

**Seton Hall University**  
**College of Education and Human Services**  
**Department of Professional Psychology and**  
**Family Therapy**

**Counseling Psychology Ph.D. Program**

*Accredited by the American Psychological Association*

**Guide to Practicum Training**  
**2018-2019**

# **Guide to Practicum Training**

## **2018-19**

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## **Introduction**

Counseling Psychology is a broadly-based applied specialty within the science of psychology. As psychologists, we are committed to the generation and application of psychological knowledge based on scientific views of the world. As counseling psychologists, we are engaged in the pursuit and application of psychological knowledge to promote optimal development for individuals, groups, and systems, and to provide remedies for psychological difficulty.

Counseling psychology training programs are committed to the integration of a science base with practice application and the development of research that is relevant to practice. Our ideal is that each scientist would be a practitioner in some field and that each practitioner would be engaged in scholarly inquiry. All counseling psychologists are expected to develop critical thinking skills and be sufficiently skeptical regardless of professional goals. We believe that an attitude of scholarly inquiry is critical to all activities of those educated as counseling psychologists.

Practica in counseling psychology, as in any psychological specialty area, are an extensive, supervised, series of practical experiences in the provision of psychological services. The bringing together of theory and practice through field-based learning can be one of the most exciting, stimulating, and rewarding experiences of a student's graduate career.

This Guide to Practicum Training details policies, procedures and activities for the practicum training components of the doctoral program in Counseling Psychology. Design of the practicum training component of the Program, as well as the policies and procedures to administer them, has been done with close attention to helping students attain the goals of the Counseling Psychology Program and prepare for internship.

While every attempt has been made, and will be made, to keep Program practicum policy consistent with State licensing law, students anticipating application for licensing following graduation should be sure to remain up to date on current policy in regard to State licensing. Such information can be obtained directly from: State of New Jersey, Department of Law and Public Safety, Division of Consumer Affairs, Board of Psychological Examiners, Halstead St., Newark, NJ (973-504-6470).

Students have the responsibility to satisfy the Program practicum requirements that are in effect at the time of their admission. Students are encouraged and will be expected to consult with the Practicum Coordinator and to obtain all necessary permission before beginning any practicum. Failure to do so will result in denial of credit for hours spent in an unapproved setting.

## **Sequence of Practicum Training**

Practicum training continues for six semesters and is designed to be a sequentially graded training experience. The first two semesters (CPSY9774: Theories and Techniques of Counseling and Psychotherapy in Counseling Psychology and CPSY 8563: Practicum in Counseling Psychology I) are a pre-practicum consisting of a highly structured set of experiences. The two semester sequence of pre-practicum training consists of intensive classroom skill development along with clinical rotations in integrated care at a medical center. Each semester-long rotation requires spending 7 hours at the site. First year practicum students will be involved in service delivery at each site at a level commensurate with an entry level doctoral student. The remaining four semesters of practicum are done at an off-campus site during which students are expected to complete 16 hours per week. At the completion of the six semesters of practicum training, students will have accumulated approximately 1200 practicum hours. Program faculty will evaluate each student's therapeutic and interpersonal skills as demonstrated in the classroom and their on-site supervisor evaluations before an off campus practicum placement is approved.

Students should expect to enroll in CPSY9774: Theories and Techniques of Counseling and Psychotherapy in Counseling Psychology in the Fall, and CPSY8563: Practicum in Counseling Psychology I and its associated lab in the Spring of their first year in the Program. Students should expect to enroll in CPSY8564: Practicum in Counseling Psychology II during the Fall and CPSY8565: Practicum in Counseling Psychology III during the Spring of their second year in the Program. During the third year in the Program, students should expect to enroll in CPSY8566: Practicum in Counseling Psychology IV during the Fall and CPSY8568: Practicum in Counseling Psychology V during the Spring. If students are on practicum sites that require them to start in the summer, they will have to register for a 1-credit practicum supervision class during the summer. Although it is expected that experience levels will differ in all five practica, the level of student involvement and the complexity of the work performed will naturally increase as the students' experience and training increases. In their fourth year, students often choose to complete an additional year of practicum training in preparation for internship. During that year, they must register for CPSY 8003 (1 credit) each semester.

## **Cultural and Individual Differences**

A critical dimension of field training involves the enhancement of the student's awareness, knowledge and skills in

dealing with clients from culturally diverse backgrounds and reflecting a wide range of individual differences. These include clients with disabilities and individuals of different culture, gender, race, social economic status, sexual orientation, age, color, ethnicity, language, national origin, and religion. Each student is expected to develop sensitivity, knowledge, and skills appropriate to working with such diversity. Opportunities for such experiences are likely to be readily found at all practicum sites - indeed availability for such experiences is a criteria for site approval - and students are expected to review these experiences regularly with Field Supervisors and within the on-campus practicum class. Students are encouraged to visit the homepage for APA's Public Interest Directorate ([www.apa.org/pi/homepage.html](http://www.apa.org/pi/homepage.html)) for up-to-date information, including guidelines and resolutions, on cultural and individual differences, including the Multicultural Guidelines approved as policy by the APA Council of Representatives in 2017.

## Appropriate Practicum Placements

Appropriate practicum placements are discussed with students at their annual portfolio reviews. In addition, students must obtain approval from the Practicum Coordinator prior to beginning any practicum placement. Failure to do so will result in the student not receiving credit for hours served prior to approval. Students may not, under any circumstances, utilize their place of employment as a practicum site. Practicum training is intended to broaden students' experience and professional training beyond that which could be expected at any single place of employment. Similarly, the need for on-site supervision could create a conflict of interest for both the student/employee and the on-site practicum supervisor/colleague.

Practicum settings may include community mental health centers, departments of psychology/psychiatry in general hospitals (or psychiatric hospitals), college counseling centers, VA hospitals, or other settings approved by the Practicum Coordinator. The Practicum Coordinator will consider the breadth and depth of experience offered at a site, rather than the setting, in determining appropriateness. In all cases, on-site supervision by a licensed psychologist or license-eligible individual (i.e., an individual who by virtue of their academic training and experience makes them eligible for licensing as a psychologist in New Jersey) is required. Except in unusual cases, advanced (third year) practicum students should be supervised by a psychologist licensed for a minimum of 2 years, which is consistent with requirements for internship and postdoctoral work.

Students should research potential sites through the wiki page of NYNJADOT/PSYDNYS sites. The Practicum Coordinator will assist students in their search by providing students information based on feedback from prior students who have been at various sites. Once a training site is selected and approved, students will enter into a contractual arrangement with the site that documents required hours of service, range of clinical experiences the student will participate in, the name and credentials of the supervisor, supervision arrangement and schedule and all other pertinent data specific to the site and arrangement (see Appendix A and Appendix B).

## Required Practicum Hours

Note: Students are encouraged to begin to research internship sites early so as not to find that they have fewer than the needed number of hours for a preferred site. The best source for information about internship sites is the APPIC Directory. The APPIC Directory can be accessed at APPIC's website at [www.appic.org](http://www.appic.org). The Counseling Psychology Program can not assure that the Program's minimum practicum requirements will satisfy every internship site. Students anticipating application to internship sites that require more than the minimum hours required by the Program will be able to complete additional practicum training.

For Practicum II-V, students will be expected to complete 16 hours per week at an approved site. Commencement of placements will depend on the site, as will the end date of placements. By the end of the year, each student should have at least 1200 hours of on site practicum experience prior to application for internship. According to the consortium rules, students can not complete more than 16 hours per week. Again, students are encouraged to consult internship requirements for internship sites of interest so as to be sure that adequate practicum experience is obtained. Second and third year practicum students should document approximately 175 direct clinical hours per semester and a minimum of 35 hours of supervision, 18 hours of which must be occur through individual supervision. The other 90 hours per semester should involve case conferences, report writing, in-service hours and other activities that support the clinical service delivery.

While the academic calendar should be seen as a guide for practicum scheduling, students should be aware that individual sites may require alternate start and end dates. Students may not begin direct clinical service delivery at an approved site until the semester commences in the fall unless they are enrolled in an independent study with a licensed program faculty member. Likewise, students may not continue in a practicum following the end of the Spring semester unless they are enrolled in an independent study with a licensed program faculty member. Students should not expect that University holidays necessarily coincide with holiday schedules at their sites.

Students will work in consultation with the Practicum Coordinator to determine how their individual practicum experience will be structured for off-campus placement in CPSY8564: Practicum in Counseling Psychology II through CPSY8568: Practicum in Counseling Psychology V. It is recommended that placements run for 2 consecutive semesters allowing students extended experience at each of 2 sites. **If difficulties arise during the placement, the instructor of the practicum class and the Practicum Coordinator should be made aware of the situation immediately, with mediation to follow accordingly. If the grievance cannot be resolved, a change of placement site will be approved.**

## Competencies to be Developed

The practica in Counseling Psychology at Seton Hall University are designed to help develop interviewing, diagnostic, assessment, and therapeutic skills aimed at prevention, remediation, and psychoeducation. In addition, students gain hands-on experience in other aspects of the professional practice of psychology, such as staff meetings, case conferences, and report writing. The development of the core professional skills is viewed in the broadest way and includes acquisition of specific intervention skills, understanding of and ability to use conceptual skills, personal growth as it relates to awareness of and appropriate handling of emotional reactions to clients, awareness and appreciation of human diversity, and the development of mature, ethical professionalism.

**Counseling Psychology Program Aim A2:** Understand the role of the counseling psychologist within the broader profession of psychology, including an understanding of ethical and legal issues and of the limitations and scope of counseling psychology practice and research.

**Practicum and Aim A2:** Practicum experience in counseling psychology is expected to be broad based reflecting the multifaceted nature of professional practice in this specialty area and consistent with the *Ethical Principles and Code of Conduct* (APA, 2002, 2010), *Guidelines for Psychological Practice in Health Care Delivery Systems* (APA, 2013, *American Psychologist*, 68, 1-6), including up-to-date guidelines and resolutions on Americans with disabilities and cultural and individual differences (refer to <http://www.apa.org/practice/guidelines/index.aspx>), the *Multicultural Guidelines* (APA, 2017, available on the internet at <http://www.apa.org/about/policy/multicultural-guidelines.aspx>). As such, practicum experience should provide the student with the opportunity to provide therapeutic service to individuals as well as families for problems that compromise what would otherwise be adequate daily functioning. Diversity in presenting problem, cultural background, socioeconomic level, and life style of clients is essential.

**Assessing outcomes for aim A2 in practicum:** Aim A2 will be assessed in the practicum sequence by the student achieving a grade of B- or above in all practicum courses. In addition, the On-Site Supervisor's Evaluation of Practicum Trainee (Appendix C) directly and indirectly evaluates each student's understanding of the role and scope of counseling psychology practice. The On-Site Supervisor's Evaluation of Practicum Trainee and the Pre-Practicum Evaluation Form (Appendix D) specifically evaluate each student's understanding of ethical issues and indirectly evaluates each student's understanding of legal issues.

Practicum training is expected to provide the student with an ongoing experience that fosters professional development as a counseling psychologist. To this end a natural synthesis of research and practice is expected wherein students not only use the available published research to help guide their approach to treatment when working with individuals or families but also: 1) become familiar with and take part in (where possible) on site research at practicum sites; 2) engage others at the practicum site in discussions of research pertinent to the work of the practicum site, and 3) integrate current research findings into clinical presentations that are a normal part of practicum site staff meetings.

Education and training in the integration of research and professional practice begins in the first year of practicum and continues through the final year with a gradual increase in responsibility for, and complexity of, the practice experiences with which the student is involved. The goals in the area of integration of research and practice are followed by specific competencies developed in the practicum sequence.

**Counseling Psychology Program Aim B1:** Demonstrate the ability to critically and substantially independently evaluate current research findings as published in scientific journals, to formulate research questions and incorporate such findings into the practice of counseling psychology, to work both independently and collaboratively with peers in conducting research, and to communicate, through both publication and presentation, independent research conducted in the field

**Practicum and aim B1:** Ideally students would be able to become involved with program research at practicum sites. Recognizing that this is not always possible, students are expected to use the professional literature to help guide all phases of their work.

**Counseling Psychology Program Aim B2:** Demonstrate well-developed interpersonal skills as counseling psychology practitioners, as well as the ability to apply theoretical knowledge and practical techniques from a variety of orientations in work with individuals, groups, couples, families, organizations, and in supervision and training.

**Practicum and aim B2:** Students must demonstrate well-developed interpersonal skills before being allowed to do an off campus practicum in second year of the Program. Practicum experience should afford students the opportunity to apply a wide variety of counseling and psychotherapeutic interventions. The Counseling Psychology Program does not expect that students will work exclusively from any single model of counseling/psychotherapy. Rather, practicum training should offer diversity of experience and the opportunity to be exposed to a number of intervention strategies. Individual, family and group experience is expected with individuals at various ages across the life span.

**Counseling Psychology Program Aim B3:** Demonstrate competency in psychological, career/vocational, psychoeducational, and organizational assessment, intervention, and evaluation procedures using a variety of methods for the purpose of defining client assets and problem areas of functioning that will inform brief or time-limited interventions, as well as preventive programming.

**Practicum and aim B3:** Practicum experience should provide the student with the opportunity to select and use a range of assessment techniques including cognitive, neuropsychological, personality, interest, aptitude and achievement. Assessment should be integrated into direct service delivery and students should have the opportunity to generate assessment reports designed to assist in treatment planning for brief or time-limited interventions, as well as planning, delivering, and evaluating preventive programming.

**Counseling Psychology Program Aim B4:** Demonstrate skill and sensitivity in tailoring assessment, intervention, and evaluation efforts to a diverse client population, including individuals with disabilities and individuals of different culture, gender, race, social economic status, sexual orientation, age, color, ethnicity, language, national origin, and religion.

**Practicum and aim B4:** Practicum sites should provide counseling experience with a wide range of clients, as described above. Further, it is highly desirable that on-site supervisors and staff represent a variety of ethnic and cultural backgrounds, or at least demonstrate a high level of sensitivity to multicultural issues. Over the course of the three-year practicum sequence and one-year internship, students are expected to work with clients who are different from the student, covering as many of the following areas as possible: age, gender, race, culture, disability, socioeconomic status, religion, or sexual orientation.

**Assessing outcomes for aims B1-B4 in practicum:** Aims B1-B4 are assessed in the practicum sequence in three ways: 1) the student achieving a grade of B- or above in all practicum courses, 2) the completion of work samples as partial fulfillment of course requirements in some practicum courses, and 3) the evaluation of on-site practicum supervisors using the On Site Supervisor's Evaluation of Practicum Trainee form, which appears in Appendix C.

Ongoing formative evaluation of the practicum experience is carried out by the student, field supervisor, and the on-campus practicum instructor throughout the placement. At the end of each semester of practicum, a formal assessment is conducted. The field supervisor evaluates, in writing, the student's abilities in each practicum activity and the capacity to utilize supervision. These evaluations are used to assign practicum grades, are used in the portfolio reviews, and are reviewed by the faculty as part of an ongoing process of self-study and development. Appendix C contains a copy of the On-Site Supervisor's Evaluation of Practicum Trainee form.

A grade in each practicum cannot be awarded unless the student receives an overall evaluation by the practicum supervisor, using the On-Site Supervisor's Evaluation of Practicum Trainee rating form (see Appendix C). By the end of the placement, students' supervisor evaluations must average at least 4 and must not include any ratings of 1 or 2 on items Q8-Q24. If these minimum standards are not met, students may receive a grade of incomplete in their practicum and may be placed on remediation at the discretion of the faculty. A satisfactory course grade may be awarded when the on-site supervisor's evaluation indicates that the student's performance no longer meets these criteria. Depending on the severity of the concerns, evidence of improvement may be demonstrated by a supplemental evaluation in the following semester, or it may be necessary for the student to complete an additional placement.

In addition, work samples are an important vehicle for assessing student achievement of goals B1-B4 in practicum. The preparation of and the format for work samples are discussed in the "Preparing Work Samples" section of the doctoral student handbook. The practicum sequence requires that each student produce work samples in the areas described below, and that these work samples be added to their portfolio. The annual portfolio review will determine whether students have attained aims B1-B4 sufficiently to continue to the next phase of doctoral work.

**Assessment & Intervention Work Sample #1:** As part of CPSY8565: Practicum in Counseling Psychology III, students are evaluated on their ability to do an assessment and intervention, and to evaluate the effectiveness of the intervention. The work sample should include both an assessment and intervention component, on an individual, couple, family, or group. The intervention component must also address the question, "How do I know that what I did was effective?"

**Assessment & Intervention Work Sample #2:** As part of CPSY8568: Practicum in Counseling Psychology V, students are evaluated on their ability to do an assessment and intervention, and to evaluate the effectiveness of the intervention. The work sample should include both an assessment and intervention component, on an individual, couple, family, or group. Again, the intervention component must also address the question, "How do I know that what I did was effective?"

## Record Keeping

Data on specific training experiences are to be maintained on a weekly basis and submitted as part of the portfolio review at the end of the year. Time2Track should be used to report the type and amount of psychology service performed and supervision received at the practicum site. This form will be reviewed at your annual portfolio review. The reporting of practicum experiences is also required on the universal application form [APPIC Application for Psychology Internship (AAPI)] for internship training used by APPIC member internship sites. Students should become regular visitors to the APPIC website to view the information, and definition of the information, requested on the AAPI (<http://www.appic.org>).

## Ethical Considerations

All aspects of practicum work must be completed in full compliance with the *Ethical Principles of Psychologists and Code of Conduct* (APA, 2002/2010). As part of informed consent to therapy, all clients must be informed of the student's trainee status, and students are expected to provide their on-site supervisor with a list of all clients they are seeing. Students are expected to discuss any questions that they have about possible ethical conflicts with both their on-site supervisor and the on-campus practicum instructor prior to engaging in any activity that might be construed as a compromise of ethics. In the event that a client or anyone else makes a report to Program faculty of conduct by a practicum student that alleges a violation of the *Ethical Principles of Psychologists and Code of Conduct*, the student and the student's on-site supervisor will be notified of the allegation in writing within 5 days. The student will be required to suspend direct client contact until the allegation is evaluated. The student must provide a written response to the allegation within 15 days. Upon receipt of the response it will be reviewed by the Program faculty in concert with the on-site supervisor.

In the event that the person making the allegation chooses not to pursue formal legal channels the faculty reserve the option of recommending disciplinary action to the Dean and/or requiring actions by the student to help protect against future ethical compromises (e.g., additional exposure to ethical training, additional supervision) if it determines that the student has acted in an unethical manner. In such cases the faculty will determine when the student can resume practicum.

Students must understand that the policy cited above does not in any way replace policy in place at the practicum site where the student is placed. Students would be subject to whatever on-site policy exists in regard to ethical matters. Similarly, program policy in no way takes the place of or takes priority over the avenues of redress available to those making allegations of ethical misconduct.

Graduate psychology students are bound to adhere to the ethical principles. When ethical issues arise at your practicum or GA site, students may feel conflicted on how to address the issues. Based on the principles and guidelines, if the behavior or conduct of a graduate student colleague is the concern, you should attempt to resolve it by first bringing it to their attention if an informal resolution appears to be sufficient and the behavior does not represent imminent harm to the student, clients, research participants, supervisors or faculty.

If the behavior falls in the latter category, you need to immediately inform your clinical site supervisor if this is practicum/internship related. Next, inform your training director. If you are uncertain about what to do, contact your training director.

It is important that you ask your site supervisors for policy and direction on addressing critical incidents at your site. Do this at the beginning of the training year.

## Insurance

Counseling Psychology doctoral students are required to maintain student liability insurance against malpractice in the amount of \$1,000,000/\$3,000,000 throughout the time they are enrolled in and completing practicum. Once initiated it would be a good idea to maintain the liability insurance for the duration of graduate training and until the next level of professional insurance is acquired. This policy is consistent with national professional training standards and is intended to protect students. Further, students are required to maintain medical insurance coverage throughout the program.

Liability insurance can be obtained from the American Psychological Association Insurance Trust (APAIT). The APAIT can be contacted at: APA Insurance Trust Professional Liability Insurance Program, P.O. Box 93124, Des Moines IA, 50393, or by calling 1-800-852-9987.



## **Evaluation of Practicum Site**

After each practicum, the student evaluates, in writing, the practicum site. These evaluations are reviewed by the faculty to ensure the site is providing the expected experience for students. Appendix H contains a copy of the Student Evaluation of Practicum Placement form. Additionally, the Practicum Coordinator will arrange an on-site visit each year with the on-site supervisor to review the quality of the practicum experience provided by the site.

## **Steps in the Practicum Process**

1. Practicum sequence is planned in consultation with the Practicum Coordinator on an individual basis and with the Program faculty at the time of the yearly portfolio review.
2. Register for CPSY9774: Theories and Techniques of Counseling and Psychotherapy in Counseling Psychology the fall and CPSY8563: Practicum in Counseling Psychology I in the spring of year one. Register for CPSY8564: Practicum in Counseling Psychology II during the fall and CPSY8565: Practicum in Counseling Psychology III during the spring of year two. Register for CPSY8566: Practicum in Counseling Psychology IV during the fall and CPSY8568: Practicum in Counseling Psychology V during the spring of year three. Students are also required to register for a 1-credit practicum supervision class if students start at their practicum site in the summer, and 1 credit each semester of their fourth year, if they choose to complete an additional placement.
3. In consultation with the Practicum Coordinator, obtain practicum placement by March 31 for a Fall start date. Students are encouraged to participate in the Match to obtain practicum placements.
4. Obtain student malpractice insurance. Once obtained, evidence of coverage (cover sheet to policy) must be given to the Training Director so it can be placed in the student's file.
5. At the beginning of each practicum placement, develop a contract in consultation with the Practicum Coordinator and field supervisor. Appendices A and B contain a copy of the Practicum Contract and Supervision Agreement form. File a copy of this contract with 1) the Practicum Coordinator (who will make it part of the student's file), and 2) the field supervisor. Students should be aware that some sites may have an additional contract that must be executed prior to beginning placement. In such cases the student is responsible for obtaining all needed signatures.
6. Ensure that all documentation is properly completed and submitted in a timely fashion. Students should be sure to maintain a personal file of all documents. This is important not only for proper documentation during graduate training, and for internship applications, but also for documentation following graduation for different credentialing boards.

## **Direct Observation**

Practicum students are required to be observed directly at least once per evaluation period as part of the practicum experience. Direct observation can be in the form of reviewing audio/video-taped sessions or live observation.

## **Responsibilities**

The Program requires that practicum students are supervised by a licensed psychologist or equivalent at the field placement. If the immediate supervisor on site is not a licensed psychologist she/he must be doctoral level, license eligible, and the site must have a licensed psychologist who is ultimately responsible for the direct delivery of client service and who is responsible for training.

The Program cannot emphasize enough the importance of the practicum experience and the need for the student to be aware of all responsibilities in this area. The responsibilities of both the supervisor(s) and the student are listed below.

## **On-Site Supervisor Responsibilities**

1. Be sure that the student has the opportunity to be properly oriented to the work and staff at the placement site. This is an essential first step in the actual on-site process and serves to acculturate the student to the new environment and legitimize their presence.
2. Clarify student's role and all expectations of the student at the start of practicum.
3. Monitor the student's work closely, particularly during the initial phase of beginning to acquire client contact. This should include screening clients to be sure that they are appropriate to the skill level of the student.
4. Provide regularly scheduled periods of supervision in an approximate ratio of 1 hour per 5 hours of one-on-one

client contact.

5. Provide direct observation of the student at least once per evaluation period.
6. Provide written feedback to the on-campus Practicum Coordinator in a timely fashion so that student's progress can be properly monitored. Copies of these evaluation reports should be made available to the student.

### **Student Responsibilities**

1. Maintain an accurate log of all activities conducted as part of each semester's practicum.
2. Meet regularly with the on-site practicum supervisor for supervision.
3. Maintain close communication with the on-site practicum supervisor during all phases of the practicum experience.
4. Attend on-campus practicum classes as required and complete all assignments associated with the on-campus practicum class.
5. Submit all documentation, forms, and contracts as required in a timely fashion.
6. Obtain additional health screenings and/or criminal background checks prior to starting at their placement, if required by the site.
7. Maintain professional liability insurance in effect during the entire practicum sequence. Since this insurance will be needed again for the internship, and since the many policies require they must be in force at the time a claim is filed regardless of when the incident occurred, students should consider maintaining liability insurance. Students are required to give the Director of Training a copy of the face sheet of the insurance policy each semester to be maintained in their files.
8. Conduct all activities in a way that is consistent with the *Ethical Principles of Psychologists and Code of Conduct* (APA, 2010). Refer to the section titled *Ethical Considerations* for details on the handling of questions related to misconduct. Students encountering ethical dilemmas at the training site are to review the situation with the Practicum Coordinator.

## Appendix A: Practicum in Counseling Psychology II-V Contract

### Affiliation Agreement

Seton Hall University

and

\_\_\_\_\_

AGREEMENT made this \_\_\_\_\_ day of \_\_\_\_\_, 201\_\_\_\_  
between \_\_\_\_\_, located at \_\_\_\_\_  
\_\_\_\_\_ (hereinafter the "Site")  
and Seton Hall University, through its College of Education and Human Services, Department of  
Professional Psychology and Family Therapy, located at 400 South Orange Avenue, South Orange, New  
Jersey 07079 (hereinafter the "University").

WHEREAS, the University offers graduate programs in counseling, psychology, and marriage and family therapy and seeks to enter into an affiliation with the Site for purposes of providing clinical experiences for University students in these degree programs; and

WHEREAS, the Site operates a facility at the above address and seeks to enter into an affiliation with the University in order to provide the University's students an opportunity to obtain clinical experience related to these programs (the "Practicum/Internship").

NOW THEREFORE, in consideration of the foregoing and the mutual promises and covenants set forth herein, the parties agree as follows:

#### **I. SITE RESPONSIBILITIES**

##### **1. Administrative Services and Support**

The Site shall provide the following:

- a. **Support.** Administrative support including, but not limited to, resources and specific budgetary resources for the Practicum/Internship as described herein.
- b. **Orientation.** Comprehensive orientation to the Site, including but not limited to, policies, philosophy, procedures, protocols, rules and expectations.
- c. **Role Models.** Commitment to provide a variety of roles models that represent the diversity of professionals in the field. The Site will afford students the opportunity to interact with a diverse staff and client/patient population whenever feasible.

##### **2. Supervision**

The designated supervisor at the Site shall provide the following:

- a. Continuity. The supervisor shall be responsible for providing a continuity of supervision of the University's students and providing supervised activities and experiences as described herein. If the supervisor is no longer able to supervise or terminates his/her relationship with the Site, the Site administration is responsible for securing, in a timely manner, a supervisor who holds the credentials, training and experience required by the Practicum/Internship.
- b. Expertise. The supervisor shall be a clearly designated licensed or license-eligible professional appropriate to the degree program.
- c. Client welfare. The supervisor shall ensure that the Site personnel provide clinical direction and supervision to the students participating in the Practicum/Internship. Site personnel are responsible for all client/patient contact and patient care and all decisions regarding patient care. In the event of a difference of opinion concerning the care of a patient, the decision of Site personnel shall prevail and control all parties involved.
- d. Documentation. The supervisor shall monitor, verify or certify and approve the number of student hours and appropriate categories of client contact, based upon the student's documentation, to the Site and University.
- e. Disciplinary Actions. The supervisor will inform the student, Site administration, and Program Clinical Coordinator of potential disciplinary issues in a timely manner. The Ethical and Professional Guidelines of the respective accrediting bodies and Site and University policies and procedures shall serve as the bases for such issues.
- f. Evaluation. The supervisor shall provide evaluation(s) of each student at intervals specified by the degree program in which the student is enrolled.

### **3. Supervised Activities and Experiences**

The Site shall provide supervised training activities/experiences that are:

- a. Integral to the regular performance of the Site's normal professional functions, duties and responsibilities.
- b. Affirming of, and demonstrating a high regard for, human dignity. Students shall not be required to participate in practices that restrict the exercise of civil or human rights of any person or which impair the quality and nature of professional training in psychology as defined by the respective accrediting entities.
- c. Continuous and sequenced in an organized manner and encompass a variety of presenting problems.
- d. Consistent with the fulfillment of minimum hours and categories of client/patient contact as required by the student's degree program.
- e. Facilitative of audio and videotaping of student interaction with clients, if appropriate to client welfare, and not prohibited by Site policy.

- f. Conducive to opportunities for research in applications of theory and practice, if possible and practical.
- g. Necessary to meet requirements established by state policy-making boards.
- h. No student shall be required to participate in any experience or activity that is contrary to the Catholic mission of the University.

#### **4. Evaluation**

- a. Each student will be evaluated according to clearly pre-defined criteria and a schedule as specified in a separate document provided by the University to the Site supervisor.
- b. Evaluations will be shared verbally with the student and provided in written form to the administration of the Site, the student and the Program Clinical Coordinator.

#### **5. Data Security Requirements to Protect the Confidentiality of Student Education Records**

- d. a. Protection of Confidential Data. The Site agrees to abide by the limitations on re-disclosure of personally identifiable information from education records set forth in The Family Educational Rights and Privacy Act (20 U.S.C. §1232g; 34 CFR § 99.33 (a)(2) ) and with the terms set forth below. 34 CFR 99.33 (a)(2) states that the officers, employees and agents of a party that receive education record information from the University may use the information, but only for the purposes for which the disclosure was made.
- e. b. Definition. Covered data and information (CDI) includes paper and electronic student education record information, including evaluations: 1) supplied by the University and/or the University's students to the Site or 2) created by the Site in connection with this Agreement between the parties.
- f. c. Acknowledgment of Access to CDI. The Site acknowledges that this Agreement allows the Site access to CDI.
- g. d. Prohibition on Unauthorized Use or Disclosure of CDI. The Site agrees to hold CDI in strict confidence. The Site shall not use or disclose CDI that it creates or is received from, or on behalf of, the University (or its students) except as permitted or required by this Agreement, as required by law, or as otherwise authorized in writing by the University. The Site agrees not to use CDI for any purpose other than the purpose for which the disclosure or creation was made.
- h. e. Return of CDI. Upon termination, cancellation, expiration or other conclusion of this Agreement, the Site shall return all CDI to the University or, if the CDI was provided by a student, the Site shall return the CDI to the student.
- i. f. Maintenance of the Security of Electronic Information. The Site shall develop, implement, maintain and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all electronically maintained or transmitted CDI received from, or on behalf of the University or its students, or created by the Site. These measures will be extended by contract to all subcontractors used by the Site and shall survive the termination or expiration of this Agreement.

- j. g. Remedies. If the University reasonably determines in good faith that the Site has materially breached any of its obligations under this Data Security Section, the University, in its sole discretion, shall have the right to terminate this Agreement immediately if cure is not possible.
- k. h. Reporting of Unauthorized Disclosures or Misuse of Covered Data and Information. The Site shall, within one (1) day of discovery, report to the University any use or disclosure of CDI not authorized by this Agreement or in writing by the University. The Site's report shall identify: (i) the nature of the unauthorized use or disclosure, (ii) the CDI used or disclosed, (iii) who made the unauthorized use or received the unauthorized disclosure, (iv) what the Site has done or shall do to mitigate any deleterious effect of the unauthorized use or disclosure and (v) what corrective action the Site has taken or shall take to prevent future similar unauthorized use or disclosure. The Site shall provide such other information, including a written report, as reasonably requested by the University.
- l. i. Indemnity. Notwithstanding anything to the contrary in this Agreement, the Site shall defend and hold the University harmless from all claims, liabilities, damages, or judgments involving a third party, including the University's costs and attorney fees, which arise as a result of the Site's failure to meet any of its obligations under this Data Security Section.

m. **6. Insurance**

- n.
- a. Throughout the term of this Agreement, the Site agrees to provide and maintain general liability insurance coverage in the minimum amounts of one million dollars (\$1,000,000.00) per occurrence and three million dollars (\$3,000,000.00) in the aggregate, per year, and licensed professional liability insurance coverage in the minimum amounts of one million dollars (\$1,000,000) per occurrence and one million dollars (\$1,000,000) in the aggregate, per year, for its own employees, staff and volunteers participating in the Program. The Site shall provide the University with evidence of such coverage upon request. The Site further agrees to include and list the University as an additional insured and shall not cancel said policies of insurance without providing the University thirty (30) days advance written notice thereof. The insurance coverage provided to the University as an additional insured shall be primary and non-contributory.
- b. The Site shall comply with any and all requirements under applicable workers compensation laws with respect to coverage for Site employees in connection with their activities under this Agreement.

7. **Representation and Warranty**

- a. The Site represents and warrants to the University that the Site and its members, directors, officers, employees, Site supervisors and agents (collectively "Personnel") (i) are not listed on the General Services Administration's Excluded Parties List System ("GSA List"), and (ii) are not suspended or excluded from participation in any federal health care programs, as defined under 42 U.S.C. § 1320a-7b(f), or any form of state Medicaid program (collectively, "Government Payor Programs"), and to the Site's knowledge, there are no pending or threatened governmental investigations that may lead to suspension or exclusion of Site or Personnel from Government Payor Programs or may be cause for listing on the GSA List.
- b. The Site shall inform the University if: (i) a claim or suit is brought against the Site supervisor for alleged malpractice or professional liability; (ii) the Site supervisor's license has been suspended, revoked or placed on probation by a licensing board, board of examiners or any other governmental entity that regulates their profession; or (iii) the Site supervisor is convicted of a misdemeanor or felony.
- c. The Site agrees to notify the University of any suspension or exclusion from Government Payor Programs

under Section 7.a. above or any allegation or action in connection with the Site supervisor under Section 7.b. above, within three (3) business days of the Site's first learning of it. The University shall have the right to immediately terminate this Agreement upon learning of any such suspension or exclusion.

## **8. Complaint Procedure**

- a. It is the responsibility of the Site to provide and maintain a safe environment for students and any University faculty at the Site and to establish procedures by which University students or University faculty at the Site may report inappropriate actions occurring at the Site, including but not limited to claims of discrimination, sexual harassment, sexual misconduct, retaliation and/or whistleblowing. The Site shall take prompt and effective steps to investigate, eliminate and prevent both recurrence of any inappropriate actions and any retaliation against anyone involved in the review of any such claims. The Site shall keep the University apprised of its investigation and findings so that University can evaluate the actions taken in order to determine the University's course of action.

## **II. UNIVERSITY RESPONSIBILITIES**

### **1. Administrative services and support**

The University shall provide the following:

- a. Support. Appropriate administrative support for the Practicum/Internship as described herein.
- b. Orientation. General orientation to the Site supervisor regarding the degree program, its requirements, objectives and the purpose and nature of the Practicum/Internship experience, including but not limited to policies, philosophy, procedures, protocols, rules and expectations.

### **2. Supervision**

The designated Program Clinical Coordinator (hereinafter "Coordinator") shall provide the following:

- a. Continuity. The Coordinator shall monitor supervision and supervised experiences by communicating with the Site supervisor and other relevant Site personnel and serving as the liaison among the Site supervisor, the University, the student(s) and the course instructor of the Practicum/Internship (if different from the Coordinator).
- b. Expertise. The Coordinator shall be a licensed or license-eligible professional appropriate to the degree program.
- c. Client contact. The Coordinator may recommend to the Site supervisor, appropriate categories of client contact.
- d. Documentation. The Coordinator shall maintain records of the number of each student's hours and categories of client contact, based upon each student's documentation, available to the Site and University.
- e. Disciplinary Actions. The Coordinator will address disciplinary issues raised by either party to this Agreement. The Ethical and Professional Guidelines of the respective accrediting bodies and Site and University policies and procedures shall serve as the bases for such issues as well as University and Program policies.
- f. It is understood by the parties that the University will not be required to provide any on-Site supervision.

### 3. **Insurance**

- a. Throughout the term of this Agreement, the University agrees to provide and maintain general liability insurance coverage in the minimum amounts of one million dollars (\$1,000,000.00) per occurrence and three million dollars (\$3,000,000.00) in the aggregate, per year, and licensed professional liability insurance coverage for each student and faculty member participating in the required curriculum activities of the Practicum/Internship at the Site in the minimum amounts of one million dollars (\$1,000,000.00) per occurrence and one million dollars (\$1,000,000.00) in the aggregate, per year. The University shall provide the Site with evidence of such coverage upon request.
- b. The University shall comply with any and all requirements under the Workers Compensation laws of the State of New Jersey with respect to coverage for University employees in connection with their activities under this Agreement.

### III. **INDEMNIFICATION**

1. University agrees to defend, indemnify and hold harmless the Site, its directors, trustees, officers, employees and agents from and against any and all claims and liabilities (including reasonable attorney's fees and expenses incurred in the defense thereof) relating to personal injury or property damage to the extent arising out of negligent acts or omissions of the University and/or its regents, trustees, officers, employees, students or agents in connection with their responsibilities under this Agreement.
2. In addition to its indemnity responsibilities in connection with data security under Section I.5, the Site agrees to defend, indemnify and hold harmless the University, its regents, trustees, officers, employees, students and agents from and against any and all claims and liabilities (including reasonable attorney's fees and expenses incurred in the defense thereof) relating to personal injury or property damage to the extent arising out of conditions existing at the Site or the negligent acts or omissions of the Site and/or its directors, trustees, officers, employees or agents in connection with their responsibilities under this Agreement. If the University incurs any expenses, including but not limited to attorneys' fees, in connection with enforcing the Site's obligation to defend, indemnify and/or hold the University and/or its students harmless, the Site agrees to reimburse the University for any and all such expenses.
3. Each party agrees that it shall give the other party prompt written notice of any claim, threatened or made, or suit instituted against it which could result in a claim for indemnification above.
4. Both parties agree that in the event that indemnification is sought under this provision, the party seeking indemnification shall furnish the indemnifying party, upon request, all information and assistance available to the indemnified party for defense against any such claim, suit or demand.

### IV. **JOINT RESPONSIBILITIES**

1. It is mutually agreed and understood that nothing in this Agreement implies an employee/employer relationship between University instructors or students and the Site. The parties shall be independent contractors with respect to each other.
2. This Agreement shall be governed, interpreted and construed in accordance with the laws of the State of New Jersey.
3. The parties shall not discriminate on the basis of race, creed, color, religion, veteran's status, marital



status, gender, pregnancy, age, national origin, ancestry, affectional or sexual orientation, disability, gender identity or expression, domestic partnership or civil union status, genetic information or membership in any other group protected by state or federal law.

4. All matters of material concern to the Site and University in connection with the Practicum/Internship and/or this Agreement shall be discussed by the parties as the need to do so arises.
5. All notices to the parties must be in writing, signed by the party giving it, and shall be deemed delivered when delivered in person or three (3) days after deposit in the United States mail, postage prepaid, addressed as follows:

University Representative  
Maureen Gillette, Ph.D.  
Dean, College of Education and Human Services  
468 Jubilee Hall  
Seton Hall University  
400 South Orange Avenue  
South Orange, NJ 07079

Site Representative  
Name & Title  
Site  
Address  
City, State, Zip

6. The term of this Agreement shall be from \_\_\_\_\_ until \_\_\_\_\_.
7. This Agreement may be terminated at any time by mutual consent of the parties or it may be terminated by either party upon thirty (30) days' written notice to the other party at the address provided above. In the event of a nonconsensual termination of this Agreement by either party, such termination shall not become effective until the students then involved in the Practicum/Internship have an opportunity to complete the current semester.

In witness hereto, the parties affix their signatures.

SETON HALL UNIVERSITY

SITE

By: \_\_\_\_\_  
Karen E. Boroff, Ph.D.  
Interim Provost and Executive Vice President

By: \_\_\_\_\_  
Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix B: Supervision Agreement

### SETON HALL UNIVERSITY

College of Education and Human Services Department of  
Professional Psychology and Human Services Counseling  
Psychology PhD Program  
Jubilee Hall, 400 South Orange Avenue  
South Orange, New Jersey 07079

### COUNSELING PSYCHOLOGY PH.D. PROGRAM

### SUPERVISION AGREEMENT

Site Name \_\_\_\_\_

Site Address \_\_\_\_\_  
\_\_\_\_\_

Site Supervisor \_\_\_\_\_

Graduate Student Name \_\_\_\_\_

SHU Course: \_\_\_\_\_ CPSY 8564 Practicum II  
\_\_\_\_\_ CPSY 8565 Practicum III  
\_\_\_\_\_ CPSY 8566 Practicum IV  
\_\_\_\_\_ CPSY 8567 Practicum V  
  
\_\_\_\_\_ CPSY 8003 Practicum – Independent study

Agreement Period: From: \_\_\_\_\_

To: \_\_\_\_\_

Total Hours Required  
During Contract Period: 500 hours across two semesters with at least 2 hours a week of supervision –1 hour of supervision for each 5 hours direct clinical service. One hour of supervision may be in group format.

Cost: None; Student will provide proof of student malpractice insurance in the amount of 1 million/3 million prior to the start of the placement.

Director of Training: Pamela Foley, Ph.D., A.B.P.P. [pamela.foley@shu.edu](mailto:pamela.foley@shu.edu)

In witness thereof, the parties affix their signatures.

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Graduate Student Signature / Print Name

Date

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SITE Administrator Signature / Print Name

Date

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Practicum Coordinator, Counseling Psychology Program

Date

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**Appendix C: On-Site Supervisor’s Evaluation of Practicum Trainee**  
**Seton Hall University -- Ph.D. Program in Counseling Psychology**

Due to Seton Hall Practicum Coordinator by Dec 10 for Fall Semester & April 25 for Spring Semester

Q1 Name of Supervisee:

\_\_\_\_\_

Q2 Name of Supervisor:

\_\_\_\_\_

Q4 Site:

\_\_\_\_\_

Q5 Semester/Year (e.g., Fall, 2013):

\_\_\_\_\_

Q6 Email Address:

\_\_\_\_\_

Q7 Mailing Address:

\_\_\_\_\_

\_\_\_\_\_

**Q9 Please rate the professionalism of your supervisee in the following areas:**

	(1) Critically Deficient (1)	(2) Falls well below peers/cohort (2)	(3) Falls somewhat below peers/cohort (3)	(4) Student's development is within the typical or average range (4)	(5) Student's development is somewhat above average relative to peers/cohort (5)	(6) Student's development is well above average relative to peers/cohort (6)	(7) Student demonstrates mastery (7)	Not Applicable (8)
Displays awareness of normal growth and development of client strengths (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displays professional demeanor and language (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displays compassion and respect in interpersonal interactions (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates integrity by adhering to professional standards. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows appropriate respect for authority (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates effort to effectively resolve conflict (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completes case documentation accurately (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q10 Please add any additional comments about your supervisee's professionalism below.**

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Page Break 

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and identifies areas for growth (10)

Critiques and analyzes own interview/sessions accurately and appropriately (11)

Recognizes own limitations in treating a particular client (12)

Takes appropriate care of self and is aware of own needs (13)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q10 Please add any additional comments about your supervisee's reflective practice below.

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Exhibits appropriate nonverbal regulation of emotion (i.e. expression and containment) (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates clearly using verbal skills (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nonverbal communication matches verbal content (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates clearly using written skills (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of and sensitivity to clients' nonverbal behavior (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands clients' feelings and communicates this understanding to the client (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q12 Please add any additional comments about your supervisee's relationships below.

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Q13 Please rate your supervisee in these areas of **individual and cultural diversity**.

	(1) Critically Deficient (1)	(2) Falls well below peers/cohort (2)	(3) Falls somewhat below peers/cohort (3)	(4) Student's development is within the typical or average range (4)	(5) Student's development is somewhat above average relative to peers/cohort (5)	(6) Student's development is well above average relative to peers/cohort (6)	(7) Student demonstrates mastery (7)	Not Applicable (8)
Understands one's own cultural identity and personal attitudes toward diverse others (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizes the way culture shapes others' identity and behavior (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizes language that demonstrates sensitivity to culture, gender, and sexual orientation (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Directly addresses issues of difference between therapist and clients along salient dimensions (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Therapeutically processes issues of cultural difference and diversity (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asks questions or offers suggestions that help clients think about how contextual issues may impact presenting concerns (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q14 Please add any additional comments about individual and cultural diversity.

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Page Break \_\_\_\_\_

**Q15 Please rate your supervisee in these areas of ethical and legal standards.**

	(1) Critically Deficient (1)	(2) Falls well below peers/cohort (2)	(3) Falls somewhat below peers/cohort (3)	(4) Student's development is within the typical or average range (4)	(5) Student's development is somewhat above average relative to peers/cohort (5)	(6) Student's development is well above average relative to peers/cohort (6)	(7) Student demonstrates mastery (7)	Not Applicable (8)
Demonstrates knowledge and awareness of appropriate ethical codes and state laws (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies potential ethical concerns and legal issues (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapts behavior in accordance with ethical codes and state laws (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q16 Please add any additional comments about ethical and legal standards.**

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Provides rationale for conceptualization based on psychological theory and research (9)

Provides rationale for conceptualization based on client data (10)

Attends to systemic issues in case conceptualization (11)



Q18 Please add any additional comments about assessment.

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Page Break \_\_\_\_\_







transference/countertransference)" (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides crisis management interventions, as appropriate (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops and tests hypotheses using systemic principles (29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes contact and attends to all family members (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps family/ couple establish appropriate boundaries (31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attends to covert family/ couple conflicts, alliances, and coalitions (32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attends to systemic interactions in intervention (33)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20 Please add any additional comments about assessment.

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**Q21 Please rate your supervisee in these areas of supervision.**

	(1) Critically Deficient (1)	(2) Falls well below peers/cohort (2)	(3) Falls somewhat below peers/cohort (3)	(4) Student's development is within the typical or average range (4)	(5) Student's development is somewhat above average relative to peers/cohort (5)	(6) Student's development is well above average relative to peers/cohort (6)	(7) Student demonstrates mastery (7)	Not Applicable (8)
Demonstrates knowledge of the supervision process including one's own roles and responsibilities as trainee (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses supervision process to reflect on areas of strength and those needing improvement (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate willingness to admit errors and accept feedback (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willing to be observed and evaluated by supervisor (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrates feedback from supervisor into performance (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q22 Please add any additional comments about supervision.**

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"F. Advocacy:  
Assists clients in  
development of  
self-advocacy  
plans" (8)



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Q29 Notes (Any other areas):

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Page Break

Q24 Summary of Supervisee's Strengths:

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Q25 Summary of Supervisee's Growth Areas:

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Q26 Recommendations for activities or actions to address identified areas for growth:

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Q28 In your opinion, has this student completed this practicum experience?

Yes (1)

No (2)

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Q31 Note that APA accreditation standards require at least one direct observation of the student (live or videotaped) per evaluation period. Please indicate the forms of assessment that were used to inform this evaluation (check all that apply):

Live observation (1)

Videotaped observation (2)

Audiotape of session (3)

Student report during supervision (group or individual) (4)

Other [specify below] (5)

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Q32 If you selected other for the question above, please provide additional information in this section

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End of Block: Default Question Block

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## Appendix D: Pre-Practicum Evaluation Form

### Student Readiness for Practicum Evaluation

#### Counseling Psychology Ph.D. Program

#### Seton Hall University

**Instructions:** The purpose of this form is to evaluate students' readiness for practicum placement. The evaluator uses the following ratings to assess the students' performance on each item.

- (1) Critically Deficient
- (2) Falls well below peers/cohort
- (3) Falls somewhat below peers/cohort
- (4) Student's development is within the typical or average range
- (5) Student's development is somewhat above average relative to peers/cohort
- (6) Student's development is well above average relative to peers/cohort
- (7) Student demonstrates mastery
- (8) Not Applicable

Students must score 4 or above on each item in order to meet expectations and to demonstrate readiness for clinical placement in the community.

**Student's Name:** \_\_\_\_\_

**Supervisor's Name:** \_\_\_\_\_

### READINESS FOR PRACTICUM EVALUATION

**Please rate how well the student does the following, using the rating scale provided above:**

1. \_\_\_ Displays professional demeanor and language
2. \_\_\_ Forms and displays productive and respectful relationships with colleagues and supervisors
3. \_\_\_ Demonstrates integrity by adhering to professional standards
4. \_\_\_ Demonstrates effort to effectively resolve conflict
5. \_\_\_ Reflects on practice and mindfully recognizes impact of self on others

- 6. \_\_\_ Is willing to admit mistakes with minimal defensiveness
- 7. \_\_\_ Demonstrates acceptance of the client
- 8. \_\_\_ Expresses warmth and caring with the client
- 9. \_\_\_ Demonstrates awareness of and sensitivity to clients' nonverbal behavior
- 10. \_\_\_ Understands clients' feelings and communicates this understanding to the client
- 11. \_\_\_ Recognizes the way culture shapes own and others' identities and behaviors
- 12. \_\_\_ Demonstrates the ability to effectively implement therapeutic interventions
- 15. \_\_\_ Describes simple cases from one or more theoretical orientations
- 13. \_\_\_ Provides appropriate consultation in an interdisciplinary setting
- 14. \_\_\_ Understands HIPAA restrictions and other principles of ethical practice

ADDITIONAL COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Appendix E: Student Evaluation of Practicum Placement**

### **Ph.D. Program in Counseling Psychology**

**PLACEMENT SITE:** \_\_\_\_\_

**DATES OF PLACEMENT** \_\_\_\_/\_\_\_\_/\_\_\_\_ **TO** \_\_\_\_/\_\_\_\_/\_\_\_\_

**SUPERVISOR:** \_\_\_\_\_

- 1) On a scale of 1 (Poor) to 7 (Excellent) please rate the overall quality of this placement site for practicum training:

\_\_\_\_\_

COMMENTS:

- 2) Using the same scale as in 1 above, please rate the overall quality of the supervision you received at this placement site: \_\_\_\_\_ (Please consider not only the technical aspects of supervision, but also the openness of your supervisor to candid, give and take discussion about important practice issues, and the supervisor's ability to provide support with issues of individual and cultural diversity.)

COMMENTS:

- 3) Practicum training is, in part, intended to expose the student to appropriate professional role models - psychologists actively engaged in the practice of the profession. Do you believe that this placement provided you with that opportunity? Yes NO

If NO, please comment:

- 4) Practicum training is intended to provide the student with an opportunity to begin to interact with people from other professions and disciplines - social work, psychiatry, other areas of medicine, physical therapy, occupational therapy, etc. Do you believe that this placement provided you with this opportunity? YES NO

If NO, please comment:

- 5) Practicum training is intended to provide the student with a diverse set of training experiences (e.g., initial client contact/intake, crisis intervention, ongoing counseling, assessment, staff meetings, consultation, report/progress note writing). Do you believe that this placement provided a helpful range of training experiences? YES NO

If NO, please comment:

- 6) Practicum training is intended to provide the student with the opportunity to share experiences with other trainees at a similar level of training. This not only helps in the learning process but is also essential in building a professional identity. Did this placement provide such an opportunity? YES NO

If NO, please comment:



- 7) Using a scale of 1 (POOR) to 7 (EXCELLENT), please rate the physical space, office accommodations, and facilities of this site: \_\_\_\_\_

COMMENTS:

- 8) Using the same scale as in 7 above, please rate the testing materials and necessary supplies (if appropriate) available at this placement: \_\_\_\_\_.

COMMENTS:

- 9) Did it appear to you, as a trainee, that the larger placement site supported, in fact and spirit, the use of the facility as a training site? YES NO

If NO, please comment:

- 10) Was there any opportunity at this site to participate in psychological research? YES NO

If YES, please describe (even if YOU did not actually participate):

- 11) Practicum training is intended, in part, to provide the student with the opportunity to interact with and work with a culturally diverse population. Did this placement provide that opportunity? YES NO

If YES, please comment:

- 13) Please make any additional comments that you would like concerning this training experience:

STUDENT: \_\_\_\_\_

DATE: \_\_\_\_\_

***Due to Practicum Coordinator at end of placement***