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**University of Illinois**

**Counseling Psychology Program**

**Practicum Training Manual**

**2016 – 2017**

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**Philosophy of Clinical Training**

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

In keeping with the scientist-practitioner model, the program maintains four broad goals. A special emphasis is placed on the latter two with respect to practicum (which have been italicized for the purposes of this manual):

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

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

Clinical work is unique and unlike other types of work. Students may have strong emotional responses based on their clients or the work that is done in session. In order to be an effective clinician, it is extremely important that one takes care of him/herself. Self-care will be discussed in Practicum classes and other resources such as self-care techniques and local mental health providers can be found in the Student Resource Handbook.

**Practicum**

We offer a range of practica at diverse settings, including college counseling centers, hospitals, VA’s, and community mental health centers. For a list of beginning practicum sites, see Appendix A. For advanced sites, see Appendix B.

**Practicum Requirements**

* 1. Recording Hours – It is required that you record your clinical hours acquired during practicum. MyPsychTrack is FREE to you as a student in an APPIC program but it is not required that you use this software. Other options include Time2Track, PsyKey, and various Excel spreadsheets.
  2. Liability Insurance – If enrolled in EPSY 520, you are covered by the university’s malpractice insurance.

**Timeline for Practicum Students**

Below is the course of training for students entering with a bachelor’s degree. Other students should consult with the practicum coordinator.

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

In addition to the placements in Appendix B, the Clinical Psychology Program allows CPP students to apply to their practicum offerings once their students are placed.

1. Fourth + year – *EPSY 520B: Advanced-Advanced Practicum* (two semesters)

Placement in a clinical setting with no didactic course, but students should still register for Advanced Practicum.

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

**Procedure for Placement**

1. Student will be asked to consider the various practicum placement sites and determine where they would like to apply (end of Fall semester/beginning of Spring semester).
2. Discuss potential options with your academic advisor and receive his or her approval before step 3.
3. Submit a rank ordered list of the sites you are interested in, a current vitae, and an email from your advisor indicating his/her support to the practicum coordinator (January/February).
4. Faculty will discuss your preferences and make a preliminary decision about where it would be best for you to apply for practicum (January/February).
5. Once the faculty approves your preferences, you will apply to the practicum sites and prepare personalized cover letters for each site as well as your updated vitae. Some sites will also ask for applications or even letters of recommendations. Follow the site’s instructions (beginning of February).
6. The site should contact you to arrange an interview. However, if you do not hear from the site, contact the practicum coordinator to see if you should contact the site to confirm they received your personalized cover letter and inquire about the possibility of scheduling an interview.
7. Keep the practicum coordinator informed about how each interview went as soon as you have completed it.
8. Once you have received an offer from a site of your interest, you will let the faculty know which site’s offer you would like to accept. This will probably be your practicum placement.
9. Faculty review and approve the final practicum placement sites (April).
10. Students will send an email confirmation to the approved practicum site letting the site know they would like to accept their offer.

**Training Structure**

Practicum Consists of Three Major Activities:

1. *Weekly seminars and group supervision* – Beginning and advanced practicum students attend a weekly three hour seminar taught by one of the Counseling Psychology faculty. This course typically involves discussion of readings relevant to the practice of Counseling Psychology, case presentations, writing topic papers as well as client reports and presentations on clinical topics. The seminar also includes group supervision of each student’s work. If allowed in the setting, students are expected to audio or videotape at least some of their work and review these tapes regularly. Students completing an advanced practicum after their first advanced placement will not attend these seminars.
2. *Placement in an agency* – Practicum placement involves at least 10, but no more than 20, hours per week in the agency setting with the typical amount being 15 hours (including direct service hours, documentation, supervision, and other agency-related activities). A student’s caseload will depend on the agency’s expectations, student experience, and service requests. The number of total hours spent at the agency and the number of direct service hours to be expected per week should be negotiated as early as possible.
3. *On-site supervision* – Individual supervision is received from a psychologist or other qualified supervisor at the placement agency and involves a minimum of one hour of face-to-face supervision per week.

**Expectations of Students**

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

1. Attend all required orientation and training activities designated by the agency.
2. Follow all agency procedures in a timely fashion.
3. Make themselves available for practice activities in accordance with the agency’s schedule and as allowed by their schedule. Mandatory experiences that require students to be available at specific times should be determined before the practicum begins to ensure the student’s ability to participate.
4. Make themselves available for weekly face-to-face supervision, and come to meetings prepared to discuss work related issues.
5. Attend all seminars/group supervision meetings and contribute regularly to these discussions.
6. Be available to the agency for the negotiated amount of weekly hours and at the scheduled times.
7. Keep your advisor and practicum coordinator apprised of progress in the practicum and of any concerns or problems.

**Expectations of Practicum Sites**

1. Provide relevant work experience in accordance with student’s capabilities and the agency’s expectations and guidelines. The amount of time expected of a student including direct service, supervision, documentation and other agency related activities might range from 10 to a maximum of 20 hours per week, but usually averages about 15 hours/week.
2. Designate a qualified member of the agency’s staff to provide a minimum of 1 hour/week of face-to-face supervision of the student’s work.
3. Unless prohibited by agency policy, allow periodic recording of a student’s work for purposes of training, supervision, and assessment of quality of care.
4. Provide an evaluation of the student’s work to the faculty practicum instructor before the end of each semester.
5. Alert the faculty practicum instructor of any problems or concerns regarding a student’s work and progress.
6. Alert the trainee as soon as possible about mandatory responsibilities, meetings, or trainings that require them to be available at specific times. Trainees’ schedules outside the regular times set aside for practicum are generally filled with classes and assistantship responsibilities. It is best to let the program know about mandatory times and days before students are matched.

**Expectations of the Counseling Psychology Program**

1. Provide a practicum course that meets weekly.
2. Be available to the student’s supervisor for consultation and if there is a need for remediation.

**Evaluation Procedures**

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

**Grievance Procedures**

Within the program:

1. In the case of a grievance, first try to resolve the conflict between you and the individual.
2. If this does not resolve the concern or step 1 is unsafe, contact the practicum coordinator to determine the next form of action.
3. If this does not resolve the concern or step 2 is unsafe, contact the chair of the Counseling Psychology Program to determine the next form of action.
4. In the case that neither of these steps resolve the conflict at hand, please refer to the College of Education’s formal grievance procedure:([*http://education.illinois.edu/current-students/graduate/coe-graduate-handbook/appeals*](http://education.illinois.edu/current-students/graduate/coe-graduate-handbook/appeals)). You may also want to seek the assistance of the Graduate College (*http://www.grad.illinois.edu/gradhandbook/2/chapter9*).

**Grievance Procedures (continued)**

Within an agency:

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

**Internship**

**Internship Readiness**

Pre-application requirements

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

**Application Process**

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

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

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

Applying

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

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

**Interviewing**

1. In-person or telephone/Skype interviews typically occur in December and January.
2. Prepare carefully for your interviews.
   1. Consider possible questions and practice.
   2. Prepare questions for you to evaluate the agency.
   3. Conduct practice interviews with at least one faculty member, including the chair of the Counseling Psychology Program.
3. Prepare a notebook or document with information about each internship site, questions you have for the agency, and list of the names of the key people at the agency.
4. Make sure your voicemail is set up with a professional message.
5. You should NOT inform an internship site if they are your top choice, nor should they solicit the information from you.

**The Match Process**

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

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

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

**Before Leaving on Internship**

1. Find out which course to register for while on internship.
   1. Counseling students: EPSY 590E, 0 credit hours for both fall and spring.
2. If you have student loans and you don’t plan on taking more loans out while on internship, you can petition to sign up for Graduate College, GC599, as a means of delaying the start of your loan repayments.
   1. You must complete a petition for this option: [*http://www.grad.illinois.edu/sites/default/files/pdfs/gc599.pdf*](http://www.grad.illinois.edu/sites/default/files/pdfs/gc599.pdf).
3. If you intend to take out additional loans and need to be a full-time student, past Counseling Psychology students have registered for 6 credits of EPSY 590E and then applied for a tuition and fee waiver through the College of Education (this is not guaranteed and very competitive).
4. If you sign up for 0 hours of credit, you will be charged tuition and fees each semester. ([*http://registrar.illinois.edu/financial/tuition\_1314/Fall/grad.html#base*](http://registrar.illinois.edu/financial/tuition_1314/Fall/grad.html#base))

Participating in graduation ceremonies prior to the completion of internship

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

**Appendix A**

Typical Beginning Practicum Site – Subject to change

There is potential to develop other sites depending on interest and availability.

**UIUC Counseling Center Beginning Practicum Training Program**

You must be available for a mandatory orientation week in August. Additionally, you must be available on Tuesdays from 9am-noon for group supervision.

Beginning Therapy Practicum Program Goals

As a *therapist-in-training*, to develop and refine skills in:

* Establishing strong relationships with clients
* Conceptualizing clients and their concerns
* Developing and applying a theoretically based plan for treatment with each client
* Using your awareness of yourself as a therapeutic tool

As a *colleague-in-training*, to:

* Learn how to use supervision effectively
* Give and receive professional, timely, and appropriate feedback to your peers
* Actively participate in developing and maintaining an atmosphere of trust and support during your practicum experience here
* Participate as a professional in a University Counseling Center agency and to learn the workings of such agencies

Requirements

* Status as a current graduate student in a counseling or clinical psychology program
* Successful completion of a counseling skills course
* Successful completion of a counseling theories overview course

Expectations

16-20 hour time commitment each week, for the academic year (mid-August to mid-May). These hours will consist of:

* 4-6 direct service hours of individual therapy each week for the fall semester; all client sessions will be audio taped or videotaped
* 5-7 direct service hours of individual therapy each week for the spring semester
* 1.5 hours of individual clinical supervision each week (provided by the Center)
* 2 hours of group supervision each week (provided by the Center)
* 1 hour of practicum seminar each week (provided by the Center)
* Observation of 5 Initial Appointments over the course of the academic year
* Discretionary time used to listen to tapes, write notes, prepare for individual and group supervision, and read assigned articles/books

Clinical Experiences

*Individual and Couples Counseling (couples opportunities less frequent)*

* The opportunity to gain experience in brief, intermediate, and long-term counseling with undergraduate and graduate students presenting with a broad range of presenting concerns
* A diverse caseload in terms of severity of concerns, client populations, and clinical issues

*Group Therapy Process Observation (optional and dependent on availability)*

* The opportunity to monitor group dynamics of a therapy group
* Participate as part of the group treatment team with the staff facilitators
* Includes 0.5 hours of supervision with one of the staff facilitators each week

*Initial Appointments*

* Work under the developmental training model with the trainee’s clinical supervisor to learn the Center’s initial appointment system
* Advance toward conducting initial appointments independently (advanced practicum)

Supervision Experiences  
*Individual Supervision*

* One and a half hours per week of intensive, individual supervision focusing on individual caseloads
* Two different individual supervisors over the course of the academic year, to allow practicum students the opportunity and the exposure to different theoretical orientations and styles; supervised by a staff member during the fall semester and a pre-doctoral intern during the spring semester
* Supervisory assignments are derived from practicum student input and supervisor’s theoretical orientation; final matches are determined by the Practicum Training Chair

*Group Supervision*

* Two hours per week of group supervision, led by Practicum Training Chair; group consists of both beginning and advanced practicum students and the Center’s social work intern
* Focus on development of conceptual and intervention skills through case presentations and case consultation
* Focus on therapist cultural awareness and professional and ethical development

Additional Experiences

*Practicum Special Topics Seminar*

* One hour per week didactic seminar led by the Practicum Special Topics Supervisor

*Outreach (recommended)*

* The Center provides a wide range of programming on campus
* Trainees are encouraged to participate in outreach programming in the area of their choice by teaming up with clinicians who work in that area of specialization

*Outreach and Consultation Teams (optional)*

* Depending on trainee interest and schedule, practicum students may attend outreach and consultation team meetings in the Center

**Appendix B**

Typical Advanced Practicum Sites – Subject to change

There is potential to develop other sites depending on interest and availability.

**Alcohol and Other Drug Unit, Counseling Center Advanced Practicum, University of Illinois**

**Website:** *http://counselingcenter.illinois.edu/counseling/services/alcohol-other-drug-office*

The Counseling Center is a large university counseling center that provides individual, couples and group therapy to UIUC undergraduate, graduate and professional students. Their training is based on a developmental mentoring model. The Counseling Center’s Alcohol and Other Drug Unit provides services that address the complex and comprehensive concerns around alcohol and other drug use as they relate to students. This practicum is intended for students who have already participated in a year of AODO treatment team meetings and AODO staffing meetings. The activities of this placement are individualized, based upon the student’s level of development. Generally, this practicum offers eligible students the opportunity to provide assessments for alcohol and other drug abuse and dependence. With significant experience, they may be some opportunities for individual counseling. Practicum students are expected to participate in weekly 2-hour AODO group supervision meetings throughout the practicum. In addition, advanced practicum students can expect to provide 5-10 direct service hours of assessment per week, with an additional 1-hour of individual supervision.

The Counseling Center is open from 8:00 a.m. to 5:00 p.m., which are the times when practicum students see clients and have individual and group supervision. Preparing for supervision and group meetings can be done outside of these hours and at the practicum student’s discretion; however, the office is only open at restricted times. Clinical supervisors are licensed mental health professionals with special training in addiction-related services.

**Career Center, University of Illinois**

**Website:** [*https://www.careercenter.illinois.edu*](https://www.careercenter.illinois.edu)

Practicum students have the opportunity to provide career counseling in 30 minute scheduled appointments, including administering and interpreting the Strong Interest Inventory and staffing drop-in brief interventions.  The Career Center uses various career theories including Holland, Cognitive Information Processing, Social Cognitive Career Theory, Career Coaching, Planned Happenstance, and Career Construction. The Center operates on a Career Coaching model.  Practicum students have the opportunity to see how these theories can be applied in a college Career Center. Opportunities for workshop facilitation and other trainings are available, and may vary by semester. Clients are undergraduate and graduate students from all academic disciplines at various points in their career development process, addressing issues such as choosing majors, exploring careers, applying to grad school or health professional school, securing internships or finding full-time jobs.  Practicum students have the opportunity to attend monthly staff development trainings. This placement can involve 6-18 hours per week depending on student interest and availability. The start date is mid-August for a week of 24-30 hour mandatory training.

**Comprehensive Psychological Assessment with Children, Adolescents, and Young Adults**

**Carle Physician Group, Urbana**

**Website:** [*http://www.carle.org/MedicalServices/PsychologyPsychiatry.aspx*](http://www.carle.org/MedicalServices/PsychologyPsychiatry.aspx)

In this practicum, graduate students will administer psychological tests to children, adolescents and adults experiencing emotional, behavioral, and/or academic difficulties, write comprehensive psychological testing reports including treatment and educational recommendations, participate in weekly individual supervision meetings with a licensed clinical psychologist, participate in weekly individual and/or group supervision meetings with the lead psychometrist, complete assigned readings relevant to the provided services as outlined in the syllabus, conduct school observations, and provide feedback and consultation to parents, children, adolescents, young adults, psychiatrists, and psychotherapists.

Interns will be expected to be scheduled for 8 hours per week in direct face-to-face time with children, adolescents, adults and/or parents administering psychological tests, conducting diagnostic interviews, and/or completing school observations. Because graduate students require varying amounts of time to complete tasks associated with testing, it is difficult to predict how much additional time will be needed each week beyond the 8 hours with clients. The 8 hours per week with clients must follow a set schedule each semester. Preparation and related activities may be done based on the graduate student’s schedule, but will need to be completed by the end of each week. A breakdown of includes: Direct time with clients (8 hours/week); Individual supervision meeting (1 hour/week); Group supervision meeting with lead psychometrist (1 hour/week); Related activities including scoring and interpreting results (variable; estimated to be approximately 5 hours per week for graduate students who have had previous experience with psychological testing)

In addition to the activities described above, students will also have opportunities to consult with behavioral health professionals across multiple disciplines including psychotherapists, psychiatrists, and psychiatric nurse practitioners. There are also opportunities to participate in the education of medical students completing their psychiatry clerkship at Carle for interested students. Students may also have opportunities to participate in other clinical activities at Carle. Examples of such activities based on previous years have included participation in a program evaluation for the Carle Auditory and Oral School (CAOS), and participation in a day-long “camp” for grieving children and adolescents, Carle’s Camp Healing Heart. There are no opportunities for outpatient psychotherapy for the upcoming year.

The placement will follow the University calendar, and students will be expected to follow the schedule below during weeks that classes are in session. If students wish to work beyond the weeks classes are in session, this can be arranged, but is not expected. There will also be a 3-day orientation prior to the start of the internship in mid-August. Additional information and dates will be provided during the interview process.

Due to the demands of the organization, only students with previous testing experience and/or clinical work with children can be accepted.

Clinical services are provided at Carle Physician Group, an outpatient behavioral health multi-disciplinary practice.

***Advanced* Comprehensive Psychological Assessment, Children, Adolescents and Young Adults**

**Carle Physician Group, Urbana**

**Prerequisite: First Year Practicum at Carle Physician Group**

**Website:** [*http://www.carle.org/MedicalServices/PsychologyPsychiatry.aspx*](http://www.carle.org/MedicalServices/PsychologyPsychiatry.aspx)

This experience is designed to provide senior graduate students opportunities to learn more about the process of clinical supervision by teaching, observing, and providing feedback to students completing the first year of practicum at Carle Physician Group as outlined above. In addition, they will have opportunities to learn more advanced psychological assessments such as the Autism Diagnostic Observation Schedule (ADOS). There may be limited opportunities to also become involved in individual psychotherapy, group psychotherapy, and inpatient testing. Opportunities to provide in-service trainings to staff members at local schools and behavioral health agencies may also be available. Only students who have successfully completed at least one year of practicum at Carle Physician Group and demonstrated exceptional aptitude are eligible for this advanced experience.

Clinical services are provided at Carle Physician Group, an outpatient behavioral health multi-disciplinary practice and possibly at The Pavilion, an inpatient psychiatric hospital and residential treatment center for children and adolescents. Due to limited office space and availability, students must have a personal laptop computer available for use during practicum hours.

**Counseling Center Advanced Practicum, University of Illinois**

**You must be available for a mandatory orientation week begins the week before the beginning of the semester. Additionally, you must be available on Tuesdays from 9am-noon for group supervision.**

**Website*:*** [*http://www.counselingcenter.illinois.edu*](http://www.counselingcenter.illinois.edu)

As a therapist-in-training, to develop and refine skills in:

* Establishing strong relationships with clients
* Conceptualizing clients and their concerns
* Developing and applying a theoretically based plan for treatment with each client
* Using your awareness of yourself as a therapeutic tool
* Group therapy (optional observation depending on availability)
* Initial appointments/assessments

As a colleague-in-training, to:

* Learn how to use supervision effectively
* Give and receive professional, timely, and appropriate feedback to your peers
* Actively participate in developing and maintaining an atmosphere of trust and support during your practicum experience here
* Participate as a professional in a University Counseling Center agency and to learn the workings of such agencies

**Requirements**

* Status as a current graduate student in a counseling or clinical psychology program
* Successful completion of counseling skills course
* Successful completion of counseling theories overview course
* At least one successfully completed therapy practicum placement

**Expectations**

16-20 hour time commitment each week, for the academic year (mid-August to mid-May). These hours will consist of:

* 5-10 direct service hours of individual therapy each week; all client sessions will be audio taped or videotaped
* 1.5 hours of individual clinical supervision each week (provided by the Center)
* 2 hours of group supervision each week (provided by the Center)
* 1 hour of practicum seminar each week (provided by the Center)
* 0.5 hours of supervision each week with group therapy facilitator (if participate in optional group process observation)
* Participation in Initial Appointment training

Discretionary time used to listen to tapes, write notes, prepare for individual and group supervision, and read assigned articles/books

**Cunningham Children's Home**

**Website:** [*http://www.cunninghamhome.org*](http://www.cunninghamhome.org)

Cunningham Children’s Home has a residential treatment program in Urbana that provides therapeutic living programs within the residential treatment center and group home programs. The residential treatment center has four units of approximately 10 clients each for ages 9 to 18.  Cunningham Children’s Home also has two group homes for clients aged 15-18, one for males and one for females.  Clients placed at Cunningham Children's Home often come from dysfunctional, chaotic, and traumatic backgrounds and exhibit a variety of significant emotional, behavioral, developmental, and social problems.  These children and youth often have histories of physical and sexual abuse, chronic neglect, and lack of adequate supervision and parenting.  Some have been incarcerated for various juvenile offenses.  Internship/Practicum experiences could involve a mix of individual counseling, group counseling, family counseling, clinical documentation of assigned caseload and possibly for additional clients, weekly team meetings and/or staffings, and assistance in general milieu therapy activities.  Early experiences in this placement will be focused on interaction with the youth in their milieu environment. Due to the youth’s school day, practicum students need to be available after 3pm. Internship/Practicum students placed here need to complete several days of specialized training in crisis procedures before starting the practicum, typically scheduled the week prior to the beginning of the semester.  Supervision is provided by licensed staff at Cunningham Children's Home (LCPC’s or LCSW’s).

**Disability Resources and Educational Services (DRES), University of Illinois**

**Website:** [*http://www.disability.illinois.edu*](http://www.disability.illinois.edu)

The Division of Disability Resources and Educational Services (DRES) provides various resources and services to U of I students with physical disabilities, chronic medical conditions, learning disabilities, ADHD, head trauma, autism spectrum and psychological disabilities.  Practicum students may pursue experiences in three areas including neuropsychological evaluations, individual/group psychotherapy, and/or coaching.  The practicum student can focus on one area or a combination depending on interests. The neuropsychological evaluations are for U of I students who suspect that they may have a learning disability, attention-deficit/hyperactivity disorder, and/or a psychiatric disorder.  Practicum students would perform intakes, administer all or parts of the testing batteries, score tests, and then integrate information to form a diagnosis, and write reports. Opportunities are also available for short-term and long-term individual therapy, group therapy, and executive skills coaching.

The work is done under the supervision of the two licensed clinical psychologists at DRES. One with experience in rehabilitation psychology and neuropsychology and the other with a school psychology background.  This practicum is an excellent opportunity to obtain more experience giving psychological tests such as the WAIS-IV, WMS-IV, WJ-III Tests of Cognitive Abilities and Tests of Achievement, MMPI-2, MCMI-III, SCID, and various neuropsychological tests.

 Students who want to gain testing experience should have had at least one course in psychological testing and knowledge of the administration of the WAIS-IV.  Students with less testing experience will focus on becoming adept at administering and scoring various tests, while students with more advanced testing experience can begin to integrate information for formulating diagnoses, writing reports, and providing recommendations.

**Neuropsychological Assessment, Carle Physician Group, Urbana**

**Website:** [*http://www.carle.org/MedicalServices/PsychologyPsychiatry.aspx*](http://www.carle.org/MedicalServices/PsychologyPsychiatry.aspx)

In this practicum, graduate students would develop a foundation of brain-behavior relationships, neurological disorders, and neuropsychological assessment.  Learning will take place through clinical evaluations of patients in the Neuroscience Department, individual supervision with staff Neuropsychologist(s) and Postdoctoral Fellows (if available), reading assignments, supervised report writing, and didactic seminars.

The practicum will be 16 hours/week. Interns will be expected to spend approximately 8 to 12 hours per week in direct face-to-face time with adults administering neuropsychological tests and/or conducting diagnostic interviews. Practicum students are encouraged to bring a laptop. Clinical services are provided at Carle Physician Group, an outpatient behavioral health multi-disciplinary practice.

**Student Counseling Services, Illinois State University, Normal, IL**

**Website:** [*http://counseling.illinoisstate.edu/training/*](http://counseling.illinoisstate.edu/training/)

***Externship:*** ISU’s Student Counseling Services addresses the full range of psychological, personal, and vocational concerns of the university’s undergraduate and graduate students.  This academic-year-long extern placement involves individual counseling (8-10 individual clients) in a time-limited setting, 2 hours of face to face supervision, one hour of seminar per week, and 2 hours of paperwork time. A novel opportunity most externs take advantage of is serving as a process observer for a process oriented therapy group. Externs also have the opportunity to shadow the intake process.

The time commitment involves 16 hours (2 full days or equivalent).  Externs would need to be here on a common day and time, most typically Tuesday morning, in order to attend practicum training seminar (usually Tuesdays at 10).  In the recent past, the Student Counseling Services has remained open until 8 p.m. on Wednesday nights, and some externs have elected to make Wednesdays one of their days here to more easily fit the experience into two days. Externs would be guaranteed 2 hours of supervision per week fall semester by a senior staff member (rarely, a seasoned pre-doctoral intern with significant supervision experience). Spring supervision is typically provided by a pre-doctoral intern, and a senior staff member. (Those who fulfill the process observer and other clinical roles successfully are invited to pursue a second externship experience in the following academic year—please see below.)

***ISU Advanced Externship:*** Those externs who successfully fulfill the externship (and the process observer role specifically) are invited to return for a 10-hour-per-week advanced externship the following year. In this experience, externs co-lead a group, see 5 individual clients, and receive an hour of supervision. (We are willing to negotiate for more than the 10-hour-per-week commitment if the extern wishes to earn more clinical hours). Advanced externs are not required to attend seminar.

**Veterans’ Affairs Illiana Health Care System, Danville, IL**

**Website:** [*http://www.danville.va.gov*](http://www.danville.va.gov)

The Psychology Training Program is situated at the VA Illiana Health Care System in Danville, IL. Practicum students are eligible for placements in the Substance Abuse Rehabilitation Program (an RET based program with education, group counseling, stress reduction, and social skills/assertion training); Primary Care Psychiatry (an interdisciplinary team approach that provides psychodiagnostic, psychotherapeutic, and case management services to inpatients and outpatients), and Outpatient Mental Health either at the VA or the Community Based Outpatient Clinics located in West Lafayette, IN.,  (individual, group, and marital psychotherapy to outpatients). There may be additional opportunities available in the PTSD Clinic, or the Psychosocial Residential Rehabilitation Treatment Program (PRRTP).  Summer placements are also sometimes available. The population is primarily male, although with increasing numbers of females, and nearly all clients are Veterans. Practicum students initially shadow their supervisors in their supervisor's normal duties. If desired, there may be opportunity for observing a variety of groups and participating as a group facilitator.  The 16 hours of training generally occurs between the hours of 8:00 and 4:30 Monday through Friday.  Supervision is provided by licensed psychologists, master’s level staff, and occasionally by interns whose supervision is supervised by a licensed psychologist.

**Appendix C**

PRACTICUM COUNSELOR EVALUATION

Counseling Psychology Program, University of Illinois at Urbana-Champaign

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

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

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

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

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

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

**Assessment Methods utilized:**

□ Supervision meetings □ Feedback from other center staff

□ Tape review □ Feedback from professionals outside of the center

□ Client feedback surveys □ Peer feedback

□ Self-assessment □ Record review

□ Case presentations □ Role plays

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

**PROFESSIONALISM**

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

**REFLECTIVE PRACTICE / SELF-ASSESSMENT**

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

**RELATIONSHIPS**

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

**INDIVIDUAL AND CULTURAL DIVERSITY**

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

**ETHICAL-LEGAL STANDARDS AND POLICY**

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

**ASSESSMENT AND DIAGNOSIS**

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

**INTERVENTION**

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

**SUPERVISION**

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

**Strengths of the Practicum Counselor:**

**Growth Areas for the Practicum Counselor:**

**General Feedback:**

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

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

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

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

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

Please return this evaluation to Anita Hund, 188G Education Building, 1310 S. Sixth Street, M/C 708, Champaign, IL 61820. ***If there are problems suggesting that the student should not pass,*** please notify me no later than **XXX.** Thank you for your work!

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

**Appendix D**

EVALUATION OF SUPERVISOR

Counseling Psychology Program, University of Illinois at Urbana-Champaign

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

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

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

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

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

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

**PROFESSIONAL RESPONSIBILITY**

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

**COMMUNICATION**

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

**RELATIONSHIP WITH SUPERVISEE**

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

**TRAINING**

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

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

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

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

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

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

Please return this signed evaluation to Anita Hund by the end of the semester. If you cannot return it by the end of the semester, email [ahund@illinois.edu](mailto:ahund@illinois.edu) and arrange an extended deadline.