

PSY5290 Counseling Internship
Reformed Theological Seminary - Orlando
Spring 2024 (February 5, 2024 – May 16, 2024)
Three (3) Credit Hours

Practicum & Internship Instructors (Group Supervisors- plus others, to be determined)

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Class meeting times

**See group supervision and staff meeting schedules.*

Office Hours

By appointment, contact your group supervisor directly.

Course Description

PSY5290 Internship is a repeating professional/clinical practice course in the RTS MAC curriculum. Students must successfully complete three PSY5290 Internship courses (ordinarily in three consecutive terms) to be eligible for graduation. Internship is part of the MAC clinical sequence whereby students, under supervision, meet with clients in various settings and apply helping skills, biopsychosocial assessment, theoretical case conceptualization, counseling interventions and ethical principles to helping interactions with persons enrolled in counseling. These experiences provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

Prerequisites

Four courses, PSY5280 Practicum and PSY5290 Internship (repeated three consecutive times), totaling 12 credit hours in all, comprise the clinical experience/training portion of the MAC Program.

- Students must successfully complete all of the MAC non-elective Fall 2023 courses to be granted admittance into the spring section of PSY5290 Internship.

Instructors/Supervisors

Internship instructors/supervisors are all CACREP-qualified professional helpers and clinical supervisors. Some supervisors are RTS core faculty, some are adjunct faculty, some are counseling professionals contracted via external counseling facilities.

Supervision Contract

Supervision Contracts are developed each semester for students that define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. These contracts are comprised of the roles and responsibilities outlined in the PSY5290 syllabus, as well as the Supervision Informed consent documents specific to each internship site (Oviedo Counseling Clinic, Counseling Center at RTS, etc.).

Course Meeting times

Supervision group and individual meeting times as well as supervisor assignments will be published via CANVAS and/or email as well as posted (hard copies) in clinical-student workspaces.

Note that clinical responsibilities and supervisory support will not always exactly match semester term dates and weekly class schedules. ***The spring supervision term extends from the beginning of February through the end of May.*** **For students who are graduating in May 2024, they may exit the clinic after April 26, 2024, if they have completed all requirements. Students must communicate with the OCC Director and their individual & group supervisors about the timing of their exit from the clinic.**

Throughout practicum and internship, RTS students will provide clinical services to clients in ongoing community mental health facilities. Ethical client-care continuity requires counselor and supervisor tasks and availability outside of the typical academic calendar.

Course Objectives (Knowledge and Skill Outcomes)

Overview: The primary objective for this course is that students will develop and demonstrate their level of clinical counseling competence via their:

- counseling interaction with counselees (direct counseling service),
- engagement in clinical ancillary tasks (indirect counseling experience) and
- participation in at least 2.5 hours of weekly supervision of all Internship counseling experiences.

Demonstration of clinical competence will be assessed based on feedback provided by each student's individual and group supervisors regarding their observation of internship students and student work in the activities listed above.

The details/operational definitions of clinical competence assessment, direct counseling experience, indirect counseling experience, and supervision are explained in the Course Objectives (CO), below.

(The hours listed on the remainder of this syllabus include both the hours obtained in PSY5280 Practicum [minimum of 40 direct and 60 indirect hours], as well as remaining counseling experience hours obtained during the entire PSY5290 Internship sequence.)

Students will demonstrate comprehension of the following (applicable CACREP standard in parenthesis):

- CO1. For students to complete supervised counseling experiences that total at least 1000 clock hours in their combined Practicum and Internship courses, in roles and settings with clients relevant to their specialty area (Clinical Mental Health Counseling). The 1000 hours of counseling experience includes direct counseling and indirect counseling services, i.e., counselor activities ancillary to direct client counseling. (CACREP 3.F, G, J, K, & R)
- CO2. For students to obtain at least 400 clock hours of supervised **direct** counseling service, i.e., face to face client contact in their combined Practicum (40 hours) and Internship (360 hours) courses.

"Direct counseling service" is defined by CACREP and by the RTS MAC Program as "supervised use of counseling, consultation, or related professional skills with actual clients

(individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others (clients) and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation.” (CACREP 3.K.)

[“Clock hour” means 60 minutes. A 50-minute session protocol is in place and considered 60 minutes given client interaction time immediately prior to and following the session.]

- CO3. For students to obtain at least 600 clock hours of **indirect** supervised counseling experience ancillary to direct counseling service during the course of the Practicum (60 hours) and Internship (540 hours) sequence. The following are examples of clock hours of indirect counseling experience: (CACREP 3. F.)

- a. Clinical (individual and group) and/or administrative supervision,
- b. Record keeping and writing clinical reports/summaries, treatment plans, and/or case progress notes,
- c. Administrative duties (e.g., case management contact time with co-counselors, clients, and/or other providers),
- d. Clinic staff meetings,
- e. Case review and preparation (e.g., research on case-specific related clinical issues, reading a book about a certain client presenting issue, etc.),
- f. Outside of class counseling-related trainings and conferences.

Relative to the entire clinical sequence of Internship and Internship courses, prior to graduation students must obtain at least 600 clock hours of indirect counseling (at least 60 hours in Practicum, at least 540 in Internship). (CACREP 3.J., 3.R.)

- CO4. For students to engage in individual supervision of practicum experience that averages one hour per week (with CACREP qualified supervisors, see CO6.). (CACREP 3.H.)

Individual supervision is a tutorial and mentoring relationship between a qualified counseling professional and one counseling student.

- CO5. For students to engage in group supervision of internship experience that averages two hours per week with CACREP qualified supervisors. Group supervision is a tutorial and mentoring relationship between a qualified counseling professional and more than two counseling students, simultaneously, designed to advance students’ clinical competence. (CACREP 3. M., S., U.)

- CO6. For students to receive group supervision conducted by RTS MAC counselor education program faculty members (full-time, adjunct or guest faculty members) and individual supervision conducted by RTS MAC counselor education program faculty members and/or Oviedo Counseling Clinic supervisors who are CACREP-qualified (CACREP 3.N., 3.P.).

CACREP-qualified supervisors have:

- a. A master’s and/or doctoral degree(s) in appropriate fields of study,
- b. Relevant certification(s) and/or licenses,
- c. At least two years of experience in appropriate fields of counseling,
- d. Knowledge of the program’s expectations, requirements, and evaluation procedures for students,
- e. Relevant training in counseling supervision.

- CO7. For students to receive direct-service-counseling supervision that includes audio/video recordings and/or “live supervision” of students’ interaction with clients. (CACREP 3. B.)

- a. All internship direct counseling hours completed by students at the MAC Orlando-site will be conducted through the Oviedo Counseling Clinic (OCC), a clinic operated by RTS-Orlando. All sessions conducted at the OCC are digitally recorded using the *Avigilon Control Center* system and qualified supervisors are on-site during all hours of clinic operation.
- b. Individual supervision consists of student(s) and supervisor viewing video recordings of student counseling interaction with counselees, as well as reviewing client files.
- c. *Live supervision* is a combination of supervisor-direct-observation of the counseling session with some method that enables the supervisor to communicate with and thereby influence the work of the supervisee during the session.
- d. For every individual supervision session, a student is to have a specific video section of a particular session selected for viewing and discussion.
- e. For each group supervision meeting a designated student will be prepared to conduct a live-session for group observation or will have a specific video section of a particular session (of student choice) selected and prepared for group viewing and discussion.
- f. The choice to engage live supervision will be made by supervisor, student and client(s) collaboratively.

Group direct counseling experiences at approved off-site venues (e.g., GriefShare, reGroup, etc.) will not be recorded. All off-site group direct counseling is conducted at facilities with counselors on site who have:

1. A master's and/or doctoral degree(s) in appropriate fields of study,
2. Relevant certification(s) and/or licenses,
3. At least two years of experience in appropriate fields of counseling, and
4. Knowledge of the program's expectations, requirements, and evaluation procedures for students.

CO8. For students to receive formative and summative supervisor evaluations on their (direct and indirect) counseling service and implement learning intervention recommendations incorporated in supervisor evaluations. (CACREP 3. C.) Supervisor evaluations are designed to assess students' abilities to integrate and apply program knowledge to their direct and indirect counseling service.

- a. Relative to the entire clinical sequence of internship courses, during each supervision term, each student will meet with her/his supervisor for a formative individual feedback/evaluation meeting at mid-term and a summative evaluation meeting at the end of the supervision term.
- b. Formative evaluation focusses on identifying strengths and deficiencies. These evaluations result in corresponding outcome goals and learning intervention recommendations consistent with professional standards. Summative evaluation focuses on outcome and is used to assess whether formative goals and/or learning intervention steps have been achieved.
- c. The RTS MAC Program uses the *Student Counselor Rating Form* (SCOR Form, included at the end of this Syllabus) to facilitate formative and summative student-counselor evaluations. Formative goals and learning interventions are supervisor generated, in collaboration with supervisees. These are recorded by the supervisor on the SCOR Form. The ratings, goals and learning interventions are retained by the MAC program

in the task tracking system file and students are to record and retain formative goals and learning interventions. The accumulated, program-retained scores are referenced at future evaluation supervision meetings.

- CO9. For students to experience a variety of professional activities and resources, including technological resources (*CACREP 3.D.*). In order for MAC students to experience various professional activities and resources during internship, MAC students will:
- a. Obtain professional liability insurance prior to taking practicum and will retain that insurance while in all internship courses (*CACREP 3.A.*);
 - b. Read and demonstrate comprehension of the site-specific procedures and protocols detailed in the 2023-2024 *Oviedo Counseling Clinic Handbook*;
 - c. Learn and consistently use case management software (*Elevate* and/or *Titanium Schedule*) designed to assist counselors in session-note writing and record keeping that conforms to professional and ethical standards;
 - d. Learn and consistently use specialized DVR recording and reviewing technology in order to facilitate data-based supervision (*Avigilon Control Center*);
 - e. Observe counseling of and provide counseling to clients within the varied populations of the off-site group counseling opportunities;
 - f. Interact with licensed mental health professionals at off-site group counseling locations;
 - g. Participate in various opportunities for professional growth as provided during Oviedo Counseling Clinic staff meetings;
 - h. On occasion students have opportunities to assist professors in community service seminars or participate as co-counselors with professors or supervisors;
 - i. Have access to the following resources to assist in case conceptualization, treatment planning, etc.
 1. RTS library holdings,
 2. RTS library online database information,
 3. On-site Clinic testing materials,
 4. On-site Clinic treatment planning guides, and
 5. Site specific clinical aids (e.g., workbooks, art therapy materials, etc.).

[Note that in addition to the professional experiences listed above, students are required to join a professional counseling association (CACREP 3.A.) and attend one state or national counseling conference of their choice while enrolled in the MAC program as stipulated in the "MAC Addendum to the RTS Student Handbook."]

- CO10. Gain experience leading (or co-leading) a counseling or psycho-educational groups (*CACREP 3.E*). This objective applies to the MAC clinical sequence courses (practicum and internship) as a whole and may be satisfied in any one or more of those courses. If a group leadership experience is offered during internship it must also conform to all other internship parameters.

Methods of Instruction

Face-to-face individual and group supervision as described in course objectives and assignments.

Internship Assignments, i.e., Requirements (Student Performance Evaluation Criteria)**A01. Proof of Insurance**

Students must obtain professional counseling liability insurance prior to participating in practicum and to retain professional counseling liability insurance throughout the clinical experience courses. (CACREP 3.A.)

RTS MAC students are required to provide initial proof of insurance by submitting verification documents to Kathie Earll (kearll@rts.edu), MAC Program Coordinator, no later than two weeks prior to practicum, and to keep their insurance up-to-date throughout their internship experience.

A02. Direct Counseling Hours

Students are to obtain at least 400 clock hours of supervised **direct** counseling experience by the end of the practicum and internship sequence, as described in CO2., above. (CACREP 3. G.) This can be a combination of co-counseling, individual counseling, and group counseling experiences. All direct counseling service hours are to be tracked in *Elevate* and/or *Titanium Schedule*.

A03. Indirect Counseling Hours

Students are to engage in at least 600 clock hours of supervised **indirect** counseling experience by the end of the practicum and internship sequence, ancillary to direct counseling hours, as described in CO3., above. (CACREP 3. F.) All indirect counseling service hours must be tracked in *Elevate* and/or *Titanium Schedule*.

A04. Individual Supervision Attendance & Engagement (15% of grade)

Students are required to attend and actively engage in individual supervision (as described in CO4. above) that averages one hour per week with CACREP-qualified supervisors. (CACREP 3. H.) All individual supervision hours must be tracked in *Elevate* and/or *Titanium Schedule*. Engagement in individual supervision includes being on time, being prepared (having a video clip pre-selected, having questions about clients ready, etc.), and getting supervision log signed weekly. Grades are assigned based on attendance records in *Elevate* and/or *Titanium* and feedback from your individual supervisor at the end of the supervision term.

A05. Group Supervision Attendance & Engagement (15% of grade)

Students are required to attend and engage in group supervision (as described in CO5. above) that averages two hours per week with CACREP-qualified supervisors. (CACREP 3. I.) Engagement in group supervision includes being on time, working with supervisor to schedule live sessions (as assigned), and actively participating in group discussions. Grades are assigned based on attendance records in *Elevate* and/or *Titanium* and feedback from your group supervisor at the end of the supervision term.

A06. Midterm SCOR Assessment (20% of grade)

Students must meet with their individual supervisors at mid-term (during individual supervision the week of March 11-15, 2024) to collaboratively complete formative SCOR evaluations. Together, the supervisor and student will form goals based on the "formative intervention plan" sections of the SCOR.

At mid-term, it is expected that all students will receive a "2 (Nears Expectations)" or above on each SCOR item. This score reflects your development as compared to what is expected of final semester internship students. For each item score below "2", two points are deducted from the grade for this

assignment. (For example, a student who receives “2” or above on all SCOR items will get 100 pts for this assignment; while a student who receives a score of “1” on two items will receive 96 pts).

A07. Final SCOR Assessment (30% of grade)

Students must also meet individually with supervisors at term end (*during the intern’s last week of individual supervision*) to discuss steps taken towards goals set at mid-term, to form goals for the next internship term (based on the “formative intervention plan” sections, and to receive supervisor summative SCOR evaluation. (In this case, summative evaluation involves consideration of the outcome of goals designated during mid-term formative evaluations.)

At the end of term evaluation, it is expected that all students will receive a “3 (Meets Expectations)” or above on each SCOR item. This score reflects your development as compared to what is expected of graduating internship students. For each item score below “3”, two points are deducted from the grade for this assignment. (For example, a student who receives “3” or above on all SCOR items will get 100 pts for this assignment; while a student who receives a score of “2” or below on two items will receive 96 pts for this assignment).

Students who receive scores lower than “Meets Expectations” on any SCOR items on the final SCOR assessment in Internship-3 will be at risk of failing the internship course, based on evaluation by the Practicum and Internship Coordinator, Tracy Veligdan. If any SCOR items are rated at a level “1, Below Expectations” on the final SCOR evaluation in Internship-3, that student’s ability to graduate from the RTS MAC program will be in question and subject to the decision of the MAC Student Review Committee and RTS leadership (in keeping with RTS due process guidelines).

A08. Group Experience

If opportunity is provided students may engage in leading (or co-leading) a counseling group or psycho-educational group. (*CACREP 3.E*). This assignment is a requirement pertaining to the MAC clinical sequence courses (Practicum and Internship) as a whole and may be satisfied in any one or more of those courses. If a group leadership experience is engaged in during practicum or internship it must also conform to all other practicum and/or internship parameters. A “Group Experience Form” (see course Canvas page) must be signed by your site supervisor and turned into your individual supervisor before the first group session. **Note: MAC Students graduating in 2024 are expected to get 120-150 group hours as part of the overall 400 direct hours required in the practicum and internship sequence.**

A09. Clinic Record Keeping and Professionalism (20% of grade)

Students must comply with all procedures detailed in the *OCC Handbook of Practices, Policies and Procedures*, e.g., procedures involving:

- a. case assignment and first session procedures,
- b. case file management and session note writing,
- c. professional attire and behavior, and
- d. email and social media policies.

The first failure to comply with a particular procedure will result in a warning. Subsequent failures to comply will result in a reduction of your grade.

Clinic documentation (i.e., progress notes, treatment plans, and supervision log) is reviewed by the Practicum and Internship Coordinator and/or via peer file checks (during clinic staff meetings). Grades are assigned in consultation with your individual supervisor, the OCC Clinical Director, and the Practicum and Internship Coordinator. **Note: **Students are required to turn in evaluations of**

their individual and group supervisors at the end of each term. Failure to turn in these evaluations will result in a grade deduction.**

Assignments Summary

Assignment	Weighted % of total grade	x Points =	Final Grade
Individual Supervision Attendance & Engagement	15%	100 pts	___/ 15 pts
Group Supervision Attendance & Engagement	15%	100 pts	___/ 15 pts
Clinic Record-Keeping and Professionalism	20%	100 pts	___/ 20 pts
Midterm SCOR	20%	100 pts	___/ 20 pts
Final SCOR	30%	100 pts	___/ 30 pts
	100 %		___/ 100 pts

Grading Scale

A = 97-100%	B- = 86-87%	D+ = 75-77%
A- = 94-96%	C+ = 83-85%	D = 72-74%
B+ = 91-93%	C = 80-82%	D- = 70-71%
B = 88-90%	C- = 78-79%	F = below 70%

Required Materials

- *Oviedo Counseling Clinic Handbook (2023-2024).*

RTS Disability Policy:

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor prior to the start of this course. The instructor and student will discuss the available accommodations for the course. If the student with a disability does not disclose that she or he has a disability, then the student is agreeing to take full responsibility for any related consequences that may occur.

Student Learning Outcome Table for PSY5290 Internship

(Hours include Practicum requirements of at least 40 direct service hours and 60 indirect service hours.)

Course(s) Objectives: Knowledge and Skill Outcomes	Readings	Assignments	CACREP Standard*
CO.1. For students to obtain at least 1000 hours of supervised counseling service, in Practicum plus Internship.	NA	A2. Students are to obtain at least 1000 hours of supervised counseling service as a graduation requirement	3.F., G., J.,K., & R., Glossary "Direct Service"
CO2. For students to obtain at least 400 clock hours of direct supervised counseling experience in Practicum plus Internship.	NA	A3. Students must engage in at least 400 clock hours of direct counseling experience as a graduation requirement.	3.F., G., J.,K., & R., Glossary "Direct Service"
CO3. For students to obtain at least 600 clock hours of indirect supervised counseling experience in Practicum plus Internship.	NA	A4. Students must engage in at least 600 clock hours of indirect counseling experience as a graduation requirement	3.F., G., J.,K., & R., Glossary "Direct Service"
CO4. For students to engage in individual or triadic supervision of Internship experience that averages one hour per week.	NA	A5. Students must engage in individual or triadic supervision that averages one hour per week.	3.H., I., L., & M Glossary "Group Supervision"
CO5. For students to engage in group supervision that averages one and one half hours per week.	NA	A6. Students must engage in group supervision that averages one and one half hours per week.	3.H., I., L., & M Glossary "Group Supervision"
CO6. For students to receive Group and Individual supervision conducted by CACREP qualified Supervisors (in CACREP indicated student-supervisor ratios).	NA	Included in A2., A3.	3.N., O., P., Q., R., S., T., U
CO7. For students to receive at least 320 hours of direct counseling service supervision that is based on audio/video recordings and/or live supervision.	NA	A6. Students must video record all counseling sessions and/or engage in live supervision. Students must prepare and show video clips for all non-live supervision.	3. B.
CO8. For students to receive formative and summative supervisor evaluations on their direct and indirect counseling service.	NA	A7. Students must meet individually with their supervisors mid-term and end-term to receive and discuss formative and summative supervisor evaluation.	3. C.
CO9. For students to experience a variety of professional activities and resources, including technological resources.	1. Clinic Hand-book for MAC-site.	A1. Obtain liability insurance, prior to Internship. A9. Comply with Clinic Handbook and ACA Code of Ethics.	3.A., 3.D.
CO10. For Students to gain experience leading or co-leading a counseling group or psycho-educational group.	NA	A8. If opportunity is provided students may engage in leading (or co-leading) a counseling group or psycho-educational group.	3. E.



Course Objectives Related to MAC Student Learning Outcomes

Course: PSY5290 Counseling Internship
 Professors: Scott Coupland, Guest Lecturers
 Campus: Orlando
 Date: Spring 2024

MAC Student Learning Outcomes <i>In order to measure the success of the MAC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.</i>		Rubric Strong, Moderate, Minimal, None	Mini-Justification
Professional Counseling Orientation & Ethical Practice	Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling, ethical standards of practice, personal career development, advocacy for clients, consultation & collaboration, and a Reformed, biblical and theological framework for counseling.	Strong	Students apply their understanding of ethical counseling practice in a clinical setting
Social & Cultural Diversity	Understands and demonstrates how living in a cultural/global society affects clients who are seeking counseling and clinical mental health services, as well as the effects of sin such as racism, discrimination, sexism, and oppression on one's own life and career and those of the client.	Moderate	Students apply counseling skills with diverse client populations in a clinical setting.
Human Growth & Development	Understands and applies knowledge of various theories of individual and family development, and factors affecting human development. To include biological, neurological, physiological, systemic, and environmental factors, addiction, and effects of crisis, disasters, and traumas.	Moderate	Students conceptualize clients in light of developmental expectations and seek to understand impact of multiple factors on the clients' development.
Career Development	Understands and applies theories and models of career development, counseling, and decision making.	Minimal	Students provide career counseling in a clinical setting.
Counseling & Helping Relationships	Understands and applies theories and models of counseling, strategies for understanding and practicing consultation, and developing relevant counseling treatment and intervention plans.	Strong	Students utilize various theories and models of counseling in a clinical setting.
Group Counseling & Group Work	Understands and applies theories and models of group counseling and group work, dynamics of the group process and development, and therapeutic factors that contribute to group effectiveness.	Moderate	Students lead psychoeducational, counseling, and psychotherapeutic groups in various clinical settings.
Assessment & Testing	Understands and applies clinical knowledge effectively, including various models and approaches to clinical evaluation and their appropriate uses. To include diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments, and is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation.	Moderate	Students have opportunities to engage in ongoing assessment and clinical evaluation in their clinical work, including utilizing formal assessments with clients.
Research & Program Evaluation	Demonstrates the ability to critically evaluate research through a biblical worldview and integrate it into counseling practice. Understands the process of program evaluation and its integration into the practice of counseling and clinical mental health counseling.	Minimal	Students utilize research findings in a clinical setting. Occasionally, students are given the opportunity to participate in current research projects.
Clinical Mental Health Counseling	Demonstrates the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	Strong	Students apply knowledge and skills related to clinical mental health counseling in a clinical setting with a diverse range of clients.
Integration (Biblical/Theological)	Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices.	Strong	Students practice integrating counseling and biblical/theological concepts in work with clients.
Sanctification	Demonstrates a love for the triune God.	Strong	The process of change/growth is foundational to the counseling process.

Student Counselor Outcome Rating (SCOR)

Student _____ Supervisor _____ Date _____

<input type="checkbox"/> Practicum <input type="checkbox"/> Internship-1 <input type="checkbox"/> Internship-2 <input type="checkbox"/> Internship-3 <input type="checkbox"/> Mid-term <input type="checkbox"/> End-term <i>Spring Summer Fall Spring Formative Summative</i>	Below Expectations	Near Expectations	Meets Expectations	Exceeds Expectations
* Indicates item is required for program assessment and must be scored.				
A. Helping Relationship Skill and Disposition				
* 1. Demonstrates acceptance/valuing of the client(s).	1	2	3	4
* 2. Facilitates useful client exploration via skillful active listening, i.e., empathic feeling and content responses, appropriate open questions, and non-verbal pacing.	1	2	3	4
* 3. Engages collaboratively vs. overly didactically and/or with unwarranted advice giving.	1	2	3	4
4. Demonstrates appropriate and effective initiative in promoting progress toward therapeutic goals.	1	2	3	4
* 5. Demonstrates the ability to convey realistic hope to clients.	1	2	3	4
Formative Intervention Plan:				
B. Theoretically-based Case Conceptualization and Treatment Implementation				
* 6. Exhibits therapeutic understanding, i.e., theoretically informed conceptualization of client problem and goal hypotheses.	1	2	3	4
* 7. Develops and reviews treatment goals in collaboration with clients.	1	2	3	4
* 8. Uses practical intervention strategies, i.e., generates and implements relevant ideas of client behavior change and counselor means of facilitation.	1	2	3	4
9. Helps clients address significant emotional and “deeper dynamic” issues beneath client “surface” verbal presentation.	1	2	3	4
10. Effective use of here-and-now interactions (e.g. immediacy, self-disclosure, and confrontation).	1	2	3	4
* 11. Displays understanding and respect regarding diversity, e.g., age, gender, race, ethnicity, culture, religion, sexual orientation, disability, socioeconomic status, etc.	1	2	3	4
12. Graciously and appropriately addresses spiritual issues in treatment conceptualization and implementation.	1	2	3	4
* 13. Demonstrates knowledge and appropriate use of assessment and diagnostic concepts, categories (e.g., DSM and ICDM), and tools.	1	2	3	4
14. Recognizes and appropriately addresses transference and counter-transference.	1	2	3	4
15. Handles terminations in a planned and appropriate manner.	1	2	3	4
* 16. Demonstrates knowledge and conduct appropriate to ethical, legal and professional standards.	1	2	3	4
Formative Intervention Plan:				

	Below Expectations	Near Expectations	Meets Expectations	Exceeds Expectations
† Indicates item is required for program assessment and must be scored <i>for Internship-3 students</i>				
C. Case Management				
17. Composes insightful and useful case notes.	1	2	3	4
18. Composes case notes, other records and clinical tasks punctually.	1	2	3	4
19. Performs scheduling, out-of-session contacting and other ancillary tasks efficiently.	1	2	3	4
Formative Intervention Plan:				
D. Supervisory, Professional and Clinical Relationships				
20. Attendance and attendance communication.	1	2	3	4
21. Preparation for supervision, e.g., hours-record forms and cued video clips.	1	2	3	4
22. Self and other awareness and respect in therapeutic, peer and supervisory relationships.	1	2	3	4
† 23. Demonstrates facility communicating with external health providers or other professionals to coordinate client care (as needed).	1	2	3	4
Formative Intervention Plan:				

The supervisor has reviewed this assessment with the supervisee and provided verbal feedback in addition to this written feedback.

Supervisor signature _____ Date _____

Student signature _____ Date _____

SCOR Rubric

Numerical ratings are relative to the student's current stage in the program.

Exceeds Expectations (4) The student demonstrates exceptionally strong (i.e., exceeds supervisor expectations for the student's current stage in the program) knowledge, skills, and dispositions in the specified clinical dimension.

Meets Expectations (3) The student demonstrates consistent proficient knowledge, skills, and dispositions in the specified clinical dimension.

Near Expectations (2) The student demonstrates inconsistent and/or limited knowledge, skills, and dispositions in the specified clinical dimension.

Below Expectations (1) The student demonstrates insufficient evidence of the knowledge, skills, and dispositions in the specified clinical dimension.