# University of Illinois

# Counseling Psychology Program

# Practicum Training Manual

# 2025-2026

Table of Contents

[Philosophy of Clinical Training 1](#_Toc207105583)

[Practicum 3](#_Toc207105584)

[Practicum Requirements 3](#_Toc207105585)

[Practicum Hours 3](#_Toc207105586)

[Timeline for Practicum Students 4](#_Toc207105587)

[Procedure for Placement 5](#_Toc207105588)

[Training Structure 6](#_Toc207105589)

[Expectations of Students 6](#_Toc207105590)

[Expectations of Practicum Sites 7](#_Toc207105591)

[Expectations of the Counseling Psychology Program 8](#_Toc207105592)

[Evaluation Procedures 8](#_Toc207105593)

[Grievance Procedures 9](#_Toc207105594)

[Paid Practicum Experience 9](#_Toc207105596)

[Internship 10](#_Toc207105597)

[Internship Readiness 10](#_Toc207105598)

[Appendices 14](#_Toc207105599)

[Appendix A List of Practicum Sites 14](#_Toc207105600)

[Appendix B Practicum Counselor Evaluation 15](#_Toc207105602)

[Appendix C EVALUATION OF SUPERVISOR 20](#_Toc207105603)

## Philosophy of Clinical Training

The University of Illinois Counseling Psychology Program adheres to the scientist-practitioner model of training, in which our students are trained to be skilled researchers and clinicians who can integrate the psychological science in professional practice and whose scientific activities are informed by practice. The program is designed to provide broad clinical training that allows graduates to function in a variety of academic and clinical arenas. The program has a strong commitment to training students as ethical, multiculturally sensitive psychologists well versed in social justice and in evidenced-based practice.

In keeping with the scientist-practitioner model, the program maintains four broad goals. The third and fourth pertain specifically to practicum training.

1. To provide students with a broad education in core areas related to professional psychology.
2. To educate students about a range of sophisticated and culturally appropriate research approaches and analytic tools necessary for contribution to professional psychology literature.
3. To train students to be skilled in the provision of a wide range of psychological services in a variety of contexts.
4. To encourage the adoption of values associated with being a competent, socially responsible professional psychologist.

The balance of research and practice is obtained in part by practicum and research activities within faculty members’ independent laboratories.

## Practicum

We offer a range of practica at diverse settings, including college counseling centers, hospitals, Veterans Administration, and community mental health centers.

### Practicum Requirements

* 1. Approval of the practicum coordinator to apply.
	2. Sites must have formal educational agreement with the University of Illinois. Current sites have agreements. If student proposes new site, talk with the practicum coordinator.
	3. Video recording of clinical sessions in first year of practicum.
	4. Weekly supervision by practitioner with two years post degree experience.
	5. Recording Hours. It is required that you record your clinical hours acquired during practicum. Apps such as Time2Track and PsyKey charge monthly fee. Time2Track syncs with the internship application and offers 30-day free use. Many students just keep track of hours in a spreadsheet.
	6. You must enroll in an associated practicum course to count your hours toward internship application.
	7. Liability Insurance. If you are being paid for practicum work, you are required to obtain your own liability insurance. Two reputable options are
		1. [The Trust](https://www.trustinsurance.com/Insurance-Programs/Student-Liability)
		2. [American Professional Agency](https://www.americanprofessional.com/covered-professions/students/)

### Practicum Hours

###### How many hours should you get?

Students often ask how many practicum hours they should accrue in anticipation of applying for internship. The simple answer is 1500-2000 hours (Rodolfa, Owen, & Clark, 2007). The total number of practicum hours, however, is comprised of different categories: intervention, assessment, supervision received, and support activities. A more useful answer considers the type of internships you would like to apply to and attends to the four categories. For example, university counseling centers typically require fewer intervention and assessment hours than hospitals.

Neither the American Psychological Association (APA) nor the Association of Psychology Postdoctoral and Internship Centers (APPIC) set minimum practicum hour requirements. Additionally, [the Standards of Accreditation](%28https%3A/www.apa.org/ed/accreditation/standards-of-accreditation.pdf%29) provide guidance in practicum training elements but do not set hours.

As a rule of thumb, at minimum, aim for two, nine-month practicum experiences at 20 hours per week. Aim for 250-500 intervention hours considering what type of internship site you are interested in. Note that it would be difficult to get 500 intervention hours if you work only during the 16 weeks per semester. That would get you 1280 total hours. Five-hundred intervention hours would be nearly 40%, or eight direct intervention hours a week over all four semesters, without cancelations or no-shows!

You should consult regularly with the Director of Clinical Training and your research advisor about your career goals. These change over time, of course, but the DCT works with the students to obtain available practicum experiences to meet their goals. As noted above, the APA has no rule about how many hours a student must obtain in practicum before they can apply for internship. Rather, individual internship sites set those hours.

* Example 1: a site states that it has no minimum requirement of actual numbers but applicants must have two years of experience.
* Example 2: a site requires 500 hours of direct intervention hours and 6 integrated assessment reports.
* Example 3: a site requires 300 intervention hours.

In 2024, The DCT sought clarification from the director of APPIC, Dr. Hill, about students coming in with master’s degree and their practicum experiences from the master’s degree and the doctoral degree. She wrote: “My understanding of your inquiry is whether internship training directors would accept "verified" terminal master’s hours as part of the minimum intervention/assessment hours listed in the APPIC directory or their internship brochure. Unfortunately, that is a site by site decision and one that is not listed anywhere specifically.  My sense is that, generally, internship sites do not value them in the exact same way based on the WIDE variety of master's level experiences BUT that they are a really nice addition to the application.”

##### Where do you get more intervention hours?

Some students do a third practicum that is focused on intervention and/or testing and assessment. Additionally, many activities that are not under your practicum experience can count toward your internship application hours. Examples include outreach as part of a graduate assistantship or research, academic coaching, and intervention as part of research.

##### Students Who Enter the Program with a Master’s Degree

Students who enter the doctoral program with a master’s degree with a completed clinical training program enroll in EPSY 520B: Practicum in their second year. Hours from your master’s degree will not count toward your reporting practicum hours accrued in the doctoral program.

### Timeline for Practicum Students

Below is the course of training for students entering with a bachelor’s degree. Other students should consult with the Director of Clinical Training.

1. First year – *EPSY 419: Pre-Practicum: Beginning Counseling Skills* class (one semester)
2. Second year – *EPSY 520A: Beginning Practicum* class and placement in a university counseling or local setting (two semesters).
3. Third year – *EPSY 520B: Advanced Practicum* class and placement in one of a variety of counseling settings (two semesters)
4. Fourth + year – *EPSY 590: Advanced-Advanced Practicum* (two semesters)

Placement in a clinical setting with less intensive course didactics.

While the program only requires two practicum placements, some students complete three or more in order to increase their competitiveness for a non-counseling center site during the internship match process. The required number of two practica should serve as enough hours to be competitive for a number of sites, but make sure you consult with the practicum coordinator and your advisor along the way.

### Procedure for Placement

1. Formal agreements, either as contracts or MOUs, exist between the University of Illinois and practicum site.
2. Student will be asked to review the various practicum placement sites and determine where they would like to apply (end of Fall semester.)
3. Review practicum sites. (Appendix A. Up-to-date sites accessible in Box to students in the program)
	1. Students can also identify new sites. Inform practicum coordinator of these, as formal contracts must be established between the entity and the university. This process can take weeks to months.
4. Meet with practicum coordinator to discuss sites and your career and internship goals.
5. Inform your research advisor of your interests and sites you have identified.
6. Submit to the practicum coordinator a rank ordered list of the sites you are interested.
7. Once the practicum coordinator affirms your preferences, you will apply to the practicum sites and prepare personalized cover letters for each site as well as your updated vitae. Some sites will also ask for applications or even letters of recommendations. Follow the site’s instructions (typically end of January/beginning of February).
8. The site should contact you to arrange an interview. However, if you do not hear from the site, contact the practicum coordinator to see if you should contact the site to confirm they received your personalized cover letter and inquire about the possibility of scheduling an interview.
9. Keep the practicum coordinator informed about how each interview went as soon as you have completed it.
10. Inform the practicum coordinator of offers, acceptance, and declination of all sites you applied to.
11. Follow the practicum sites instructions about how officially to accept the placement.

### Training Structure

##### Practicum Consists of Three Major Activities

1. *Weekly seminars and group supervision*. Beginning and advanced practicum students attend a weekly three-hour seminar taught by one of the Counseling Psychology faculty. This course typically involves discussion of readings relevant to the practice of Counseling Psychology, case presentations, writing topic papers as well as client reports and presentations on clinical topics. The seminar also includes group supervision of each student’s work. If allowed in the setting, students are expected to audio or videotape at least some of their work and review these tapes regularly. Students completing an advanced practicum after their first advanced placement will not attend these seminars.
2. *Placement in an agency*. A “full” practicum placement involves 20 hours per week in the agency setting with the typical amount being 16 hours (including direct service hours, documentation, supervision, and other agency-related activities). A student’s caseload will depend on the agency’s expectations, student experience, and service requests. The number of total hours spent at the agency and the number of direct service hours to be expected per week should be negotiated as early as possible.

Students sometimes participate in placements of fewer hours, anywhere from 5 to 10 hours to obtain additional hours for a competitive internship application or because they would like to obtain hours prior to “full” practicum experience.

1. *Supervision*. Individual supervision is received from a psychologist or other qualified supervisor at the placement agency and involves a minimum of one hour of face-to-face or virtual supervision per week. Face-to-face is recommended for beginning practicum.

### Expectations of Students

1. Follow all ethical and legal guidelines for the practice of psychology.

1. Attend all required orientation and training activities designated by the agency.
2. Follow all agency procedures in a timely fashion.
3. Make themselves available for practice activities in accordance with the agency’s schedule and as allowed by their schedule. If relevant, mandatory experiences that require students to be available at specific times should be determined before the practicum begins to ensure the student’s ability to participate.
4. Make themselves available for weekly face-to-face supervision and come to meetings prepared to discuss work related issues.
5. If applicable, attend all seminars/group supervision meetings and contribute regularly to these discussions.

1. Be available to the agency for the negotiated weekly hours and at the scheduled times.
2. Keep your advisor and practicum coordinator apprised of progress in the practicum and of any concerns or problems.

### Expectations of Practicum Sites

1. Provide relevant work experience in accordance with student’s capabilities and the agency’s expectations and guidelines. The amount of time expected of a student including direct service, supervision, documentation, and other agency related activities range in hours. “Full” practicums average about 16-20 hours/week. However, practicums can also range from 5-10 hours/week.
2. Designate a qualified member of the agency’s staff to provide a minimum of 1 hour/week of face-to-face or virtual supervision of the student’s work.
3. Unless prohibited by agency policy, allow periodic recording of a student’s work for purposes of training, supervision, and assessment of quality of care. If recording is prohibited, a supervisor can be present for one live session per semester, whether in person or remote.
4. Provide an evaluation of the student’s work to the faculty practicum instructor at the end of each semester (fall and spring). The Counseling Psychology Program provides form unless the site has its own.
5. Alert the faculty practicum instructor of any problems or concerns regarding a student’s work and progress.
6. Alert the trainee as soon as possible about mandatory responsibilities, meetings, or trainings that require them to be available at specific times. Trainees’ schedules outside the regular times set aside for practicum are generally filled with classes and assistantship responsibilities. It is best to let the program know about mandatory times and days before students are matched.
7. Inform trainee of relevant policies and procedures.

### Expectations of the Counseling Psychology Program

1. Provide a practicum course that meets weekly.
2. Support students in resolving disagreements with practicum site.
3. Be available to the student’s supervisor for consultation, including remediation plans.
4. Work with the College of Education Office of Finance to initiate Clinical Education Affiliation Agreements between the practicum site and the University of Illinois. CEAA’s are considered contracts and are negotiated by the practicum site and the University’s Purchasing and Contract Management Office.

### Evaluation Procedures

1. Practicum evaluation is pass/fail. Assessment is based on performance in class, as well as evaluations from practicum sites.
2. Evaluation and feedback procedures:
3. Practicum students will be evaluated by their supervisor at the practicum site at the end of each semester (see Appendix C). The CPP practicum coordinator will contact sites to provide them with the evaluation form and will provide instructions.
4. At the end of each semester, practicum students will also have the opportunity to evaluate their experience in supervision. The CPP practicum coordinator will provide students with the evaluation form and will provide instructions (see Appendix D).

### Grievance Procedures

Within the program.

1. In the case of a grievance, first try to resolve the conflict between you and the individual.
2. If this does not resolve the concern or step 1 is unsafe, contact the practicum coordinator to determine the next form of action.
3. If this does not resolve the concern or step 2 is unsafe, contact the chair of the Counseling Psychology Program to determine the next form of action.
4. In the case that neither of these steps resolve the conflict at hand, please refer to the [College of Education’s formal grievance procedure](https://education.illinois.edu/student-resources/graduate/coe-graduate-handbook/appeals). You may also want to seek the [assistance of the Graduate College](https://grad.illinois.edu/document/handbook).

Within an agency

1. Try to resolve the conflict between you and the individual/the agency. Inform the practicum coordinator.
2. If this does not resolve the concern *or* step 1 is unsafe, contact the practicum coordinator and work with them to determine the next form of action.
3. If still not resolved, file a formal grievance procedure through the agency. Inform the practicum coordinator.

### Paid Practicum Experience

Students can seek practicum experiences that are paid while enrolling in practicum courses. Some practicum sites offer pay, but most do not.

The only issue could be for the student if they are already working 67% as a research or teaching assistant and the hourly wage for a campus hourly practicum position would equal them working more than the 67% max (or 50% for international students) in which case they could lose their tuition waiver. Hourly appointments still count as hours worked each week when you are talking max hours allowed.

Students who get paid for practicum work must obtain their own liability insurance. In 2025, the annual cost was about $50.00. Two reputable options are

* + 1. [The Trust](https://www.trustinsurance.com/Insurance-Programs/Student-Liability)
		2. [American Professional Agency](https://www.americanprofessional.com/covered-professions/students/)

## Internship

### Internship Readiness

##### Pre-application requirements

1. Before you can apply, you must have completed coursework, qualifying exams, and preliminary oral examination; the committee members must have your written preliminary examination before applying for internship.
2. Dissertation data should be collected before you leave for internship.
3. It is strongly encouraged to finish dissertation before you leave for internship.

##### Application Process

1. See the [Summary of APPIC’s Email Lists](for%20http%3A/www.appic.org/E-Mail-Lists/Summary-of-APPICs-E-Mail-Lists) for a variety of listserv options. Make sure to sign up for “Match-News.”
2. Give thought to the internship sites you are interested in.
	1. Must be a good match between your practicum experiences/career goals and the types of sites you apply for (i.e., practicum at the Counseling Center and applying to an internship that involves a university setting).
3. Update your vitae and ask a faculty member for feedback.
4. Assemble a list of your practicum sites, supervisors, and hours of practicum.
	1. Information on sites: *www.appic.org*.
	2. Quality experiences are better than quantity.
	3. Demonstrate experiences as consistent with your career goals.
	4. Talk to former students/faculty to help you narrow down your sites.
	5. 2015 survey showed intern applicants had a mean of 882 intervention/assessment hours.
	6. Count community hours related to any community work you’ve been doing.
5. Register for the APPIC match by registering with APPIC ([*http://www.appic.org*](http://www.appic.org)) and the National Matching Services (NMS) ([*https://natmatch.com/psychint/applregister.html*](https://natmatch.com/psychint/applregister.html)).

1. Register for the AAPI Online (this is separate from APPIC).
	1. [*https://portal.appicas.org*](https://webmail.illinois.edu/owa/redir.aspx?C=XQkVP2vTuEuL7npI2kOyHX3B8Hp3fNAI1e6cmTmKvuk8KKh77lGKY7E3D4bu90O16fk6ppt_yRo.&URL=https%3a%2f%2fportal.appicas.org%2f)
	2. Used to submit applications to programs.
2. Pay fees: <*https://www.appic.org/AAPI-APPA#FEES*>
3. Compile letters of reference.
	1. At least two letters should be from recent clinical supervisors or someone familiar with your clinical work. Depending on the site, you may choose for the third letter to be from your advisor.

1. Consult with your advisor and the chair of the Counseling Psychology Program throughout the process.

*Applying for Internship*

1. Decide where you will apply.
	1. APPIC recommends applying to 11-15 sites.
2. All APPIC programs will use AAPI online (*https://portal.appicas.org*).
3. Submit one official copy of all graduate transcripts directly to the application service via regular email.
4. Give your letter writers: list of the sites you are applying to, BRIEF summary of any particular issue you would want them to address, and a copy of vitae.
	1. Give writers a deadline, keeping in mind applications are typically due between Nov. 1 and Jan. 15.
	2. Letters are submitted by the writer to an APPIC “reference portal”

1. Upload a 1-2 page cover letter tailored for each site.
	1. Get feedback on letters, especially from the chair of the Counseling Psychology program.
2. Upload your responses to 4 essays, each 500 words or less (suggested to complete over the summer in order to receive feedback).
3. Have the chair of the Counseling Psychology program verify your hours are accurate and that you are ready for internship.

*Interviewing*

1. Internship sites now typically conduct interviews remotely, late November through January.
2. Prepare carefully for your interviews.
	1. Consider possible questions and practice.
	2. Prepare questions for you to evaluate the agency.
	3. Conduct practice interviews with at least one faculty member, including the chair of the Counseling Psychology Program.
3. Prepare a notebook or document with information about each internship site, questions you have for the agency, and list of the names of the key people at the agency.
4. Make sure your voicemail is set up with a professional message.
5. You should NOT inform an internship site if they are your top choice, nor should they solicit the information from you. Doing so is considered a breach of internship matching policies.

***The Match Process***

1. Upon completion of your interviews, send rank order list to NMS and list as many sites as you would accept as a match.
	1. Leave those you would not accept as a match off the list.
2. Submit Rank Order List by appropriate deadline, most often early February.
	1. Recommended that you submit at least one day prior to the deadline.

1. Once you submit, you cannot change your choices and there should be no contact between you and any internship site after that time.
2. Phase I of the match will be released mid to late February to applicants and training directors on APPIC Phase I Match Day.

\*\*\*see [*https://www.natmatch.com/psychint/aboutdates.html*](https://www.natmatch.com/psychint/aboutdates.html) for a listing of important dates/deadlines\*\*\*

***Before Leaving for Internship***

While you are on internship, you are still considered a student in the program and should enroll in 0 credit hours. Costs listed below reflect 2025-2026.

1. The most straightforward way to sign up for credit while on internship is to enroll in Counseling EPSY 590E for 0 credit hours for both fall and spring semesters. The cost per semester for “Grad Base Rate” for 0 credit hours is $1,207.00.
2. If you have guaranteed student loans you wish to defer payment on, you can enroll in GC599 for 0 credit hours for both fall and spring semesters. GC = Graduate College. [More information here](https://grad.illinois.edu/academics/registration-and-records/petitions-and-record-requests/find-form).
	1. You must complete a form to enroll in GC599 (read carefully):
	2. You cannot take out loans on this option. The point is that you are deferring repayment of loans.
	3. You cannot be receiving financial assistance, such as fellowship or assistantship, with this option.
	4. The cost per semester for “Grad Base Rate” for 0 credit hours is $1,148.00.
	5. If you intend to take out additional loans while on internship and need to be a full-time student, past Counseling Psychology students have registered for 6 credits of EPSY 590E and then applied for a tuition and fee waiver through the College of Education (this is not guaranteed and very competitive). This option should be discussed with the practicum coordinator.

***Participating in Graduation Ceremonies Prior to the Completion of Internship***

1. Counseling Psychology students may walk in the college ceremony but not the general university ceremony in May of their internship year if they:
	1. Provide a statement confirming completion of all degree requirements (i.e., defended their dissertation).
	2. Return the completed checklist documenting good standing at their internship site.
	3. Provide a letter to the Dean requesting permission to walk.
	4. Students must wait until after the college deadline to formally deposit their dissertations in May.

## Appendices

### Appendix A List of Practicum Sites

List represents current sites. Students who wish to find new sites work with the practicum program coordinator to investigate possibilities. Note that one hour of supervision per week is required but supervisors can be licensed psychologists, social workers, or LCPCs with two years of post-degree, full-time practice experience.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Practicum Site** | **Training Level** | **Focus** | **Diagnose** | **Paid** | **Location** |
| [Advocate Illinois Masonic Medical Center](https://www.advocatehealth.com/education/medical-education/behavioral-health-students/clinical-psychology-social-work-practicum-internship-program) | Adv | Counseling | Yes | No | Chicago |
| [Carle Neurosciences Institute](https://carle.org/services/institutes/neurosciences-institute) | Beg/Adv | Assessment and Testing | Yes | No | Champaign |
| [Counseling Center](https://counselingcenter.illinois.edu/training/psychology-practicum-program) UIUC | Beg/Adv | Counseling | No | No | Champaign |
| [Disability Resources and Educational Services (DRES)](https://www.disability.illinois.edu/mental-health-training-opportunities) UIUC | Adv | Assessment and counseling | Yes | No | Champaign |
| [Evergreen Coaching and Counseling](https://www.cuevergreen.com/) | Beg/Adv | Assessment and counseling | Yes | No | Champaign |
| [Faculty and Staff Assistance](https://humanresources.illinois.edu/) UIUC | Adv Adv | Counseling | No | Yes | Urbana |
| [Graceway Counseling](https://gracewaygroup.com/) | Adv | Testing | Yes | No | Champaign |
| [Headspace](https://www.headspace.com/) | Adv | Counseling | Yes | No | Virtual |
| [Innervoices](https://innervoicepc.com/) | Beg/Adv | Counseling | Yes | No | Chicago |
| [School, Parent, and Community Engagement (SPACE) Clinic](https://psc.illinois.edu/school-parent-and-community-engagement-space-clinic/) | Beg/Adv | Assessment and counseling |  | No | Champaign and Rantoul |
| [Student Counseling Services](https://counseling.illinoisstate.edu/) | Adv | Counseling | No | Possibly | Normal |
| [Danville Veterans Affairs](https://www.va.gov/illiana-health-care/locations/danville-va-medical-center/) | Adv | Assessment and counseling | Yes | No | Danville |
| [Rosecrance](https://rosecrance.org/) | Adv | Counseling | Yes | Possibly | Champaign |

### Appendix B Practicum Counselor Evaluation

PRACTICUM COUNSELOR EVALUATION

Counseling Psychology Program, University of Illinois at Urbana-Champaign

Practicum Counselor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Evaluation period:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Clinical Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Agency:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rate the Practicum Counselor’s level of competency on each task using the rating scale below:

1. **Remedial Level:** No experience or demonstrated skill in this area. Requires remedial work in this area.
2. **Minimal Development:** Minimal evidence of competency has been demonstrated in this area; however, improvement may occur with additional training. Still requires intensive supervision in this area.
3. **Developing Toward Expected Level:** Competency is emergent but in the early stages of development. Performance is inconsistent. Improvements are required to reach expected level of skill at the end of the placement and supervision should continue to focus on this skill area.
4. **Achieved Expected Level of Development:** Basic mastery of the skill or competency has been observed and performance is mostly consistent. The supervisee may benefit from continued supervision in this area post-placement. A supervisee may routinely obtain this rating throughout their placement, still demonstrating growth from semester to semester. Successful completion of the placement is evidenced by a majority of ratings in the 4 or above range.
5. **Slightly Above Expected Level of Development:** Demonstrates competency slightly above expected level of development for this point in training.
6. **High Intermediate Level:** Performs the skill competently and consistently but may still benefit from some supervision in this area. Approaching advanced level skills.

1. **Advanced Level:** Exceptional skill development. Consistent competence working independently in this skill is observed. The supervisee is able to perform this skill with little to no supervision.

**N/O Not Observed:** The supervisor has not been able to directly observe or discuss this skill during this rating period. In some cases, a rating of N/O could require further attention. This rating may commonly be used in some areas with beginning practicum counselors, reflective of their expected level of clinical development.

**Assessment Methods utilized:**

□ Supervision meetings □ Feedback from other center staff

□ Tape review □ Feedback from professionals outside of the center

□ Client feedback surveys □ Peer feedback

□ Self-assessment □ Record review

□ Case presentations □ Role plays

□ Notes review □ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PROFESSIONALISM**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Demonstrates understanding and adherence to values in the field of mental health.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Displays professional conduct (e.g. presentation, communications, timeliness).
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Is reliable and accountable.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Demonstrates concern for the welfare of others.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**REFLECTIVE PRACTICE / SELF-ASSESSMENT**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Demonstrates critical thinking, curiosity, flexibility.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Accurately assesses own skills and growth areas.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Attends to self-care.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**RELATIONSHIPS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Forms and maintains respectful relationships with clients, colleagues, and other professionals.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Gives and receives feedback effectively.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Works cooperatively and collaboratively with interdisciplinary teams.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**INDIVIDUAL AND CULTURAL DIVERSITY**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Strives to understand self as cultural being, influence of context, and impact on relationships with individuals and systems.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Pursues knowledge, awareness, and understanding of others culture and social identities.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Applies knowledge of the role of culture to clinical work.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**ETHICAL-LEGAL STANDARDS AND POLICY**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Knowledge of ethical principles and other laws and regulations relevant to professional practice.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Applies an ethical decision making model when faced with potential ethical dilemmas.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Ethical attitudes and values evident in conduct.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**ASSESSMENT AND DIAGNOSIS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Demonstrated skills in clinical interviewing.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Can identify clinically relevant symptoms and potential differential diagnoses.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Formulates diagnostic impressions and case conceptualization.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**INTERVENTION**

|  |  |
| --- | --- |
| 1. Understands and applies basic counseling skills.
 |  |
| 1. Empathy
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Active listening
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Silence
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Psychoeducation
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Self-disclosure
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Goal setting
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Support
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Interpretation
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Establishes rapport with clients and facilitates a safe counseling space.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Selects and implements interventions effectively.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Evaluates treatment progress and makes modifications as indicated.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Connects treatment to theoretical conceptualization.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Personal awareness in the counseling space, e.g. own reactions, impact on client, self-disclosure.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Writes clear and accurate case notes.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Maintains up-to-date notes.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Consults with other staff on cases as needed.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Understands and applies appropriate literature to professional practice.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**SUPERVISION**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Shares professional experiences, both strengths and growth areas, openly.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Open to feedback.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Willingness to try new approaches; flexibility.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Articulates needs in supervision and provides constructive feedback.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Respects individual differences in the supervision space.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Demonstrates accountability.
 | N/O | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Strengths of the Practicum Counselor:**

**Growth Areas for the Practicum Counselor:**

**General Feedback:**

**Has your supervisee met all of your criteria for passing this semester’s practicum?** \_\_\_\_yes \_\_\_\_no

**If no, please comment on what is unfinished:**

Supervisor signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

Practicum Counselor signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*Note: Your signature does not necessarily indicate agreement with the appraisal, only that it has been discussed. You are obligated to acknowledge the appraisal if your supervisor has discussed it with you.

Please return this signed evaluation to [DCT name and email] by [date].

This evaluation is adapted from the document created by the Assessment of Competency Benchmarks Work Group organized by the APA Board of Educational Affairs in collaboration with the Council of Chairs of Training Councils and a form created by the Practicum Training Committee at the UIUC Counseling Center. Please see: Fouad, N. A. et al. (2009). Competency benchmarks: A model for understanding and measuring competence in professional psychology across training levels. *Training and Education in Professional Psychology, 3*(4), 5-26.

### Appendix C EVALUATION OF SUPERVISOR

EVALUATION OF SUPERVISOR

Counseling Psychology Program, University of Illinois at Urbana-Champaign

Practicum Counselor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluation period:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Clinical Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Agency:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Primary Clinical Supervision
* Group Therapy Supervision
* Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rate the Supervisor’s level of skill/competency on each task using the rating scale below:

1. Supervisor did not demonstrate this supervisory skill OR supervisor was ineffective or unhelpful in implementing it.
2. Supervisor infrequently demonstrated this supervisory skill. Supervisor implemented this skill in a slightly effective and helpful manner.
3. Supervisor occasionally demonstrated this supervisory skill. Supervisor implemented this skill in a somewhat effective and helpful manner
4. Supervisor consistently demonstrated this supervisory skill. Supervisor implemented this skill in an effective and helpful manner.
5. Supervisor consistently demonstrated this supervisory skill and is a clear strength for this supervisor. Supervisor implemented this skill in a very impactful, effective and helpful manner.

**N/A** Evaluator does not have adequate information to rate supervisor on this item.

**PROFESSIONAL RESPONSIBILITY**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  1. Allowed an adequate amount of time for supervision. | N/A | 1 | 2 | 3 | 4 | 5 |
| 1. Was available for extra supervision time when needed.
 | N/A | 1 | 2 | 3 | 4 | 5 |
| 1. Was responsible in keeping appointments for weekly supervision.
 | N/A | 1 | 2 | 3 | 4 | 5 |
| 1. Adhered to ethical standards.
 | N/A | 1 | 2 | 3 | 4 | 5 |
| 1. Provided adequate emergency backup when necessary.
 | N/A | 1 | 2 | 3 | 4 | 5 |
| 1. Exhibited appropriate degree of professional responsibility.
 | N/A | 1 | 2 | 3 | 4 | 5 |

**COMMUNICATION**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Provided useful and relevant feedback. | N/A | 1 | 2 | 3 | 4 | 5 |
| 2. Allowed an open exchange of feelings and ideas. | N/A | 1 | 2 | 3 | 4 | 5 |
| 3. Helped me be aware of my therapeutic impact on clients. | N/A | 1 | 2 | 3 | 4 | 5 |
| 4. Used constructive criticism to enhance my personal and professional growth. | N/A | 1 | 2 | 3 | 4 | 5 |
| 5. Facilitated application of theory to my clinical work. | N/A | 1 | 2 | 3 | 4 | 5 |
| 6. Articulated own theoretical orientation to facilitate case conceptualization. | N/A | 1 | 2 | 3 | 4 | 5 |

**RELATIONSHIP WITH SUPERVISEE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Was sensitive and responsive to my needs for personal growth and self-awareness. | N/A | 1 | 2 | 3 | 4 | 5 |
| 2. Was concerned about my goals and objectives and how to meet them. | N/A | 1 | 2 | 3 | 4 | 5 |
| 3. Helped me understand how my own reactions and experiences might impact treatment. | N/A | 1 | 2 | 3 | 4 | 5 |
| 4. Was receptive and sensitive to my views, ideas, and feelings. | N/A | 1 | 2 | 3 | 4 | 5 |
| 5. Was able to relate to me in a non-defensive manner. | N/A | 1 | 2 | 3 | 4 | 5 |
| 6. Provided good balance between appropriate structure and allowing supervisee autonomy. | N/A | 1 | 2 | 3 | 4 | 5 |
| 7. Is aware of and sensitive to how issues of diversity may affect supervisory relationship. | N/A | 1 | 2 | 3 | 4 | 5 |

**TRAINING**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Suggested appropriate readings relevant to my needs. | N/A | 1 | 2 | 3 | 4 | 5 |
| 2. Conveyed clinical methods and techniques in a competent manner. | N/A | 1 | 2 | 3 | 4 | 5 |
| 3. Provided adequate support for new methods and techniques. | N/A | 1 | 2 | 3 | 4 | 5 |
| 4. Helped in facilitating my competence and growth as a therapist. | N/A | 1 | 2 | 3 | 4 | 5 |
| 5. Provided adequate training and relevant feedback to me concerning written communications. | N/A | 1 | 2 | 3 | 4 | 5 |
| 6. Is adequately knowledgeable about counseling theory. | N/A | 1 | 2 | 3 | 4 | 5 |
| 7. Is aware of and sensitive to how issues of diversity might affect clinical work. | N/A | 1 | 2 | 3 | 4 | 5 |

**General comments about overall supervision experience. Especially note what you found most helpful and least helpful in your supervision experience:**

**What are the strengths and problematic areas associated working with the *agency* (separate from your relationship with your supervisor)?**

We recommend that you share your evaluation with your supervisor. If for any reason, you do not feel comfortable doing this directly, please check the statement below and we will send your supervisor your evaluation after the grading period is finished.

\_\_\_\_I have not shared this evaluation with my supervisor, so please send this to them after grades are in.

Practicum Counselor signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please return this signed evaluation to [DCT name and email] by [date].