



Clinical Psychology Practicum Handbook

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Introduction

The purpose of this *Handbook* is to provide information about University of the Rockies' PsyD, Clinical Specialization practicum training for students, practicum supervisors, and faculty. Supervised clinical training is an integral part of graduate education in psychology at University of the Rockies, and the Rockies Counseling Center (RCC) offers a unique opportunity for students to obtain experience and feedback from competent psychologists early in their training. Practicum students participate in providing psychological services to clients during their entire stay at University of the Rockies. The goal of the practicum is for students to acquire the knowledge, skills, attitudes, and values as well as self-knowledge needed to become competent psychology interns and eventually psychologists. The practicum complements classroom education, provides the opportunity to work with experienced clinicians, and helps students develop their professional identity. University of the Rockies' School of Professional Psychology and the Rockies Counseling Center work together to provide professional training experiences and excellent care for persons receiving psychological or counseling services from our students. The practicum is also one way in which we are able to meet APA compliance standards, specifically, Domain C-3-f: "access to or control over practicum training sites and facilities that are appropriate to the program's goals, objectives, and training model."

The Director of Clinical Training (DCT) is the contact person for all matters pertaining to clinical practicum training. The *Clinical Psychology Practicum Handbook* addresses most clinical or administrative comments or questions. The Director of Clinical Training approves applications for practicum experience and requests to extend the practicum experience and also develops remediation plans for students who do not meet the clinical and professional requirements of the practicum. To reach the Director of Clinical Training, call 719.442. 0606, ext. 1681.

Practicum Goals

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

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

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

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

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

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

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

Practicum Coursework

The Practicum coursework at University of the Rockies is designed to further the classroom experience that students have completed and to allow them to begin to practice skills. The competencies that are evaluated are designed to train graduate level mental health clinicians consistent with the standards of national accrediting bodies (e.g. APA, CACREP, AAMFT).

The credits required to complete practicum must eventually total 1,500 clock hours. At least 30% of the hours must be in direct patient care and administering objective assessments. At least 20% of the hours must be participation in supervision. Each student is provided weekly required individual and group supervision and consultation. The other 50% of the hours can be in the provision of indirect services, such as making and answering phone calls, writing reports and progress notes, reviewing video and audio tapes, or informal consultation with other professionals. The time spent by practicum students contemplating the client's case and planning interventions is necessary for a rich learning experience. Time spent in peer supervision of students enrolled in the Supervision/Consultation course is counted as indirect service delivery. Presenting cases in group supervision is also considered to be an indirect service provision.

To successfully complete a practicum, students must demonstrate competence in the following clinical skills:

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

Objectives: Students must be able to:

1. Structure an interview appropriate for goal, time, and client need;
2. Identify and maintain focus to reach the goal of interview;
3. Establish rapport and an environment of safety for the client;
4. Ask meaningful questions of the client clearly;
5. Clearly articulate assessment results to client;
6. Summarize results of the interview;

7. Make transitions;
8. Take appropriate notes during the interview process; and
9. Understand appropriate and effective methods of addressing ethical concerns that may be necessary to navigate through many cases and situations in the practicum experience.

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

Objectives: Students must be able to:

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

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

Objectives: Students must be able to:

1. Create and maintain appropriate boundaries;
2. Practice only within areas of one's personal competence;
3. Secure and facilitate informed consent for all procedures;
4. Speak and act with respect in the presence of all clients;
5. Identify and avoid dual relationships and conflicts of interest;
6. Maintain a professional, contractual relationship with clients;
7. Seek consultation and supervision when needed;
8. Maintain up-to-date diagnostic and treatment knowledge;
9. Provide and maintain a usable and effective emergency plan; and
10. Present an attitude of "do no harm."

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

Objectives: Students must be able to:

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

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

Objectives: Students must be able to:

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

Personality Assessment: This clinical proficiency includes the knowledge, skills, and abilities necessary to assess an individual's emotional, psychosocial and personality functioning.

Objectives: Students must be able to:

1. Administer, score, and interpret the *Minnesota Multiphasic Personality Inventory*, the *Millon Clinical Multiaxial Inventory*, the *Personality Assessment Inventory*, the *California Personality Inventory*, and the *Rorschach Ink Blot Test*;
2. Recognize and use additional objective and projective personality assessment and screening instruments;
3. Integrate test scores with other relevant information to provide consultation in a variety of contexts;
4. Establish a Multiaxial diagnosis in accordance with the *DSM-IV-TR*; and
5. Produce a written report on emotional, psychosocial, and personality functioning that meets professional quality standards.

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

Objectives: Students must be able to:

1. Conduct a clinical interview;
2. Conduct an interview to obtain a psychosocial history;
3. Conduct a Mental Status Examination;
4. Distinguish between psychological disorders and organic disorders with emotional and behavioral symptoms;
5. Distinguish Axis I from Axis II disorders;
6. Distinguish between an organic disorder masquerading as a psychological disorder and a true psychological disorder;
7. Identify the need to make referrals to a specialist;
8. Establish a 5 Axis multi-axis diagnosis;
9. Compose a psychological intake report meeting professional quality standards; and
10. Adapt the above skills to couple, family, group, and organizational diagnoses.

Intellectual Assessment: This clinical proficiency includes the knowledge, skills, and abilities necessary to determine an individual's cognitive and intellectual level of functioning.

Objectives: Students must be able to:

1. Administer, score, and interpret intellectual tests (*Wechsler Intelligence Scales*, the *Stanford–Binet Intelligence Scale*, the *Kaufman Assessment Battery for Children*, and others);
2. Adhere to the relevant APA ethical guidelines;
3. Work with issues of human diversity in the assessment process; and
4. Recognize and integrate the ethical considerations in the use of computer assisted scoring and interpretation methodologies.

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

Objectives: Students must be able to:

1. Establish a strong therapeutic alliance;
2. Create an environment of hopefulness about treatment;
3. Develop initial treatment goals and treatment plans;
4. Review goals and plans every 10 weeks;
5. Educate the client about the disorder;
6. Make appropriate contracts;
7. Use appropriate paperwork and documentation;
8. Make appropriate interpretations;
9. Make appropriate confrontations;
10. Make appropriate homework assignments;
11. Follow-up on assignments and agreements made with clients;

12. Assist the client in taking credit for progress toward goals;
13. Point out progress to client at appropriate times; and
14. Manage transference and counter-transference that may be interfering with progress toward therapeutic goals.

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

Objectives: Students must be able to:

1. Establish rapport with families and couples;
2. Create an environment of hopefulness about treatment;
3. Define family and couple, if applicable, problems and challenges;
4. Collaboratively develop initial treatment goals and plans;
5. Review goals and plans every 10 weeks;
6. Make appropriate contracts;
7. Use appropriate paperwork and documentation;
8. Make appropriate interpretations;
9. Make appropriate confrontations;
10. Make appropriate homework assignments;
11. Follow-up on assignments and agreements made with families and couples, if applicable;
12. Maintain equilateral regard for all members;
13. Identify and use triangulation appropriately;
14. Identify and use interaction sequence techniques;
15. Assist the family and couple, if applicable, in taking credit for their progress;
16. Define, establish, and maintain roles and boundaries;
17. Produce a family Genogram; and
18. Manage transference and counter-transference that may be interfering with progress toward therapeutic goals.

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

Objectives: Students must be able to:

1. Screen, assess, and prepare group members effectively;
2. Observe ethical principles specific to groups;
3. Define the rules, boundaries, and limits of the group;
4. Build cohesion among group members;
5. Activate the therapeutic factors essential to healthy group process appropriate to stages of group development;
6. Make appropriate interpretations, bridging statements and confrontations;
7. Promote “process” over and above “content”;
8. Manage conflict among group members;
9. Balance interventions aimed at “group as a whole” vs. “group as individuals”;
10. Exercise leadership functions within the group;

11. Work effectively as a co-therapist, as appropriate;
12. Assist clients in achieving both interpersonal and intrapersonal change;
13. Plan and promote effective group termination; and
14. Make appropriate referrals for group therapy and individual therapy (outside of the group).

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

Objectives: Students must be able to:

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

Records Management: This clinical proficiency includes the core skills that meet APA and State of Colorado Standards that clinical psychologists must have to manage all client records.

Objectives: Students must be able to:

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

Ethical Guidelines

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

Students engaging in practicum services in the Rockies Counseling Center are required to consult with their clinical supervisor and DCT or Director of Behavioral Health when they hold,

or are considering accepting, employment that may represent or lead to ethical difficulties or conflicts with their role as a therapist in the Rockies Counseling Center.

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

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

Student Insurance

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

Training Requirements

Who must complete a Practicum in the Rockies Counseling Center?

All students admitted to the University of the Rockies Doctor of Psychology (PsyD), Clinical Specialization will be required to complete clinical practicum in the Rockies Counseling Center or a practicum site approved by the Director of Clinical Training (DCT).

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

All practicum students in the PsyD, Clinical Specialization must meet with the DCT to determine the student's previous practicum experience that may satisfy part (up to a maximum of 500 hours) of the practicum requirements.

Practicum requirements will then be designed specifically with the student. The DCT and the student will have a signed agreement, which will outline the student's practicum requirements. This agreement will be kept on file in the office of the DCT.

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

The following practicum standards are based on the educational goals of University of the Rockies and guidelines established by the American Psychological Association (APA). Currently, the State of Colorado does not specifically define minimum requirements for practicum training. University of the Rockies requires a minimum of 1,500 hours of practicum for the PsyD degree. Students are not limited to the minimum institutional requirements and may request additional practicum experience, if applicable. Faculty may advise or require a student have additional practicum experience to better prepare the student for their experience as a psychology intern. Additional practicum experience often allows a student to be more competitive in their search for a pre-doctoral internship.

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

Doctor of Psychology (PsyD), Clinical Specialization

University of the Rockies requires students accepted to the Doctor of Psychology, Clinical Specialization program to complete a minimum of 1,500 hours of doctoral level practicum training. Each term of practicum requires 100 clock hours at the Rockies Counseling Center or a practicum site approved by the DCT for completion of these hours. Students entering University of the Rockies with a Bachelor's degree will complete the following practicum courses during their program:

- PSY 6961 (100 clock hours over 1 term);
- PSY 7962 - PSY 7965 (400 clock hours over 4 terms);
- PSY 7971 - PSY 7975 (500 clock hours over 5 terms); and
- PSY 7981 - PSY 7985 (500 clock hours over 5 terms).

Students who enter with a Master's degree and transfer in the maximum of 500 hours of practicum must complete the following practicum courses:

- PSY 7971 - PSY 7975 (500 clock hours over 5 terms) and
- PSY 7981 - PSY 7985 (500 clock hours over 5 terms).

Students may complete extended practicum courses with the permission of the DCT,

- PSY 7981 (100 clock hours over 1 term)
- Courses PSY6951-6957, PSY6851-6857 and PSY6961 may be used for unusual transfer circumstances however requirements are commensurate with PSY7961-7985).

At the end of the practicum experience, the student must have completed a minimum of 1,500 practicum hours. PsyD, Clinical Specialization students must complete at least one assessment term sometime during their 1,500 practicum hours and at least one term off-site. Students (e.g., those entering with a Master's degree in Clinical Psychology or Counseling) may, with the approval of the DCT, transfer up to 500 practicum hours from previous practicum training at the Master's level. The DCT will require and evaluate documentation signed by the previous training director or supervisor(s) to support any transfer of hours. Transferability must be approved by the DCT, and is not guaranteed.

It is mandatory for all practicum students to complete a minimum of six (6) psychological testing evaluations, while enrolled in the practicum sequence. It is highly recommended that students complete at least 10 psychological testing evaluations. Four (4) of the six (6) evaluations must be full integrative evaluations including personality, intellectual, and other assessment modalities. However, the student has the option to include, up to two (2) neuropsychological evaluations (screening evaluations) and up to two (2) complete career evaluations. Whenever possible, students should seek opportunities that offer a full range of clinical activities (e.g., assessment, psychotherapy, consultation, etc.). All evaluations are completed under the supervision of a licensed psychologist.

All students have the option to complete additional doctoral level practicum hours during their program, above and beyond the required hours with application and approval from the DCT.

Documenting the Practicum Experience

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

At the conclusion of each term, the DCT will review the progress of all students. The DCT will have evaluations from the student's supervisors, which will be part of the progress review. At the completion of each practicum, it is the responsibility of the student to ensure that the appropriate

forms are completed. The *Student Practicum Evaluation* form must be on file with the DCT to receive academic credit (and a grade) for the practicum course. The *Student Practicum Evaluation* form and *Practicum Supervisor Evaluation* form must also be completed by the student. These forms must be submitted in order to have credit posted for the practicum.

Supervisors are required to describe the student's strengths and weaknesses and discuss the evaluation with the student. The form is completed every term so that the student receives ongoing feedback on their performance. If a student anticipates an unfavorable rating, this issue should be discussed with the DCT prior to receiving the written evaluation. If necessary, meetings can be arranged between the student, the DCT, and the supervisor during the practicum to address issues of concern.

A rating of two (2) or below (current progress) on any of the institutional outcomes (core competencies) or clinical proficiencies will result in a non-passing grade (NP) for that term. Hours accumulated during that term will not count toward meeting the required hours for the practicum, and the student will need to repeat the hours, and re-enroll for the term. An NP during the practicum will result in a remediation plan designed by the DCT and the student's supervisor in collaboration with the student. One (1) failed term during the practicum will result in the student being placed on academic probation. Two (2) failed terms during the practicum are grounds for dismissal from the program.

Practicum Courses

PSY 7961- 7965 Clinical Practicum (100 clock hours per term over five terms)

PSY 7962-7965 Students will provide clinical services in collaboration with, and under the close supervision of, professional psychologists.

PSY 7962-7965 Clinical Practicum students will participate in three types of activities: direct services, indirect services, and supervision, consultation, and training.

1. Direct Services (30 hours per term)
 - a. Psychotherapy – Students will spend time providing direct psychotherapy services to clients (individual, couples, families, and groups), including consultation and primary prevention services with outreach and psycho-educational activities.
 - b. Assessment – Students will also spend a portion of their time providing interview, observation, diagnostic and psychometric services to clients. Psycho diagnostic test administration, neuropsychological assessment, self-report measures, structured diagnostic interviews, intelligence assessment, memory assessment, parent report measures, behavioral assessments, and personality assessments.
 - c. Supervision – Time spent supervising students enrolled in Introduction to Practicum is counted as direct service.
2. Indirect Services (50 hours per term) – For mental health professionals in training, the time spent outside the therapy hour, focused on the client, is valuable learning time. Whether the activity is writing reports or progress notes, reviewing video/audio tapes, or

informal consultation with other professionals, the time spent contemplating the client and planning interventions is necessary for a rich learning process. Presenting cases in training seminars is also considered indirect service.

3. Supervision, Consultation, and Training (20 hours per term) – Students will participate in individual supervision and group supervision. Individual face-to-face supervision is scheduled with a licensed psychologist, with the specific intent of discussing mental health services provided by the student. Group supervision includes case presentations and didactic presentations. Students who attend outside training through workshops and seminars can accumulate additional practicum hours if the training is officially approved of by the Director of Clinical Training (DCT).

PSY 7971– 7975 Clinical Practicum (100 clock hours per term over five terms)

PSY 7971-7975 Clinical Practicum are designed for students who have completed PSY 7962-7965. Students will provide clinical services of increasing complexity and difficulty in collaboration with, and under the supervision of, licensed psychologists. PSY 7971-7975 Clinical Practicum students will participate in three types of activities: direct services, indirect services, and supervision, consultation, and training.

1. Direct Services (30 hours per term)
 - a. Psychotherapy – Students will spend time providing direct psychotherapy services to clients (individual, couples, families, and groups), including consultation and primary prevention services with outreach and psycho-educational activities.
 - b. Assessment – Students will also spend a portion of their time providing interview, observation, diagnostic and psychometric services to clients. Psycho diagnostic test administration, neuropsychological assessment, self-report measures, structured diagnostic interviews, intelligence assessment, memory assessment, parent report measures, behavioral assessments, and personality assessments are typically included.
 - c. Supervision – Time spent supervising students enrolled in Introduction to Practicum is counted as direct service.
2. Indirect Services (50 hours) – For mental health professionals in training, the time spent outside the therapy hour, focused on the client, is valuable learning time. Whether the activity is writing reports or progress notes, reviewing video/audio tapes, or informal consultation with other professionals, the time spent contemplating the client and planning interventions is necessary for a rich learning process. Presenting cases in training seminars is also considered indirect service.
3. Supervision, Consultation, and Training (20 hours) – Students will participate in individual supervision and group supervision. Individual face-to-face supervision is scheduled with a licensed psychologist with the specific intent of discussing mental health services provided by the student. Group supervision includes case presentations and didactic presentations. Students who attend outside training through workshops and

seminars can accumulate additional practicum hours if the training is officially approved of by the DCT.

PSY 7981– 7985 Clinical Practicum (100 clock hours each over five terms)

PSY 7981-7985 Clinical Practicum are designed for students who have completed PSY 7971-7975. Students will provide clinical services of complexity and difficulty in collaboration with, and under the supervision of, a licensed psychologist. PSY 7981- 7985 Clinical Practicum students will participate in three types of activities: direct services, indirect services, and supervision, consultation, and training.

1. Direct Services (30 hours per term)
 - a. Psychotherapy – Students will spend time providing direct psychotherapy services to clients (individual, couples, families, and groups), including consultation and primary prevention services with outreach and psycho-educational activities.
 - b. Assessment – Students will also spend a portion of their time providing interview, observation, diagnostic and psychometric services to clients Psycho diagnostic test administration, neuropsychological screening, self-report measures, structured diagnostic interviews, intelligence assessment, memory assessment, parent report measures, behavioral assessments, and personality assessments.
 - c. Supervision – Time spent supervising students enrolled in Introduction to Practicum is counted as direct service.
2. Indirect Services (50 hours per term) – For mental health professionals in training, the time spent outside the therapy hour, focused on the client, is valuable learning time. Whether the activity is scoring and interpreting assessment instruments, writing reports or progress notes, reviewing video/audio tapes, or informal consultation with other professionals, the time spent contemplating the client and planning interventions is necessary for a rich learning process. Time spent supervising students enrolled in PSY 7981- PSY 7985 is counted as indirect service delivery. Presenting cases in training seminars is also considered indirect service.
3. Supervision, Consultation, and Training (20 hours) – Students will receive individual supervision and group supervision. Individual face-to-face supervision is scheduled with a licensed psychologist with the specific intent of discussing mental health services provided by the student. Group supervision includes case presentations and didactic presentations. Time spent conducting informal supervision of students enrolled in PSY 7981-7985 is counted as consultation time. Time spent conducting formal supervision either in a group setting or with individuals is counted as “conducting peer supervision.” Students who attend outside training through workshops and seminars can accumulate additional practicum hours if the training is officially approved of by the DCT.

The DCT actively works to identify and approve new practicum sites for students who live at a distance. Each practicum site will have a formal agreement with University of the Rockies. Students will provide clinical services in collaboration with, and under the supervision of, a licensed psychologist. Students will enroll in PSY 7961- 7965, PSY 7971-7975, and PSY 7981-7985. Supervisors will report to the Director of Clinical Training on a weekly basis to confirm

attendance at the practicum site and supervision sessions. The format and clock hour requirements are identical to those for the students completing Clinical Practicum in the Rockies Counseling Center.

Practicum Prerequisites

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

Clinical Practicum Enrollment Checklist

- ❑ Submit a completed *Application for Practicum* form signed by the Director of Clinical Training. Must be submitted nine weeks prior to the proposed start date.
- ❑ Enroll in *Time2Track*
- ❑ Include proof of purchased liability insurance
- ❑ Include proof of registration in the Colorado registered Psychotherapist Database or proof of professional licensure in the state in which it is held.

Tracking Hours

All students are required to provide regular time and activity summary forms that track practicum hours. The tracking of hours is coordinated with the requirements set forth by the Association of Psychology Postdoctoral and Internship Centers (APPIC) guidelines, which include:

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

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

Off Site Agreements

Some students, because of where they live, complete their practicum off-site and away from Rockies Counseling Center and University of the Rockies. In those cases, a practicum assignment agreement is an agreement between the student, off-site supervisor, and off- site practicum site. There is one site agreement form which is completed on an annual basis with the site and the Director of Clinical Training/University of the Rockies. Students need to complete the *Off Site Clinical Practicum Site Proposal* and submit it to the Director of Clinical Training each term. Forms are located in the appendix of this handbook. A new agreement is required if there is a change in supervisors. All offsite practica must be approved by the Director of Clinical Training. Students should be aware that there may be some restrictions to practica outside the state of Colorado.

Failure to Comply with the Practicum Agreement

If the student does not complete the practicum agreement by the end of the term agreed to in the practicum assignment agreement, he or she will not be able to be placed at that site. The student's grade

may also be affected and this may result in a remediation plan. The student is referred to the *University of the Rockies Academic Catalog* to review the University's grading policies.

Remediation Plan

A remediation plan may be developed by the Director of Clinical Training or the supervisor with the approval of the Director of Clinical Training. The remediation plan shall include, but not be limited to, reduction of or elimination of caseload for educational or training purposes. Remediation plans are to be supervisory and not punitive. If such remediation is not effective, the student may be referred to the Director of Clinical Training, the Director of Behavioral Health for the Rockies Counseling Center, their advisor, the Director of Student Affairs, or Dean of the School of Professional Psychology and the case may be handled as a disciplinary matter in accordance with the *University of the Rockies Academic Catalog* and this Handbook.

Changing Sites

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

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

Proposing a New Site

There are certain clinical populations or sites that students would like to experience that have not been previously available as practicum sites. Students may submit a proposal to the Director of Clinical Training for an alternate site as part of their clinical experience. The site must comply with established practicum guidelines, requirements, and ethics upheld by the practicum program, the School of Professional Psychology, and University of the Rockies. The Director of Clinical Training will visit the site and the site supervisor to discuss the site and make a decision about placement of student(s) at the site. Readiness Criteria for an off-site practicum includes but is not limited to the following:

- Master's students are required to complete a minimum of three practicum terms of psychotherapy at RCC before approval for an off-site practicum will be considered.
- PsyD students must complete a minimum of five (5) psychotherapy practicum terms at RCC before an off-site practicum will be considered.
- All client reports, progress notes, and charts must be complete and written at a level expected of the profession.
- Recommendation of current individual supervisor.
- Appropriate assessment classes successfully completed (B+ or above) for assessment practicum. Complete a written evaluation report to include a summary of assessment

results and recommendations for a mock client. (Data to be provided to student by the DCT.)

- Approval of Director of Clinical Training.
- Students must be free of any unresolved disciplinary actions.

The off-site proposal must be submitted nine weeks prior to the expected start date. (See Appendix B).

Evaluations

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

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

Supervision Report

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

Any grievances by the student at this or any other point in the process are handled according to the University of the Rockies grievance procedure.

Practicum Program Evaluation

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

Professional Conduct

Students, faculty, staff, and administrators are expected to conduct themselves in accordance with the overall mission and philosophy of University of the Rockies. The principles set forth by the Colorado Psychological Association and the American Psychological Association's *Ethical Guidelines and Code of Conduct* are considered minimum standards for professional behavior. Discrimination, sexual harassment, stealing, cheating, or any unethical, unprofessional, or illegal behavior on the part of students, staff, faculty, or administrators will not be tolerated.

Dress Code

Students, faculty, and staff are required to dress appropriately when on duty in the Rockies Counseling Center, when at any external practicum site, or when representing University of the Rockies. Since active clinical practice is part of the experience of most students and faculty, professional attire is to be worn when in Rockies Counseling Center. Professional attire for men is interpreted as clean and neat slacks, dress shirts, (men must wear a dress shirt, a professional casual sport shirt, or a collarless, banded shirt or turtleneck with a sport coat). Professional attire for women is interpreted as dresses (with appropriate neck, sleeve and hemlines, revealing no undergarments or cleavage), business suit, or slacks with professional top. Allowances can be made according to the dress code for the external practicum sites. Practicum students are expected to maintain appropriate personal hygiene. The wearing of hats, facial jewelry, and other unusual, visible, body adornment or decoration, or visible tattoos is prohibited. Business casual attire, to include professional-appearing jeans and T-shirts, may be worn on Fridays, Saturdays, or during break week. Appropriateness of dress is at the discretion of the Director of the Rockies Counseling Center and the DCT.

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

Confidentiality

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

of the Health Information Portability and Accountability Act (HIPAA) in all dealings with clients and client records. Any materials with client-related data that is no longer required must not leave the clinic and must be destroyed appropriately.

Practicum at Site of Employment and Compensation

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

Extended Leave of Absence

Sometimes due to life circumstances a student may need to take a leave of absence from the practicum experience. It is the responsibility of the student to discuss the leave of absence with the Director of Clinical Training. Upon return from leave the practicum student may be required to retake the orientation training based on the discretion of the Director of Clinical Training.

Code of Ethics

Students, faculty, and staff are expected to adhere to the ethical standards and statements as defined by the American Psychological Association (APA), the Colorado Psychological Association, University of the Rockies, and the State Psychology Licensing Board. Substantiated violations of professional or ethical conduct will result in termination from the practicum, possibly from the PsyD, Clinical Specialization program, and may lead to dismissal from University of the Rockies. When students undertake certain specialty study and practice areas, they are required to adhere to the special codes of ethics related to areas of practice (such as AAMFT, pain management and any other specializations). It is the student's responsibility to be familiar with the professional code of ethics of any specialty discipline in which he or she is conducting practice activities.

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

Non- Discrimination

University of the Rockies is an educational institution that admits academically qualified students to all the rights, privileges, programs, and activities generally available to students at the University. A student shall have the right to participate in University-sponsored services and activities without discrimination or harassment. The University does not discriminate in its education programs and activities on the basis of race, color, creed, national or ethnic origin, religion, sex, pregnancy, childbirth and related medical conditions, marital status, medical condition, service in the uniformed services, political activities and affiliations, age, disability, sexual orientation, gender identity, veteran status, or any other consideration made unlawful by federal, state, or local laws. Specifically, Title IX/SaVE requires the University not to discriminate on the basis of gender or sex in its education programs and activities. Gender/sex

harassment, including gender sexual violence, is a form of prohibited gender or sexual discrimination. Examples of covered acts are found in the *Sexual Misconduct Policy* section of the *Academic Catalog*.

Students who believe they have been subjected to discrimination, misconduct, harassment, violence or retaliation in violation of this policy should follow the procedures outlined in *Reporting/Filing a Complaint for Title IX (Gender/Sex Discrimination)* section of the *Academic Catalog*. This process involves a thorough, impartial investigation designed to provide a fair, prompt, and reliable determination about whether University of the Rockies' nondiscrimination policies have been violated. As necessary, University of the Rockies reserves the right to initiate a complaint, to serve as complainant, and to initiate conduct proceedings without a formal complaint by the victim.

Working with Students with Disabilities

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

University of the Rockies will provide reasonable accommodation to students with documented disabilities in order to ensure the accessibility of programs, services, and activities of the University. The University requirements for documentation are based upon the Association on Higher Education and Disability (AHEAD) Best Practices: Disability Documentation in Higher Education.

The process for determining accommodations is a collaborative one that may or may not require third-party documentation. The University reserves the right to request a reasonable level of documentation.

Students who believe they are in need of accommodations should contact the Office of Student Access and Wellness at access@rockies.edu or review general information regarding disability services and accommodations at www.rockies.edu/resources/access_wellness.

Definitions

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

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

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

Direct Services – The time that students spend providing direct mental health services to clients (individual, couples, families, and groups), including consultation and primary prevention services with outreach and psycho-educational activities. Additional direct services may include assessment, observation, and time spent consulting with students enrolled in Introduction to Practicum.

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

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

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

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

Supervision – An intervention provided by a more senior member of a profession to a more junior member or members of that same profession. It is evaluative, extends over time, and has the simultaneous purpose of enhancing the professional functioning of the more junior person(s) monitoring the quality of professional services offered to the clients, and serving as a gatekeeper for those who are to enter the profession (Bernard and Goodyear, 2004).

Student Information

First Name: _____ Last Name: _____ Student ID: _____

During Orientation students will learn and demonstrate the following Proficiencies/Competencies prior to assignment of clients:

1. Knowledge of how to begin a telephone intake.
2. Documentation of phone contact in the file.
3. Beginning a first session.
4. How to handle a no show, frequent cancellations, etc.
5. What information needs to be collected about current medication (name of medication, dosage, who prescribed).
6. Knowledge of how/when to get a *Release of Information* form signed.
7. Ability to describe (briefly) your own theoretical orientation and approach to therapy for a client.
8. Ability to maintain eye contact and listen reflectively.
9. Professional and relaxed posture and positioning in session.
10. Ability to assess symptoms of depression (SIGECAPS) and mania/hippomania with clients.
11. Knowledge of when/what information is appropriate for self – disclosure to a client.
12. Knowledge of what is appropriate to include in progress notes – what to leave out.
13. Knowledge of how to conduct a MMSE.
14. Knowledge of how to administer and use the BDI/BAI.
15. Reporting procedures if client reports abuse.
16. Knowledge of how to get more details about a client's substance use (standard client response: I drink/smoke a little, but not too much).
17. Knowledge of how to assess for suicidal risk.
18. Knowledge of what to do if your client may be suicidal (on phone vs. in person).
19. Knowledge of what a "no harm" contract is and when/how to use it.
20. Knowledge of what a health and wellness check is and how to get one if a client needs one.
21. Knowledge of what a 72- hour hold is, and how it is obtained.
22. Knowledge of how to respond if a client "refuses" to be hospitalized.
23. Ability to describe the Rockies Counseling Center (or other practicum site) and its services.
24. Skill in reviewing the disclosure statement with a new client.
25. Skill in explaining the purpose, use and protection of videotapes in the Rockies Counseling Center.
26. Skill in discussing the limits to confidentiality with clients.
27. Knowledge of how to protect and honor client confidentiality in conversations with peers at the practicum site, others at the University, significant others, friends, etc.
28. Knowledge of how/when to set goals in therapy.
29. Knowledge of how/when to revisit goals in therapy.
30. Knowledge of how to discuss/negotiate with parents of adolescents in therapy what information will/will not be shared.

AcknowledgementStudent Signature: _____ Date: _____
Electronic signature not acceptedOrientation Trainer Signature: _____ Date: _____
Electronic signature not accepted



Application for Counseling Practicum/Internship

Revised 10/08/2013

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

Instructions

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

Student Information

First Name: _____ Last Name: _____ Date: _____

Address: _____

City: _____ State: _____ Zip: _____

Day Phone: _____ Email address: _____

Verification

Director of Clinical Training verification of Liability Insurance Dates: _____

Director of Clinical Training verification of Registration with Department of Regulatory Agencies (DORA): _____

Previous Education

Previous degree(s): Yes No Area(s) of Study: _____

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

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

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

- CSL 6851 CSL 6852 CSL 6853 CSL 6854 CSL 6855
- CSL 6856 CSL 6857

- CSL 6951 CSL 6952 CSL 6953 CSL 6954 CSL 6955
- CSL 6956 CSL 6957

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

Do you work during the day? Yes No

Area of interest or academic concentration: _____

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

Student Signature: _____ Date: _____

Electronic signature not accepted

Director of Clinical Training Approval: _____ Date: _____

Registrar's Office Approval: _____ Date: _____

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

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

Student Information

First Name: _____ Last Name: _____

Site Information

Site Address: _____

Site Phone Number: _____ Site Fax Number: _____

Email: _____

Site Supervisor: _____ License #: _____

General description of the Practicum/Internship site:

Training Opportunities:

Purpose/Goals of the Practicum/Internship:

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

Specific activities offered at the Site:



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

Special Projects

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

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

Student Signature: _____ Date: _____
Electronic signature not accepted

Proposed Site Supervisor Signature: _____ Date: _____

Director of Clinical Training Signature: _____ Date: _____

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

Student Information

First Name: _____ Last Name: _____

Daytime Phone: _____ Evening Phone: _____

Cell Phone: _____ Fax Number: _____

Email Address: _____ Date: _____

Supervisor: _____ Degree: _____ License #: _____

Term: _____ Month / Year: _____

Evaluation

Use the following guidelines when completing this form:

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

Key:

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

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

A. Ethical, Legal, and Professional Conduct

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

Comments:

B. Logical and Critical Thinking

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

Comments:

C. Oral and Written Communication Skills

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

Comments:

D. Intellectual and Professional Curiosity

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

Comments:

E. Use of Feedback / Interpersonal Relationships

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

Comments:

F. Psychological Knowledge

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

Comments:

What are the student's personal and professional strengths?

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

Additional comments:

Supervisor Signature: _____ Date: _____
Electronic signature not accepted

Supervisor Printed Name: _____

Student Signature: _____ Date: _____
Electronic signature not accepted

Student Printed Name: _____

Director of Clinical Training Signature: _____ Date: _____

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

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

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

Student Information

First Name: _____ Last Name: _____

Home Phone: _____ Cell Phone: _____

Email Address: _____ Date: _____

Supervisor: _____ Degree: _____ License #: _____

Term: _____ Month / Year: _____

Evaluation

Use the following guidelines when completing this form:

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

Key:

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

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

A. Quality

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

Comments:

B. Collaboration

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

Comments:

C. Ethics and Professional Concerns

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

Comments:

D. Supervisory Relationship

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

Comments:

E. Professional Development

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

Comments:

F. Time Management

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

Comments:

G. Critical Thinking

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

Comments:

H. Client Issues

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

Comments:

I. Diagnosis and Treatment Planning

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

Comments:

J. Integrative Style

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

Comments:

K. Communication

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

Comments:

L. Open to Acquiring Knowledge and Information

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

Comments:

M. Professional Knowledge and Expertise

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

Comments:

N. Supervisor Positive Qualities

I consider the following the strengths of my supervisor:

O. Additional Supervisory Assistance

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

P. Additional Comments / Concerns:

Student Signature: _____ Date: _____
Electronic signature not accepted

Student Printed Name: _____

Director of Clinical Training: _____ Date: _____

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

What are the strengths of this Practicum/Internship Site?

What are the weaknesses of this Practicum/Internship Site?

Additional comments:

Student Signature: _____ Date: _____

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

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

This agreement is between University of the Rockies and _____.

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

Responsibilities of the Practicum/Internship Site

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

the Rockies faculty and Practicum/Internship students;

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

Experience and populations provided by the Practicum/Internship site:

(Check all that apply)

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

Responsibilities of University of the Rockies

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

Responsibilities of Practicum/Internship Students

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

Practicum/Internship Students Assigned

_____ Number of full- time Practicum/Internship students

Site Representative: _____ Date: _____

Director of Clinical Training: _____ Date: _____

Director of Clinical Training: _____ Date: _____

Practicum/Internship Student: _____ Date: _____