Supervision Models, Multicultural Counseling, Professional Ethics, & Advanced Theories of Supervision & Counseling)

**Field Placement Experience**

Students will work with their site supervisors to determine their Practicum schedules. In general, students should expect to be on site a minimum of eight (8) to ten (10) hours per week to complete Doctoral Practicum requirements.

**Clinical Hour Requirements (Minimum 100 hours in total):**

1. **Direct Hours**
   Minimum of 40 direct client contact hours which can be attained through clinically based contact with clients, including individual, group, couples, and/or family counseling, intake, assessment evaluations, and crisis intervention. (Note: Case Management does not qualify unless the client is present. Phone conversations do not qualify for the direct hours of Practicum experience.)

2. **Indirect Hours**
   Indirect service hours may include participating in their individual/triadic and group supervision, didactic training, meetings, consultation, peer supervision, record keeping, case conferences, and treatment planning, and other clinical documentation. Included in these hours are the Doctoral Practicum seminar class hours.

3. **Overall Hours**
   Students must meet the overall minimum of 100 hours during the semester of Doctoral Practicum.

**Hours Record Keeping**

Students will utilize the Practicum Weekly Hour Log (Appendix C) to record their direct and indirect clinical hours. These weekly logs must be submitted each week, with the recording of the
prior week’s activities (Monday-Sunday). By the end of Doctoral Practicum, students should turn in their total hours to their Doctoral Practicum seminar leader as reported on the Practicum/Clinical Semester End Hour Log (Appendix D). This final hour log must be signed by the site supervisor and the student.

Supervision Requirements

Doctoral Practicum students are required to have the equivalent of a minimum of one hour of weekly on-site individual or triadic supervision by a qualified and approved supervisor. Additionally, Doctoral Practicum student’s site, when possible, should include the development of program-appropriate audio/video recording for use in supervision, and/or live supervision of the student’s interactions with clients. Doctoral practicum students are required to have 1.5 hours per week (or 3 hours every other week) of group supervision, with other students. This will be provided by the practicum course instructor and will take place in the doctoral practicum class (MHC 710).

Site Supervisor Qualifications

(a) Supervision is usually performed by a supervisor with a doctorate degree in a related helping professional discipline, or those with relevant certifications and/or licenses; (b) knowledge of the program’s expectations, requirements, and evaluation procedures for students; and, (c) relevant training in counseling supervising with a minimum of two (2) years of experience of the specified population and training in supervision.

Site Supervisor Student Evaluation

The site supervisor will have regular communication with the course instructor, to monitor the student progress. The Practicum Site Supervisor Evaluation of Student Form (Appendix E) must be completed and submitted to the department by the end of the Practicum. This form should be submitted to the site supervisor no less than two weeks before the Practicum semester ends by the Doctoral Practicum student. The completed evaluation form should be discussed with the Doctoral Practicum student, signed by both parties, and submitted to the course instructor by semester end with the final semester hour-log.

Course Requirements

Practicum in Mental Health Counseling

Students are required to be enrolled in Practicum in Mental Health Counseling (MHC 710) during their practicum experience. Generally, Practicum students will meet with the class instructor on average of 1.5 hours per week.
Professional Liability Insurance

Pace University provides professional liability insurance to all students involved in clinical training. Tuition for Doctoral Practicum covers the cost for this insurance. This coverage is mandatory even if the student is otherwise insured. All students involved in Clinical Work Must Additionally Have Their Own Individual Liability Insurance.

Criteria for Successful Completion of Doctoral Practicum

Practicum students will need to successfully complete their Practicum experience by the fulfillment of all of the following:

- Hourly Requirements (fully completed and signed Hours Log Form)
- Submission of Site Supervisor Student Evaluation (Appendix E)
- Submission of Practicum-Student’s Perception of Site Supervisor Evaluation Form (Appendix F)
- Submission of Student’s Evaluation of Site (Appendix G)
- Successful completion of all Doctoral Practicum in Mental Health Counseling (MHC 710) requirements as further determined by the Course instructor and/or Seminar Syllabus

Submission of Documents

It is very crucial that Doctoral Practicum students submit all the related documents on time. Failure to submit appropriate and required documents (i.e. required forms, evaluations, hour logs) will lead to the delay of receiving credits for the practicum experience(s).

Successful completion of each registered Doctoral Practicum semester experience, including all required criteria listed above, will result in a P (Pass).
Chapter 3

Doctoral Internship in Mental Health Counseling

What is Doctoral Internship?

MHC 725 & MHC 726  Doctoral Internship in Mental Health Counseling I & II

The Doctoral Internship in Mental Health Counseling provides for the development and refinement of supervisory, teaching, advanced clinical work, research and scholarship activities, and leadership and advocacy functions related to the professional practice of Mental Health Counseling. Doctoral students are required to complete a Doctoral Internship totaling a minimum of 600 overall clock hours. There are no specific direct contact hours for the Doctoral Internship.

The Doctoral Internship experience can be conducted at the student’s current work site though must include new learning that is qualitatively different from the student’s regular occupational responsibilities. The supervisor for the Doctoral Internship experience must be removed from the otherwise job-related supervision for the student when possible. Before committing to a work site activity, you are required to explore this option with the Mental Health Counseling Program’s Course instructor in the pre-development stages.

Please review the Internship Clinical Application Materials (Appendix H), including the Individual Field Training Agreement & the Supervision Agreement. These forms must be completed in consultation with your course’s instructor for approval.

Pre-requisites

Doctoral Internship pre-requisites are generally taken in the first year of study and are considered a foundation for the other courses of the program. Students who receive a grade lower than “B” must retake the course within the next twelve months and receive a grade of “B” or better to begin their clinical training.

MHC 731  Theories and Methods of Counselor Education (with particular emphasis on Professional Ethics & Multicultural Counseling)

MHC 732  Theories and Methods of Counselor Supervision (with particular emphasis on Supervision Models, Multicultural Counseling, Professional Ethics, & Advanced Theories of Supervision & Counseling)
Field Placement Experience

Clinical Hour Requirements (600 hours in total)

For the Doctoral Internship, students are required to complete a minimum of 600 total Experience hours. These will include all direct and indirect contact hours, all individual and/or triadic on-site supervision hours, and all Doctoral Internship seminar hours. There are no “direct contact” required hours for the Doctoral Internship. Generally, students should expect to dedicate a minimum of 20 hours per week to complete the hour requirements over two separate semesters.

Doctoral students must successfully complete 600 hours from the following list of activities:

1. Direct Supervising of a Master’s Level Student Counselor
2. Teaching of Master’s Level Students
3. Clinical (only if Advance Practicum is completed)
4. Research and Scholarship
5. Leadership and Advocacy

Hours Record Keeping

Students must utilize the Internship Weekly Hour Log which (Appendix I) to record their daily direct and indirect clinical hours. Students will submit the Internship Hours Log weekly. By the end of each of the student’s Doctoral Internship registered semester experience, students will turn in their total hours to their Doctoral Internship seminar leader as reported on the Internship Semester End Hour Log (Appendix J). This hour log must be signed by the site supervisor, student, and seminar leader.

Supervision Requirements

Doctoral Internship students are required to have the equivalent of a minimum of one hour of weekly individual or triadic supervision with their site supervisor. This weekly hour equivalent supervision needs to be conducted throughout the internship activity during the semester. If the internship activity ends (i.e., teaching a 7.5 week course) then the weekly equivalent supervision can end. Doctoral internship students are required to have 1.5 hours per week (or 3 hours every other week) of group supervision, with other students provided. This will be provided by the internship course instructor and will take place in the doctoral internship classes (MHC 726 & 726).

Supervisor Credential Requirements

Supervision is usually performed by a supervisor with a doctorate degree in Counselor Education or a related profession. The Supervisor for clinical counseling work can meet the requirements as stated in the above “Doctoral Practicum” section. This is part of the proposal/contract to be approved by the Mental Health Counseling Program’s course instructor.
Site Supervisor Student Evaluation

The site supervisor is to monitor the student’s progress throughout the internship supervised experience. The *Internship Supervisor Evaluation of Student Evaluation Form* (Appendix K) must be completed and submitted to the department at the end of each semester of the student’s Doctoral Internship experience. Doctoral students are required to have a written evaluation from each Doctoral Internship supervisor for the activities accounted for in their semester-end Hours Log with that supervisor. These evaluations must be accounted for prior to each registered Doctoral Internship semester credit to be graded. Doctoral students must submit an *Internship-Student’s Perception of Site Supervisor* (Appendix L).

Professional Liability Insurance

Pace University provides professional liability insurance to all students involved in clinical training and/or supervision. Tuition for Doctoral Internship covers the cost for this insurance. This coverage is mandatory even if the student is otherwise insured. *All students conducting clinical counseling and supervision must also have their individual liability insurance.*

Course Requirements

Internship Courses in Mental Health Counseling

During the Doctoral Internship experiences, students are required to be enrolled in a Doctoral Internship class (MHC 725 or MHC 726). Internship classes meet with fellow peers on a regular schedule as deemed by the instructor. The class is considered as a form of group supervision which provides a forum for students to discuss their cases, seek consultation from their peers and faculty, or share concerns and issues relating to their internship experience(s) as well as their emerging identities as professional counselor educators and leaders in the field.

Criteria for Successful Completion of Doctoral Internship Courses

All of the following must be met in order for a student to receive full credit for Internship courses:

- Submission of *Internship Semester End Hours Log(s)* meeting the overall minimum of 300 required hours per Doctoral Internship Course.

  Credit will be given for Internship I (MHC 725) when the contracts for that semester have been fully perfected (completed/signed Hour Logs and Evaluations submitted for the contracted experiences).
Credit for Internship II (MHC 726; when applicable) will be recorded upon successful completion of the combined semesters Doctoral Internship minimum 600 required hours with fully signed Hour Logs and Evaluations.

- Submission of Site Supervisor Student Evaluation for each semester
- Submission of Student’s Evaluation of Site Supervisor for each semester
- Submission of Student’s Evaluation of Site for each semester
- Engagement and verification with successful evaluation(s) in all required activities
- Successful completion of all Doctoral requirements as further determined by the Mental Health Counseling Program’s course instructor and/or seminar syllabus

**Submission of Documents**

It is very crucial that Doctoral Internship students submit all the related documents on time. Failure to submit appropriate and required documents (i.e., required forms, evaluations, hour logs) will lead to the delay of receiving credits for the internship experience(s).

Successful completion of each registered Doctoral Internship experience, including all required criteria listed above, will result in a grade of “P” (Pass).
Chapter 4

Professional Conduct and Responsibility

Doctoral Practicum/Internship experiences unite students, agencies, other universities and professional affiliations, supervisors, and Pace University in a working relationship where all parties are responsible to each other in a professional and ethical manner.

Professional Conduct

Pace University has a strong commitment to developing educators, supervisors, researchers and clinical practitioners who demonstrate high levels of professionalism and skills. Its programs are rigorous and demanding, and we require that students continually apply themselves to all aspects of their profession over an extended period of time.

It is a fundamental requirement of Pace University that all students meet the standards of the counseling profession. Students are required to do more than complete certain academic and experiential requirements; they are expected to conduct themselves in an ethical and appropriate manner at the clinical training site as well as become familiar with the American Counseling Association Ethical Standards and New York State Office of the Professions Mental Health Counseling Ethical Standards.

Ethical Expectations and Responsibilities for Students-in-Training

Students are expected to demonstrate the following during their field trainings:

1. Respectful interpersonal behavior towards site supervisors, co-workers, staff, fellow trainees, clients, as well as university personnel including administrators and professors at all times.

2. Punctuality in all activities related to training, i.e., meetings, supervision, sessions with clients, teaching obligations, professional collaboration experiences, etc.

3. High level of participation and preparedness for all events and activities.

4. Ability to utilize and implement theory into practice appropriately.

5. Sensitivity and respect for all parties’ involved specific and unique needs.

7. Self-awareness as a clinician, supervisor, educator, researcher, and professional representative of the Counselor Education field.

8. An awareness of and adherence to the ACA & NYS ethical codes and standards.

9. Awareness of the organizational and systems characteristics in which you are conducting your field training: following appropriate protocols as deemed by sites and the University.

10. Openness and willingness to accept and improve behavior and performance based on feedback.

11. Adherence to professional standards in all communication.

12. When concerns arise at practicum and/or internship sites, students should initially attempt to resolve the concerns with their immediate site supervisors and inform the seminar leader. If students need further consultation and support, please contact the Mental Health Program Course instructor.

**Unethical or Inappropriate Behavior**

Examples of Inappropriate and Unethical Behaviors on Doctoral Practicum and Doctoral Internship:

1. Failure to follow defined Doctoral Practicum/Internship guidelines stated in this Handbook and/or by training sites.

2. Failure to appear for any scheduled event at a site without respectful notice of the absence ahead of time with the site supervisor, or immediately afterwards if the absence is unavoidable.

3. Taking time off without obtaining approval from the site supervisor.

4. Taping an interaction with a client (or with students if a teaching experience) without the expressed permission of the supervisor and all parties involved or their guardians.

5. Removal and/or private use of any materials from the site without approval of the site supervisor.

6. Playing tapes of client sessions or presenting client material to another party without the expressed permission of the site supervisor and client or client’s guardian.

7. Inappropriate use of computer-generated interpretative reports; these reports can only be used when explicitly authorized by the seminar faculty and/or site supervisor in conjunction with clinical judgment. Students who hand in such reports or copy the output of computer-generated reports into their own reports without attribution are guilty of plagiarism.
8. Withdrawing from the practicum or internship without the permission of the Mental Health Program Chair.

9. Acting in a manner inconsistent with the tenets of counseling as outlined in the *American Counseling Association*.

**Ethical Expectations and Responsibilities for Site Supervisors**

Site supervisors are expected to demonstrate the following for students-in-training:

1. Clear expectations of student participation should be communicated to students at the beginning of their training.

2. Regular, pre-set supervision time with clearly articulated expectations for use of supervision (i.e., review of audio- and/or video-tapes; exploring goals, objectives and strategies for upcoming teaching experience, consultation collaborations) will benefit the student greatly.

3. The provision of additional didactic learning experiences via seminars, case conferences, workshops, etc.

4. Adequate clinical, teaching, supervising, research and other opportunities to meet student requirements should be provided. This would optimally include opportunities for the student to observe professional staff in the delivery of services, as well as to be directly observed by professional staff.

5. Timely completion and return of student evaluations each semester.

6. Clear feedback to students regarding competence and progress should occur at least at the time of each formal evaluation.

7. Establish and maintain a supportive, informative, and facilitative training program within a mentoring atmosphere.

8. The Doctoral Practicum/Internship Seminar Leader should be informed as soon as possible of any difficulties encountered at the training site as well as any changes in the Practicum/Internship experience.

**Students with Professional Competency Issues and Behavioral Problems**

Pace University understands that emotional and/or behavioral problems may underlie incompetence. Such problems only become an academic or training issue when they significantly impact a student’s ability or potential to become a competent professional. Concerns about a
students’ suitability may be raised by the student, Pace University faculty, site supervisors, or student peers. Examples of behaviors suggestive of incompetence include:

- Provision of services beyond one’s scope of competence.
- Conviction of a crime that directly bears upon the ability to continue training.
- Insufficient and/or harmful application of psychological theory or practice.
- Provision of direct services despite being emotionally or mentally unfit to do so.
- Impairments in functioning due to the direct or indirect effects of substance abuse or addictions.
- Demonstration of unethical, illegal, or unprofessional conduct with clients, students, supervisors, peers, or instructors.
- Significant deficiencies in clinical, academic, or professional judgment.
- Engaging in behavior that reflects poorly on the school and the practice of a professional counselor educator and clinician.

Once a question about a student’s professional competency is raised, Pace University faculty will conduct a comprehensive review of the circumstances according to established institutional policies. All involved parties must respect the student’s rights to a thorough and objective review and to self-representation regarding the facts or issues in question. Details and correspondence about concerns pertaining to a student’s suspected emotional and/or behavioral difficulty are kept in a confidential file in the Mental Health Counseling Program’s Course instructor’s office until a final determination is made. A report of the findings may enter the student’s Academic File as deemed appropriate by the Counselor Education Department and/or the evaluating committee.
Doctoral Practicum in Mental Health Counseling and Internship Handbook

APPENDICES

PhD In Mental Health Counseling
A. THE DOCTORAL LEARNING ENVIRONMENT

Doctoral degree programs in Counselor Education and Supervision are intended to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. The doctoral program standards are intended to accommodate the unique strengths of different programs.

THE PROGRAM

1. The doctoral program consists of a minimum of 48 semester hours or 72 quarter hours of doctoral-level credits beyond the entry-level degree.

2. Doctoral programs (a) extend the knowledge base of the counseling profession in a climate of scholarly inquiry, (b) prepare students to inform professional practice by generating new knowledge for the profession, (c) support faculty and students in publishing and/or presenting the results of scholarly inquiry, and (d) equip students to assume positions of leadership in the profession and/or their area(s) of specialization.

3. Doctoral program admission criteria include (a) academic aptitude for doctoral-level study; (b) previous professional experience; (c) fitness for the profession, including self-awareness and emotional stability; (d) oral and written communication skills; (e) cultural sensitivity and awareness; and (f) potential for scholarship, professional leadership, and advocacy.

4. During the doctoral program admissions process, students’ curricular experiences are evaluated to verify completion of coursework including (a) CACREP entry-level core curricular standards, (b) CACREP entry-level professional practice standards, and (c) CACREP entry-level curricular requirements of a specialty area (e.g., addiction counseling, school counseling) so that any missing content can be completed before or concurrently with initial doctoral-level counselor education coursework.

5. Doctoral students must complete dissertation research focusing on areas relevant to counseling practice, counselor education, and/or supervision.
6. Doctoral programs require two core counselor education program faculty in addition to the minimum three core counselor education program faculty members required for entry-level programs.

7. Students in doctoral-level programs establish an approved doctoral committee and work with the committee to develop and complete a program of study.

B. DOCTORAL PROFESSIONAL IDENTITY

Doctoral programs in counselor education address professional roles in five doctoral core areas: counseling, supervision, teaching, research and scholarship, and leadership and advocacy. These five doctoral core areas represent the foundational knowledge required of doctoral graduates in counselor education. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

1. COUNSELING
   a. scholarly examination of theories relevant to counseling
   b. integration of theories relevant to counseling
   c. conceptualization of clients from multiple theoretical perspectives
   d. evidence-based counseling practices
   e. methods for evaluating counseling effectiveness
   f. ethical and culturally relevant counseling in multiple settings

2. SUPERVISION
   a. purposes of clinical supervision
   b. theoretical frameworks and models of clinical supervision
   c. roles and relationships related to clinical supervision
   d. skills of clinical supervision
   e. opportunities for developing a personal style of clinical supervision
   f. assessment of supervisees’ developmental level and other relevant characteristics
   g. modalities of clinical supervision and the use of technology
   h. administrative procedures and responsibilities related to clinical supervision
   i. evaluation, remediation, and gatekeeping in clinical supervision
   j. legal and ethical issues and responsibilities in clinical supervision
   k. culturally relevant strategies for conducting clinical supervision

3. TEACHING
   a. roles and responsibilities related to educating counselors
   b. pedagogy and teaching methods relevant to counselor education
   c. models of adult development and learning
d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education

e. effective approaches for online instruction

f. screening, remediation, and gatekeeping functions relevant to teaching

g. assessment of learning

h. ethical and culturally relevant strategies used in counselor preparation

i. the role of mentoring in counselor education

4. RESEARCH AND SCHOLARSHIP

a. research designs appropriate to quantitative and qualitative research questions

b. univariate and multivariate research designs and data analysis methods

c. qualitative designs and approaches to qualitative data analysis

d. emergent research practices and processes

21

e. models and methods of instrument design

f. models and methods of program evaluation

g. research questions appropriate for professional research and publication

h. professional writing for journal and newsletter publication

i. professional conference proposal preparation

j. design and evaluation of research proposals for a human subjects/institutional review board review

k. grant proposals and other sources of funding

l. ethical and culturally relevant strategies for conducting research

5. LEADERSHIP AND ADVOCACY

a. theories and skills of leadership

b. leadership and leadership development in professional organizations

c. leadership in counselor education programs

d. knowledge of accreditation standards and processes

e. leadership, management, and administration in counseling organizations and other institutions

f. leadership roles and strategies for responding to crises and disasters

g. strategies of leadership in consultation

h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession

i. role of counselors and counselor educators advocating on behalf of the profession and professional identity

j. models and competencies for advocating for clients at the individual, system, and policy levels

k. strategies of leadership in relation to current multicultural and social justice issues
1. ethical and culturally relevant leadership and advocacy practices

C. PRACTICUM AND INTERNSHIP

PRACTICUM

1. Doctoral students participate in a supervised doctoral-level counseling practicum of a minimum of 100 hours, of which 40 hours must be providing direct counseling services. The nature of doctoral-level practicum experience is to be determined in consultation with counselor education program faculty and/or a doctoral committee.

2. During the doctoral student’s practicum, supervision is provided by a counselor education program faculty member or an individual with a graduate degree (preferably doctoral) in counseling or a related mental health profession with specialized expertise to advance the student’s knowledge and skills.

3. Individuals serving as practicum supervisors have (1) relevant certifications and/or licenses, (2) knowledge of the program’s expectations, requirements, and evaluation procedures for students, and (3) relevant training in counseling supervision.

4. Doctoral students participate in an average of one hour per week of individual and/or triadic supervision throughout the practicum. When individual/triadic supervision is provided by the counselor education program faculty, practicum courses should not exceed a 1:6 faculty:student ratio.

5. Group supervision is provided on a regular schedule with other students throughout the practicum and must be performed by a counselor education program faculty member. Group supervision of practicum students should not exceed a 1:12 faculty:student ratio.

6. Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in practicum.

INTERNSHIP

7. Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy). Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in a counseling or supervision internship.

8. During internships, the student receives an average of one hour per week of individual and/or triadic supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student’s knowledge and skills.

9. Group supervision is provided on a regular schedule with other students throughout the internship and must be performed by a counselor education program faculty member.
Appendix B

Doctoral Practicum in Mental Health Counseling/ Clinical Application Materials

This packet includes the following forms:

1. Individual Field Training Agreement
2. Supervision Agreement
Individual Mental Health Counseling
Field Training Agreement

PhD Student Name: ____________________________________________

Agency Name: ___________________________ Address: ____________________________

Site Director Name: ___________________________ Phone: _________ Email: ___________

Site Supervisor Name: ___________________________ Phone: _________ Email: ___________

The purpose of this document is to outline the mutual responsibilities of site and university supervisors and Doctoral Practicum/Clinical students who are providing services to clients as part of a supervised field experience in counseling.

The Department is expected to:

1. Provide information regarding the program and curriculum in order for the site to properly plan and execute task assignments and supervision. Specifically included are evaluation forms and any other required documents.

2. Indicate to the Doctoral Practicum/Clinical student that the Department expects the student to abide by the policies of the site and emphasize to students their professional responsibilities.

3. Initiate, as indicated, conferences with the Site Supervisor for the purpose of discussing the student's performance.

The Site is expected to:

1. Provide clinical experiences for the Practicum/Clinical student in accordance with the program.

2. Assure that the student will be properly supervised at all times by an appropriately accredited, or licensed and experienced supervisor. NOTE: Site supervisors must have the following qualifications:
   a. A minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses for clinical work, and recommended LMHC, a Ph.D. or equivalent.
   b. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
   c. Knowledge of the program’s expectations, requirements, and evaluation procedures for students.
   d. Relevant training in supervision.
3. Provide student with (on average) One Hour per week of clinical individual or triadic supervision, with an approved supervisor, for the purposes of further development of student’s clinical skills. (This requirement can be adjusted for relevancy of Practicum/Clinical experience.)

4. Make provisions for orientation of the Practicum/Clinical student to the philosophies and policies of the site. Included in the orientation should be the emergency procedures of the site and any site-specific limits to confidentiality of which the intern should be aware.

5. If student is employed at the site prior to establishment of this agreement, establish clearly with student the specific duties and responsibilities that are included as part of the Practicum/Clinical experience and delineate how these are qualitatively different from the student’s existing job responsibilities, as well as any expectations related to boundaries between current employment responsibilities and Practicum/Clinical experience responsibilities. The supervisor for the Doctoral Internship experience must be removed from the otherwise job-related supervision for the student when possible.

6. Attempt, within site philosophy and administrative guidelines, to help the student meet program requirements.

7. Assist in the evaluation of the Practicum student's performance relative to the objectives of the experience. The site will notify the Departmental supervisor of any problems which may influence the student's successful completion of the placement.

**The Student is expected to:**

1. Complete the *Proposed Plan for Clinical Training and Individual Field Training Agreement*, obtain all required signatures, and submit these documents to the Counseling Department by the assigned deadline prior to starting the clinical experience.

2. Provide a copy of the Practicum syllabus to the Site Director and Site Supervisor prior to starting the clinical experience.

3. Purchase and maintain required liability insurance (minimum coverage: $2 million/$4 million) for the duration of the Practicum experience (as applicable) prior to starting the clinical experience.

4. Complete all required assignments from the course Seminar Leader throughout the Practicum experience, including Practicum Activity Logs, assigned readings, and assignments posted on the Blackboard system.

5. Follow the administrative policies, standards and practice of the site.

6. Conform to the standards and practices of the University while training at the site.

7. Keep in confidence all information pertaining to particular clients and/or students.
### Required Signatures

**Student:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Site Director:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Site Supervisor:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Field Placement Practicum & Internship Coordinator:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Supervision Agreement

Agency Name: ___________________________ Address: ____________________________________________

Site Supervisor Name: ____________________ Phone: __________ Email: ______________________________

I, _________________________________________ (site supervisor), agree to provide a minimum of one (1) hour per week of individual or triadic supervision to ___________________________________ (student) related to his/her clinical activities during the Counseling Practicum in Mental Health Counseling experience in the PhD in Mental Health Counseling (Counselor Education and Supervision) program at Pace University.

I understand that the semester dates for this experience are from _______________ through _______________.

I also agree to provide the Pace University Practicum in Mental Health Counseling Class Instructor with any feedback related to significant supervisee deficiencies at any point throughout the Practicum experience, as well as a final written evaluation of the supervisee's performance upon the completion of the Practicum experience.

Finally, I certify that my professional preparation consists of:

• A minimum of a master’s degree in counseling or a related profession or an appropriate degree or certification with equivalent qualifications (LMHC preferred).
• A minimum of two years of pertinent professional experience of the specified population.
• Relevant training in supervision.

NOTE: Please attach a copy of supervisor’s vita/resume.

Required Signatures

Site Supervisor:

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Field Placement Practicum & Internship Coordinator:

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>
Appendix C

Doctoral Practicum in Mental Health Counseling
Weekly Hour Log
# Doctoral Practicum Weekly Hour Log

**Student Name**

**Site Name**

**Site Supervisor Name**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Week</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Clinical Activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Intake / Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Individual Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Group Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Couple / Family Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) Crisis Intervention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) Psycho-educational / Workshop / Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) Other (specify):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUBTOTAL - Direct Hours</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 8) Participation in Orientation / Training |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |     |
| 9) Professional Development (i.e., attending workshop related) |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |     |
| 10) Report Writing and Record Keeping |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |     |
| 11) Case Conferences, EAP Meetings, Collateral Consultations |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |     |
| 12) Community Outreach |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |     |
| 13) Administrative Meetings |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |     |
| 14) Preparation |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |     |
| 15) Weekly Site Supervision (on site with supervisor) |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |     |
| 16) Receiving Consulting and Advising |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |     |
| 17) University Seminar Class and Online Participation |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |     |
| 18) Other University Supervision / Consultation |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |     |
| 19) Other (specify): |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |     |
| **SUBTOTAL - Indirect Hours** |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |     |
| **GRAND TOTAL HOURS** |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |     |

**Student’s Signature** ____________________________  **Date** ______________

**Supervisor’s Signature** ____________________________  **Date** ______________

**Course Instructor’s Signature** ____________________________  **Date** ______________

**Course Instructor’s Name** (Print) ____________________________  **Date** ______________
Appendix D

Practicum/Clinical Semester End Hour Log
PRACTICUM SEMESTER HOUR LOG
Pace University
PhD in Mental Health Counseling

Print Student Name: __________________________ Course: Practicum/Clinical

Site Name: __________________________ Site Supervisor: __________________________

Semester: __________________________ Period Covered: ___/___/___ to ___/___/___

Directions:

1. Record the total number of hours for direct, indirect, and the grand total number of hours for the entire Practicum/Internship below.
2. You and your site supervisor must sign and date this document.
3. Return this End of Practicum/Clinical Total Hour Log to the Course instructor at the end of your Practicum experience.
4. Submit this form per the directions on the following page.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Totals for Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Hour Activities</strong></td>
<td></td>
</tr>
<tr>
<td>1) Intake/Assessment</td>
<td></td>
</tr>
<tr>
<td>2) Individual Counseling</td>
<td></td>
</tr>
<tr>
<td>3) Group Counseling</td>
<td></td>
</tr>
<tr>
<td>4) Couple/Family Counseling</td>
<td></td>
</tr>
<tr>
<td>5) Crisis Intervention</td>
<td></td>
</tr>
<tr>
<td>6) Psycho-educational/Workshop/Presentation</td>
<td></td>
</tr>
<tr>
<td>7) Other (Specify):</td>
<td></td>
</tr>
<tr>
<td><strong>Direct Hours Totals (Sum 1 through 7)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Indirect Hour Activities</strong></td>
<td></td>
</tr>
<tr>
<td>8) Participation in Orientation/Training</td>
<td></td>
</tr>
<tr>
<td>9) Professional Development (i.e., attending workshop related)</td>
<td></td>
</tr>
<tr>
<td>10) Report Writing and Record Keeping</td>
<td></td>
</tr>
<tr>
<td>11) Case Conferences, EAP Mtgs, Collateral Consultations</td>
<td></td>
</tr>
<tr>
<td>12) Community Outreach</td>
<td></td>
</tr>
<tr>
<td>13) Administrative Meetings</td>
<td></td>
</tr>
<tr>
<td>14) Preparation</td>
<td></td>
</tr>
<tr>
<td>15) Weekly Site Supervision (on site with supervisor)</td>
<td></td>
</tr>
<tr>
<td>Indirect Hours Totals (Sum 8 through 19)</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grand Total</th>
</tr>
</thead>
</table>

Student’s Signature ___________________________ Date ____________
Supervisor’s Signature ___________________________ Date ____________
Course Instructor’s Signature ___________________________ Date ____________
Course Instructor’s Name (Print) ____________________________
Appendix E

Practicum Site Supervisor Evaluation of Student Form
MENTAL HEALTH COUNSELING PRACTICUM
SITE SUPERVISOR EVALUATION of STUDENT
Pace University
PhD in Mental Health Counseling

Student: __________________________________________

Site: ____________________________________________

Supervisor: ______________________________________

Semester (please circle one): FALL SPRING SUMMER

Period Covered: _____/_____/_____ to _____/_____/_____

The purpose of this form is to provide site supervisors with the opportunity to evaluate doctoral supervisees. This evaluation is particularly important to the Mental Health Counseling Program in order to receive written feedback about students’ competencies and to evaluate their current and potential work in the counseling professional field.

Please evaluate this student from a developmental perspective (based on expectations commensurate with doctoral level of clinical and professional development).

5  =  Exceeds Professional Standards
4  =  Expected Professional Standards
3  =  Minimally Meets Basic Standards
2  =  Overall Unprofessional Performance
1  =  Very Unprofessional Performance
N/A =  Not applicable or insufficient opportunity to observe

I. PROFESSIONALISM and ETHICS

Familiarity of the counseling site
Contributes as a member of treatment team
Committed to professional development
Makes appropriate decisions and uses good judgment
Knowledge of relevant counseling theory(s) and concepts
Completes assigned duties/tasks
Shows appropriate initiative
Ability to conceptualize and synthesize data
Time management/organizational skills
Paperwork is accurate and appropriate | 1 | 2 | 3 | 4 | 5 | N/A
Is aware of and complies with ACA’s and other professional ethical standards | 1 | 2 | 3 | 4 | 5 | N/A
Is conscientious, energetic and responsible when conducting professional activities | 1 | 2 | 3 | 4 | 5 | N/A
Student was punctual and appropriately attired | 1 | 2 | 3 | 4 | 5 | N/A
Understands the roles and responsibilities of counselors and other professionals | 1 | 2 | 3 | 4 | 5 | N/A

Comments: ________________________________________________________________

II. SUPERVISION

Prepares for supervision | 1 | 2 | 3 | 4 | 5 | N/A
Is open and honest in supervision sessions | 1 | 2 | 3 | 4 | 5 | N/A
Accepts and uses constructive feedback | 1 | 2 | 3 | 4 | 5 | N/A
Is self-aware and self-reflective | 1 | 2 | 3 | 4 | 5 | N/A
Demonstrates self-sufficiency and seeks consultation/guidance appropriately | 1 | 2 | 3 | 4 | 5 | N/A

Comments: ________________________________________________________________

III. HELPING RELATIONSHIPS

Individual counseling skills | 1 | 2 | 3 | 4 | 5 | N/A
Group counseling skills | 1 | 2 | 3 | 4 | 5 | N/A
Couple/family counseling skills | 1 | 2 | 3 | 4 | 5 | N/A
Crisis counseling skills | 1 | 2 | 3 | 4 | 5 | N/A
Career counseling skills | 1 | 2 | 3 | 4 | 5 | N/A
Psycho-educational activities | 1 | 2 | 3 | 4 | 5 | N/A
Ability to work with diverse client populations | 1 | 2 | 3 | 4 | 5 | N/A
Applies appropriate integration of their preferred counseling theory in counseling work | 1 | 2 | 3 | 4 | 5 | N/A
Comments: ____________________________________________

_____________________________________________________________________

_____________________________________________________________________

IV. OVERALL PERFORMANCE RATING

Circle one:

5  =  Exceeds Professional Standards
4  =  Expected Professional Standards
3  =  Minimally Meets Basic Standards
2  =  Overall Unprofessional Performance
1  =  Very Unprofessional Performance
N/A =  Not applicable or insufficient opportunity to observe

Additional Comments: ____________________________________________

_____________________________________________________________________

_____________________________________________________________________

SIGNATURES:

Site Supervisor: ________________________________  Date: ____________

Student: ________________________________  Date: ____________

My signature indicates that I have read the above report and have discussed the content with my site supervisor. It does not necessarily indicate that I agree with it in part or in whole. If I disagree with this evaluation, I have the option of writing a dissenting opinion/explanation and submitting it to my site supervisor and the Counselor Education Doctoral Practicum Internship Coordinator.

Please email this form to Dr. Michael Tursi at mtursi@pace.edu

_____________________________________________________________________

Course Instructor Name

_____________________________________________________________________

Course Instructor Signature

_____________________________________________________________________

Date

This document created by Kent B. Provost, PhD 5/2018. Permission has been granted to Pace University to use/modify.
CES Advanced Practicum and Advanced Internship Handbook – Revised 5/28/19
Appendix F

Practicum Student’s Perception of Site Supervisor Evaluation Form
PRACTICUM - STUDENT’S PERCEPTION OF SITE SUPERVISOR

Pace University
PhD in Mental Health Counseling

Student Name: ________________________________ Date: ________________

Site Name: ___________________________ Site Supervisor: _________________________

Semester: ________________ Period Covered: From _________ to _________

Based on the supervision you received from your site supervisor, please rate the following statements accordingly with the scale below:

1 = Strongly Agree  2 = Agree  3 = Disagree  4 = Strongly Disagree  N/A – Not applicable

TIME/STRUCTURE

1. ___ Helps me define and structure the goals and objectives for my overall practicum experience
2. ___ Is consistent in providing the agreed-upon supervision time
3. ___ Is available (or has provided appropriate back-up resources) for consultation between supervision sessions, if needed
4. ___ Gives time and energy to observing me and/or processing my session tapes
5. ___ Structures supervision appropriately

SUPERVISORY RELATIONSHIP

6. ___ Helps me recognize and explore the dynamics of supervisor/supervisee relationship
7. ___ Accepts and respects me as a person
8. ___ Recognizes when I do something well and encourages the development of my strengths and capabilities
9. ___ Recognizes and addresses my weaknesses/deficiencies in an appropriate and direct manner
10. ___ Encourages me to express opinions, questions and concerns about my counseling
11. ___ Allows me to discuss appropriate personal issues related to my counseling
12. ___ Allows me to discuss problems I encounter in my practicum setting
13. ___ Conveys competence
14. ___ Maintains appropriate confidentiality about material discussed in supervisory sessions
15. ___ Accepts feedback from me about the supervisory process
COUNSELING AND RELATED SKILLS

16. ____ Provides me with the opportunity to adequately discuss any major difficulties I am facing with my clients

17. ____ Challenges me to accurately perceive the thoughts, feelings, and goals of my client and myself during counseling

18. ____ Helps me to understand the implications and dynamics of the counseling approaches I use

19. ____ Encourages and helps me to conceptualize in new ways about my clients

20. ____ Encourages me to consider and use new and different counseling interventions when appropriate

21. ____ Helps me organize relevant case data in planning goals and strategies with my clients

22. ____ Gives me useful feedback regarding my counseling skills

23. ____ Helps me define and maintain ethical behavior in counseling and case management

24. ____ Helps me understand how my counseling behavior influences the client

25. ____ Provides suggestions and specific help in the areas I need to work on

26. ____ Helps me develop increased skill in critiquing and gaining insight from my counseling tapes

27. ____ Is helpful in critiquing report-writing

28. ____ Helps me use tests constructively in counseling

29. ____ Helps me with resource and referral ideas/information

30. ____ Encourages me to be involved in activities and organizations that foster my professional development (e.g., joining ACA)

31. ____ Addresses issues relevant to my current concerns as a counselor

EVALUATION

32. ____ Allows and encourages me to evaluate myself

33. ____ Explains the criteria for evaluation clearly and in behavioral terms

34. ____ Applies criteria fairly in evaluating my counseling performance

Additional comments and/or suggestions:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Student’s Signature: _______________________________    Date: __________

Please email this form to Dr. Michael Tursi at mtursi@pace.edu

Course Instructor Name

Course Instructor Signature
Appendix G

Practicum Student’s Evaluation of Site Form
**PRACTICUM - STUDENT’S EVALUATION OF SITE**

**Pace University**
**PhD in Mental Health Counseling**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Site Name:</th>
<th>Site Supervisor:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Semester:</th>
<th>Period Covered: From _________ to _________</th>
</tr>
</thead>
</table>

Based on the supervision you received from your site supervisor, please rate the following statements accordingly with the scale below:

1. Very Satisfactory  
2. Satisfactory  
3. Unsatisfactory  
4. Very Unsatisfactory  
N/A = Not Applicable

1. ____ Orientation to site’s administrative policies, practices, and procedures
2. ____ Exposure to the various professional roles/functions within the site
3. ____ Orientation to other resources (e.g., referral resources in community)
4. ____ Opportunity to participate in staff’s professional events, such as staff meetings, case conferences, professional development activities
5. ____ Quality of informal interaction with, and availability of, staff (other than your site supervisor)
6. ____ Adequacy of physical space, supplies, etc.
7. ____ Ease of audio taping and/or videotaping counseling sessions
8. ____ Adequacy of client population numbers for sufficient appropriate cases
9. ____ Quality of intake interviewing experience
10. ____ Quality of individual counseling experience
11. ____ Quality of group counseling experience
12. ____ Quality of family/couple counseling experience
13. ____ Quality of career counseling experience
14. ____ Quality of consultation experience
15. ____ Quality of psycho-educational activity experience
16. ____ Quality of testing experience (administration and interpretation)
17. ____ OVERALL EVALUATION OF THE SITE
18. Will you recommend the site to other students for their field training? Yes ____ No ____
If your answer is “No,” please specify your reason(s):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Additional comments/suggestions (use additional sheet is necessary)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student’s Signature: ________________________________ Date: _____________

Please email this form to Dr. Michael Tursi at mtursi@pace.edu

________________________________________________________________________
Course Instructor Name

________________________________________________________________________
Course Instructor Signature
Appendix H

Doctoral Mental Health Counseling Internship Application Materials

Pace University
PhD in Mental Health Counseling
Counseling Internship (MHC 725 & MHC 726) Application Materials

This packet includes the following forms:
1. Individual Field Training Agreement
2. Supervision Agreement
3. Student’s Individual Liability Insurance (if doing Clinical and/or Supervision work)
4. Supervisor’s Contact Information & Credentials

All forms must be completed correctly, with required signatures from the proposed Agency/Site Director, proposed Agency/Site Supervisor, and the student on each page as noted.

Additionally, the verified credentials of the Site Supervisor should be attached.

If the Doctoral Internship is an extension of the Doctoral Practicum, an addendum of the Doctoral Practicum Agreement must be attached.

The completed application packet and required attachments should be returned to:
Vanessa Ramkissoon
Department Manager
Pace University
Psychology Department/Mental Health Counseling Program
861 Bedford Road, Marks Hall
Pleasantville, New York 10570

NOTE: Signature from the course instructor will be added upon approval of the application.

Please send questions regarding this application to the course instructor.
Pace University
PhD in Mental Health Counseling
PROPOSED PLAN FOR DOCTORAL INTERNSHIP
Counseling Internship (MHC 725 & MHC 726)

Date Submitted: ________________

Proposed Semester/Year for Advanced Internship: ____________________________

Student Name: ____________________________________________________________

Address: ________________________________________________________________

Phone: ____________________________  Alternate Phone: _______________________

E-mail Address: ____________________________________________________________

Faculty Advisor: __________________________________________________________

Name of Proposed Internship Site(s): _________________________________________

Address of Proposed Internship Site(s): _______________________________________

Intended Start/Finish Dates of Experience: ________________________________

Intended Weekly Schedule: ________________________________________________

Intended Total Hours: ________________

Name of Internship Supervisor: ____________________________________________

Supervisor’s Position at Site: ______________________________________________

Supervisor’s Phone: ________________  Supervisor’s Email: _____________________

Supervisor’s Self-Identified Race: __________________________________________

Site Supervisor graduate degrees, licenses, certifications held (include Date/Institution/Licensing
Body obtained):

________________________________________________________________________
________________________________________________________________________

________________________________________________________________________
I. Specific objectives for this training experience (They should be directly related to student’s professional interests and goals. If this experience is a continuance of the student’s Practicum, attach an updated Practicum Agreement Form.):

II. Briefly describe the intended duties, responsibilities, and supervisory expectations you have regarding this training experience:

III. If this proposed plan is with your current employer, explain how the training activities will differ from your regular duties and responsibilities:

IV. Is this training experience paid? ______

V. Liability Insurance Provider (as applicable): __________________________________________

Insurance #: ___________________________ Dates of Coverage: __________________________

(Attach copy of Certificate of Insurance; minimum requirements for coverage are $1,000,000/3,000,000.)

**Required Signatures**

**Student:**
Name: ____________________ Signature: ____________________ Date: ______

**Site Director:**
Name: ____________________ Signature: ____________________ Date: ______

**Site Supervisor:**
Name: ____________________ Signature: ____________________ Date: ______

**Training Office: (to sign upon approval of application)**
Name: ____________________ Signature: ____________________ Date: ______

**Instructor:**
Name: ____________________ Signature: ____________________ Date: ______

**NOTE: You must submit a separate form for each proposed training Supervisor.**
**Individual Field Training Agreement**

Agency Name: ____________________  Address: ________________________________

Site Director Name: ______________  Phone: __________  Email: ________________

Site Supervisor Name: ______________  Phone: __________  Email: ______________

The purpose of this document is to outline the mutual responsibilities of site and university supervisors and Internship students.

**The Department is expected to:**

1. Provide regular seminar meetings, led by a faculty member, with doctoral students enrolled in the Doctoral Internship course throughout the semester(s).
2. Provide information regarding the program and curriculum in order that the site may properly plan and execute task assignments and supervision. Specifically included are evaluation forms and any other required documents.
3. Indicate to the Internship student that the Department expects the student to abide by the policies of the site and emphasize to students their professional responsibilities.
4. Initiate, as indicated, conferences with the Site Supervisor for the purpose of discussing the student's performance on an as need basis.

**The Site is expected to:**

1. Provide Internship experiences for the student in accordance with program (refer to the Doctoral Practicum and Internship Handbook).
2. Assure that the student will be properly supervised at all times by an appropriately accredited supervisor.
3. Provide student with (on average) One Hour per week of clinical supervision, with an approved supervisor, for the purposes of further development of student’s skills. (This requirement can be adjusted for relevancy of the Internship experience.)
4. Make provisions for orientation of the Internship student to the philosophies and policies of the site. Included in the orientation should be the emergency procedures of the site and any site-specific limits to confidentiality of which the Internship student should be aware.
5. If student is employed at the site prior to establishment of this agreement, establish clearly with student the specific duties and responsibilities that are included as part of the internship experience and delineate how these are qualitatively different from the student’s
existing job responsibilities, as well as any expectations related to boundaries between current employment responsibilities and internship experience responsibilities.

6. Attempt, within site philosophy and administrative guidelines, to help the student meet program requirements.

7. Assist in the evaluation of the Internship student's performance relative to the objectives of the experience. The site (preferably supervisor) will notify the Training Coordinator of any problems which may influence the student's successful completion of the placement.

The Student is expected to:

1. Complete the Proposed Plan for Field Training Agreement, obtain all required signatures, and submit these documents to the Training Coordinator by the designated timeframe deadline as specified in the Doctoral Practicum and Internship Handbook.

2. Provide any and all materials of the Internship to the designated supervisor as requested by the supervisor.

3. Complete all required assignments from the Doctoral Internship course instructor throughout the Internship experience, including Internship Activity Logs, assigned readings.

4. Follow the administrative policies, standards and practices of the site.

5. Conform to the standards and practices of the University while training at the site.

6. Keep in confidence all information pertaining to particular clients and/or students.

Required Signatures

Student:

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Site Director:

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Site Supervisor:

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Training Office: (to sign upon approval of application)

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Instructor:

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>
Supervision Agreement

I, ____________________________________________ (site supervisor), agree to provide the equivalent of minimum of one (1) hour per week of individual or triadic supervision to ____________________________________________ (student) related to his/her clinical activities during the Internship experience in the PhD in Mental Health Counseling (Counselor Education and Supervision) program at Pace University.

I understand that the semester dates for this experience are from ______________ through ______________.

I also agree to provide the Pace University Course Instructor with any feedback related to significant supervisee deficiencies at any point throughout the Internship experience, as well as a final written evaluation of the supervisee's performance upon the completion of the internship experience.

NOTE: Please attach a verification of supervisor’s credentials, including a CV/Resume.

Required Signature

Site Supervisor:

_________________________________________  ________________  ________________
Print Name  Signature  Date

Instructor:

_________________________________________  ________________  ________________
Print Name  Signature  Date
Appendix I

Doctoral in Mental Health Counseling Internship
Weekly Hour Log
# Doctoral In Mental Health Counseling Internship

## Weekly Hour Log

<table>
<thead>
<tr>
<th>Semester</th>
<th>Week</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internship Experiences</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Teaching / Co-Teaching / TA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Teaching / Co-Teaching / TA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect Hours and Preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Supervising</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Supervising</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) Counseling / Clinical-related</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) Counseling / Clinical-related</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) Research and Scholarship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8) Research and Scholarship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9) Leadership and Advocacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10) Leadership and Advocacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14) Other (specify):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SUBTOTAL - Internship Experience Hours**

**Supervised, Seminar, Online, and Consultation Hours**

| 15) Supervised Hours (from "site" supervisor) |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |       |
| 16) Seminar Meetings and Online Hours       |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |       |
| 17) Other Consultation Hours (non-seminar / non-site supervisor) |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |       |

**SUBTOTAL - Supervised, Seminar, Online, and Consultation Hours**

**GRAND TOTAL HOURS**

Student’s Signature _________________________________ Date ____________

Supervisor’s Signature _______________________________ Date ____________

Course Instructor’s Signature _________________________ Date ____________

Course Instructor’s Name (Print) _______________________

---

This document created by Kent B. Provost, PhD 5/2018. Permission has been granted to Pace University to use/modify.

CES Advanced Practicum and Advanced Internship Handbook – Revised 5/28/19
Appendix J

Internship Semester End Hour Log
# INTERNSHIP SEMESTER-END TOTAL HOUR LOG

**Pace University**  
**PhD in Mental Health Counseling**

Student Name: ___________________________  
Course: Doctoral Internship

Site Name(s): ___________________________  
Site Supervisor: ___________________________

Semester: ___________________________  
Period Covered: ___/___/___ to ___/___/___

**Directions:**

1. Record the total number of hours for direct, indirect, and the grand total number of hours for the contracted Supervised Internship experience(s) below. *(One form per Supervisor per Semester regardless of activities.)*
2. You and your site supervisor must sign and date this document.
3. Return this Internship Total Hour Log to the Internship Coordinator by the end of the registered Semester.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Totals for Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internship Experiences</strong></td>
<td></td>
</tr>
<tr>
<td>1) Teaching/Co-Teaching/TA <strong>Direct Hours</strong></td>
<td></td>
</tr>
<tr>
<td>2) Teaching/Co-Teaching/TA <strong>Indirect Hours</strong></td>
<td></td>
</tr>
<tr>
<td>3) Supervising <strong>Direct Hours</strong></td>
<td></td>
</tr>
<tr>
<td>4) Supervising <strong>Indirect Hours</strong></td>
<td></td>
</tr>
<tr>
<td>5) Counseling/Clinical-related <strong>Direct Hours</strong></td>
<td></td>
</tr>
<tr>
<td>6) Counseling/Clinical-related <strong>Indirect Hours</strong></td>
<td></td>
</tr>
<tr>
<td>7) Research and Scholarship <strong>Direct Hours</strong></td>
<td></td>
</tr>
<tr>
<td>8) Research and Scholarship <strong>Indirect Hours</strong></td>
<td></td>
</tr>
<tr>
<td>9) Leadership and Advocacy <strong>Direct Hours</strong></td>
<td></td>
</tr>
<tr>
<td>10) Leadership and Advocacy <strong>Indirect Hours</strong></td>
<td></td>
</tr>
<tr>
<td>11) Other (specify):</td>
<td></td>
</tr>
</tbody>
</table>

**Sub-Total Internship Experience Hours**

<table>
<thead>
<tr>
<th>Supervised, Seminar, On-Line, and Consultation Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12) Supervised Hours (from “site” supervisor)</td>
<td></td>
</tr>
<tr>
<td>13) Seminar Meetings and On-Line Hours</td>
<td></td>
</tr>
<tr>
<td>14) Other Consultation Hours (non-seminar/non-site supervisor)</td>
<td></td>
</tr>
</tbody>
</table>

**Sub-Total Supervised, Seminar, On-Line, and Consultation Hours**

**GRAND TOTAL HOURS**

Supervisor’s Signature: ___________________________  
Date ____________

Student’s Signature: ___________________________  
Date ____________

Course Instructor’s Signature: ___________________________  
Date ____________

Course Instructor’s Name (Print): ___________________________
Appendix K

Internship Supervisor Evaluation of Student Form
DOCTORAL INTERNSHIP
SUPERVISOR’S EVALUATION OF STUDENT
Pace University
PhD in Mental Health Counseling

Student: __________________________

PROFESSIONAL INTERNSHIP ACTIVITY: __________________________

Site: ___________________________ Supervisor: ___________________________

Semester (please circle one): FALL SPRING SUMMER

Period Covered: _____ / _____ / _____ to _____ / _____ / _____

The purpose of this form is to provide supervisors with the opportunity to evaluate doctoral supervisees. This evaluation is particularly important to the Mental Health Counseling Program in order to receive written feedback about students’ competencies and to evaluate their current and potential work in the counseling professional field.

Please evaluate this student from a developmental perspective (based on expectations commensurate with doctoral level of professional development).

5 = Exceeds Professional Standards
4 = Expected Professional Standards
3 = Minimally Meets Basic Standards
2 = Overall Unprofessional Performance
1 = Very Unprofessional Performance
N/A = Not applicable or insufficient opportunity to observe

I. PROFESSIONALISM and ETHICS

Committed to professional development 1 2 3 4 5 N/A
Makes appropriate decisions and uses good judgment 1 2 3 4 5 N/A
Completes assigned duties/tasks 1 2 3 4 5 N/A
Shows appropriate initiative 1 2 3 4 5 N/A
Time management/organizational skills 1 2 3 4 5 N/A
Is aware of and complies with ACA’s and other professional ethical standards 1 2 3 4 5 N/A
Is conscientious, energetic and responsible when conducting professional activities 1 2 3 4 5 N/A
Student was punctual and appropriately attired 1 2 3 4 5 N/A

Comments: ____________________________________________________________

______________________________________________________________________

This document created by Kent B. Provost, PhD 5/2018. Permission has been granted to Pace University to use/modify.
CES Advanced Practicum and Advanced Internship Handbook – Revised 5/28/19
II. SUPERVISION OF DOCTORATE STUDENT

Prepares for supervision 1 2 3 4 5 N/A
Is open and honest in supervision sessions 1 2 3 4 5 N/A
Accepts and uses constructive feedback 1 2 3 4 5 N/A
Is self-aware and self-reflective 1 2 3 4 5 N/A
Demonstrates self-sufficiency and seeks consultation/guidance appropriately 1 2 3 4 5 N/A

Comments: 

III. PROFESSIONAL INTERNSHIP ACTIVITY (please specify): 

Level of self-conduct in activity 1 2 3 4 5 N/A
Engagement with “audience / attendees” 1 2 3 4 5 N/A
Collaboration with others 1 2 3 4 5 N/A
Demonstration preparedness for the activity 1 2 3 4 5 N/A
Ability to work with diverse populations 1 2 3 4 5 N/A

Comments: 

IV. OVERALL PERFORMANCE RATING

Circle One:

5 = Exceeds Professional Standards
4 = Expected Professional Standards
3 = Minimally Meets Basic Standards
2 = Overall Unprofessional Performance
1 = Very Unprofessional Performance
N/A = Not applicable or insufficient opportunity to observe

Additional Comments: 

Comments:
V. If Teaching was part of this experience, please check the appropriate area below and complete a brief rationale:

___ The Doctorate Student was a Level I – TA and should continue gaining further experiences at this Level I – TA

___ The Doctorate Student was a Level I – TA and demonstrated abilities and practice to advance to the Level II – Co-Teaching

___ The Doctorate Student was a Level II – Co-Teacher and should continue gaining further experiences at this Level II – Co-Teaching

___ The Doctorate Student was a Level II – Co-Teacher and demonstrated abilities and practice to advance to the Level III – Teaching

___ The Doctorate was a Level III – Teaching

Provide a brief rationale for your above teaching specific evaluation: ____________________________

____________________________________________________________________________________

SIGNATURES:

Site Supervisor:__________________________________________ Date: __________

Student:___________________________________________________ Date: __________

My signature indicates that I have read the above report and have discussed the content with my site supervisor. It does not necessarily indicate that I agree with it in part or in whole. If I disagree with this evaluation, I have the option of writing a dissenting opinion/explanation and submitting it to my site supervisor and the Mental Health Counseling Practicum/Internship Coordinator.

Please email this form to Dr. Michael Tursi at mtursi@pace.edu

________________________________________

Course Instructor Name

________________________________________

Course Instructor Signature

________________________________________

Date
Appendix L

Internship – Student’s Perception of Site Supervisor
INTERNSHIP - STUDENT’S PERCEPTION OF SITE SUPERVISOR
Pace University
PhD in Mental Health Counseling

Student Name: ___________________________ Date: ___________________________

Site Name: ___________________________ Site Supervisor: ___________________________

Semester: ___________________________ Period Covered: From ________ to ________

Based on the supervision you received from your site supervisor, please rate the following statements accordingly with the scale below:

1 = Strongly Agree  2 = Agree  3 = Disagree  4 = Strongly Disagree  N/A – Not applicable

TIME/STRUCTURE

1. ___ Helps me define and structure the goals and objectives for my overall Internship experience
2. ___ Is consistent in providing the agreed-upon supervision time
3. ___ Is available (or has provided appropriate back-up resources) for consultation between supervision sessions, if needed
4. ___ Gives time and energy to observing me and/or processing my session tapes
5. ___ Structures supervision appropriately

SUPERVISORY RELATIONSHIP

6. ___ Helps me recognize and explore the dynamics of supervisor/supervisee relationship
7. ___ Accepts and respects me as a person
8. ___ Recognizes when I do something well and encourages the development of my strengths and capabilities
9. ___ Recognizes and addresses my weaknesses/deficiencies in an appropriate and direct manner
10. ___ Encourages me to express opinions, questions and concerns about my work
11. ___ Allows me to discuss appropriate personal issues related to my Internship activities
12. ___ Allows me to discuss problems I encounter in my Internship setting
13. ___ Conveys competence
14. ___ Maintains appropriate confidentiality about material discussed in supervisory sessions
15. ___ Accepts feedback from me about the supervisory process
INTERNSHIP ACTIVITIES RELATED SKILLS

16. ___ Provides me with the opportunity to adequately discuss any major difficulties I am facing related to my Internship activities

17. ___ Encourages me to consider and use new and different approaches related to my Internship activities

18. ___ Gives me useful feedback related to my work and process

19. ___ Helps me further understand and maintain ethical adherence with my work

20. ___ Provides suggestions and specific help in the areas I need to work on

21. ___ Helps me develop increased skill in critiquing and gaining insight from my work

22. ___ Encourages me to be involved in activities and organizations that foster my professional development (e.g.; joining ACA)

23. ___ Addresses issues relevant to my current concerns as a future Counselor Educator and Supervisor

Evaluation

24. ___ Allows and encourages me to evaluate myself

25. ___ Explains the criteria for evaluation clearly and in behavioral terms

26. ___ Applies criteria fairly in evaluating my performance

Additional comments, thoughts, and/or suggestions:

____________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________

Student’s Signature ___________________________ Date __________

Please email this form to Dr. Michael Tursi at mtursi@pace.edu

Course Instructor Name ___________________________

Course Instructor Signature ___________________________ Date __________