

**WILLIAM PATERSON UNIVERSITY  
COLLEGE OF EDUCATION**

**DEPARTMENT OF  
SPECIAL EDUCATION AND COUNSELING**

**CLINICAL MENTAL HEALTH  
COUNSELING CONCENTRATION**

**INTERNSHIP HANDBOOK**

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# WILLIAM PATERSON UNIVERSITY CLINICAL MENTAL HEALTH INTERNSHIP HANDBOOK

## Introduction

Welcome to the internship component of field experience in the Clinical Mental Health Counseling Concentration of the Professional Counseling Master's program at William Paterson University. This experience will be your opportunity to continue to put your formal training into practice. This handbook is designed to provide information that will assist you in fulfilling this requirement for your degree.

## Definitions

Before beginning, there are a several terms that need to be defined in order for you to have a clear understanding of the practicum/internship experience.

**Counseling Intern** – The counseling intern is a student, under supervision, who has begun his/her internship experience and has been placed in a field setting.

**Internship Placement Site** – The site where the internship experience takes place. The site must meet WPU training program standards and provide the counseling intern with the opportunity to perform all activities, under supervision, that a regular staff member employed as a clinical mental health counselor would perform. Generally, practicum and internship are done at the same placement site, though the counseling intern is encouraged to find more than one placement site in order to have a broader experience.

**Practicum and Internship Coordinator**- The coordinator is a designated University faculty member who is responsible for receiving practicum and internship applications. The coordinator will approve all practicum and internship placements before the course begins. The coordinator will also hold a practicum/internship orientation the semester before the placement begins.

**Site Supervisor** – The site supervisor is a designated professional staff member at the placement site who is directly responsible for the supervision of the counseling intern. Site supervisors must be either a Licensed Professional Counselors (LPC),

Licensed Clinical Social Workers (LCSW) or licensed psychologists (school psychologists are not appropriate supervisors). The site supervisor must also hold at least a Master's degree in counseling or a closely related field and have worked as a mental health counselor for at least two (2) years. The duties of the site supervisor are as follows:

1. Make provisions for orientation of the counseling intern to the site, including procedures for assigning clients, emergency procedures, safety procedures, and any site-specific limits to confidentiality.
2. Provide space for the counseling intern to perform his/her counseling responsibilities.
3. Make provisions for the counseling intern to audio and/or video recording clients with the client's written consent.
4. Work with the counseling intern to develop internship goals.
5. Maintain bi-weekly communication with University Supervisor/Course Instructor.
6. Maintain responsibility for counseling intern's continuity on site.
7. Assist in the evaluation of the counseling intern's performance relative to the objectives of the experience.
8. Provide regular supervision for the counseling intern not to be less than one (1) hour of face to face supervision per week.

**University Supervisor/Course Instructor** – The course instructor/university supervisor is the instructor of the Internship I (CSP 6860) and Internship II (CSP 6870) and provides the interns with weekly supervision. The duties of the University supervisor/course instructor are as follows:

1. Receive status of placement from counseling intern prior to the start of the semester.
2. Provide group supervision of the counseling intern.
3. Provide triadic supervision of the counselor trainee.
4. Monitor progress of counseling intern during the internship experience.
5. Maintain bi-weekly communication with site supervisors.
6. Make on-site visits when needed.
7. Initiate resolution of any problem occurring on-site.
8. Review counseling intern's session recordings.
9. Secure evaluations.
10. Assign final grades.

### **Selecting and Acquiring a Placement Site**

The counseling intern must find his/her own placement sites. The Practicum and Internship Coordinator will help in any way, but the ultimately securing a placement site is the responsibility of the counseling intern. A counseling intern may be able to

use his/her work site for internship, however this is contingent on the counseling intern's work load and must be approved by the Practicum and Internship Coordinator. All sites must be approved by the University. The counseling intern is required to have experience in conducting both individual and group counseling and have one (1) hour of face to face site supervision per week. In addition, the counseling intern **must** audio or video record counseling sessions. These requirements should be taken into consideration when selecting an internship site.

The counseling intern should contact the appropriate person at the possible placement site and discuss the requirements of the placement with this person. A qualified site supervisor should be identified at the time of this contact. The site supervisor and any other relevant administrators (executive director or clinical director) must sign the Practicum/Internship Application and Internship contract before a site will be approved by the Practicum and Internship Coordinator (see appendix for application and contract). The Practicum and Internship Coordinator will be available to answer any questions the site supervisor or administrator might have.

### **Liability Insurance**

The counseling intern is required to purchase liability insurance through the American Counseling Association (ACA) while they are taking internship. The counseling intern needs to have their own policy, even if they are covered at the placement site. ACA offers low cost liability insurance for practicum/internship students, however you must be a member of ACA to take advantage of these low rates. Applications for membership in ACA can be obtained from counseling faculty, from the ACA website at [www.counseling.org](http://www.counseling.org), or by calling ACA at 1-800-347-6647.

### **Placement Hour Requirements**

For the Internship I (CSP 6860) requirement, the counseling intern must have a total of 300 clock hours. These hours include a minimum of 120 hours of direct service with clients, with the at least half of those hours in individual counseling. The counseling intern may also have up to half of the direct service hours in group counseling hours. The counseling intern is required to have a minimum of four (4) clients for individual counseling. The remaining 180 hours of the placement includes: individual site supervision (at least one (1) hour per 20 hours of direct client service), group supervision, case write ups, peer consultation, and required paperwork, as well as other experiences that familiarize the counseling intern with the culture and procedures of their setting. The hour requirements for Internship II (CSP 6870) are the same as the requirements for Internship II (CSP 6860).

## **Recording Requirements**

The counseling intern are **required** to provide audio and/or video recordings of individual counseling sessions. These recordings will be reviewed and evaluated by the course instructor. The counseling intern is required to provide at least three (3) recordings for Internship I (CSP 6860) and at least three (3) recordings for Internship II (CSP 6870).

Permission to Record forms must be signed by client and/or minor clients' parent or guardian. Minor clients must also sign their assent. The client must be made aware that recordings will be listened to by the University supervisor/course instructor and may be reviewed in class for instruction purposes only. The client should be told that the recordings will be confidential and anonymous. They should also be informed that the recordings will be destroyed after they are reviewed. Some placement sites will have their own recording consent forms. The Permission to Record form is included in this handbook.

If the counselor trainee is not allowed to tape at the site, they must utilize one of the following methods to meet the requirement of two tapes:

- Live supervision of student's interactions with student/client at practicum site
- Video recording in WPU clinical lab with peer

## **Counseling Procedures**

The counseling intern is required (as all counselors are) to make sure his/her client gives informed consent for counseling. Some sites will have their own Permission to Counsel forms. A University form is included in this handbook. It is required that the counseling intern has a University permission form completed and signed by each client and/or client's parent or guardian along with any forms the intern site may require. Minor clients must also sign their assent. The counseling intern must inform each client that he/she is a counseling intern fulfilling a requirement for a Master's degree in counseling. Clients must be informed that the counseling intern is under supervision. When informing the client of confidentiality and the limits of confidentiality, the counseling intern must inform the client that his/her case will be discussed with supervisors, who are under the same obligations of confidentiality as the counseling intern.

## **Personal Analysis Logs**

The counseling intern is required to keep Personal Analysis Logs (PALs) of their experience in Internship I and Internship II. Specific requirements for these logs will be detailed in the course outline provided at the beginning of the semester. An important component of WPUNJ's Master in Professional Counseling is the

counseling intern's self-exploration and self-assessment. These logs help the counseling intern understand his/her reactions to the counseling process.

## **Competencies**

It is essential that the counseling intern acquires certain competencies during the practicum/internship experience. The following lists some of these competencies.

1. Counseling skills: The counseling intern will
  - a. Demonstrate the ability to obtain a psychosocial history.
  - b. Demonstrate the ability to use interviewing skills such as observing and active listening.
  - c. Demonstrate the ability to ascertain present mental status.
  - d. Demonstrate the ability to advocate for the client.
  
2. Evaluation skills: The counseling intern will
  - a. Demonstrate the ability to conceptualize client issues based on intake information and information obtained in counseling sessions.
  - b. Demonstrate the ability to understand ramifications of DSM 5 diagnosis.
  - c. Demonstrate the ability to read and understand client records in terms of medications used and identified problems.
  
3. Treatment skills including:
  - a. Demonstrate the ability to provide appropriate theory based counseling sessions.
  - b. Demonstrate the ability to write and implement treatment plans.
  - c. Demonstrate an awareness of how client's cultural and/or ethnic background can impact case conceptualization, test interpretation, and diagnosis.
  - d. Demonstrate ability to work with other professionals in a joint treatment effort.
  
4. Knowledge of Agency Administration: The counseling intern will
  - a. Demonstrate knowledge of the administrative and operative structure of the agency.
  - b. Demonstrate knowledge of the philosophy of the agency in regard to counseling.
  - c. Demonstrate an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other information sources.
  - d. Demonstrate knowledge and understanding of activities the agency requires of regularly employed staff in the position that the counseling intern holds.
  - e. Demonstrate knowledge of the goals, purpose and functioning of each agency department and how they may be utilized for the client's benefit.
  - f. Demonstrate the ability to manage or assist in the management of individual

- cases including service coordinating and referral services.
- g. Demonstrate the ability to keep appropriate records and case reports.
5. Professional Behavior including:
- a. Demonstrate knowledge of and adherence to the professional ethics and standards as outlined in the Standards and Practices and Ethical Codes of the American Counseling Association.
  - b. Demonstrate knowledge of and adherence to the professional legal responsibilities in accordance with the standards of local, state and national government.
  - c. Demonstrate knowledge of counselor preparation standards and state licensure and national certification requirements.
  - d. Demonstrate knowledge of and adherence to the agency's professional standards and quality assurance policies, including policies on client-counselor relationship, record keeping, referral policies, and peer review process.

### **Grading Procedures**

Internship I (CSP 6860) and Internship II (CSP 6870) are pass/fail courses. If the course instructor or the site supervisor has any concerns about the counseling intern's progress, the course instructor will meet with the counseling intern and the site supervisor to discuss these concerns and to determine the appropriate course of action. All requirements of the course must be met before a pass grade will be given.



# **INTERNSHIP HANDBOOK**

## **SAMPLE FORMS**

**WILLIAM PATERSON UNIVERSITY  
APPLICATION FOR MENTAL HEALTH COUNSELING CONCENTRATION  
INTERNSHIP**

Date placement begins \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ ZIP \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Email \_\_\_\_\_ Social Security # \_\_\_\_\_

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**Important!**

Experience has shown that the more course work a student has completed, the better he or she will do in a field placement. It is therefore recommended that you have most, if not all your coursework completed before beginning practicum and internship. If this is not possible, you must have completed the course listed below before beginning your field placement.

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Record the grade you have received in each of the following courses. If you have not completed a requirement, please indicate the semester in which you plan to do so. Full-time students must have completed a minimum of 24 credit hours before beginning Practicum. Part-time students must have completed a minimum of 36 hours before beginning Practicum.

**A. Courses required for all students to have taken before or concurrently with Practicum:**

\_\_\_\_ CSP 6010

\_\_\_\_ CSP 6030

\_\_\_\_ CSP 6040

\_\_\_\_ CSP 6050

\_\_\_\_ CSP 6060

\_\_\_\_ CSP 6080

\_\_\_\_ CSP 6090

\_\_\_\_ CSP 6160

\_\_\_\_ CSP 6210

\_\_\_\_ CSP 6220

\_\_\_\_ CSP 6510

**B. Other courses taken:**

\_\_\_\_\_

List electives taken: \_\_\_\_\_

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Practicum and Internship  
Coordinator signature

\_\_\_\_\_  
Date

**William Paterson University  
Professional Counseling Program  
Department of Special Education and Counseling  
1600 Valley Road, Wayne, NJ 07474**

**Internship Contract for the Clinical Mental Health Concentration**

Date placement begins \_\_\_\_\_

Counseling Intern Name \_\_\_\_\_

The above named student will be completing his/her internship at

\_\_\_\_\_. The fieldwork will be  
(Name of Agency)

completed during the 20\_\_-20\_\_ academic year. The counseling intern will be

supervised at the site by \_\_\_\_\_. The site supervisor is

directly responsible for supervision of the counseling intern. This professional must have

at least two (2) years' experience as a mental health counselor and must be a Licensed

Professional Counselor (LPC), Licensed Clinical Social Worker (LCSW), Licensed

Psychologist, or Psychiatrist. **A resume and copy of professional license must be**

**provided with this contract.**

Please be advised that the site supervisor is responsible for:

- Orienting the counseling intern to the site, including procedures for assigning clients, emergency procedures, district policies and any site-specific limits to confidentiality
- Providing the counseling intern with the space necessary to complete requirements and responsibilities such as individual counseling, audio taping clients with the client's written consent, running groups, etc.

- Providing regular supervision for the counseling intern not to be less than one (1) hour of face to face supervision for every week that the counseling intern is on site.
- Maintaining responsibility for the counseling intern's continuity on site and assisting in the evaluation of the counseling intern's performance

The requirements of the counseling intern include an Internship requirement of 600 hours. The Internship hours include a minimum of 240 hours of direct service. The direct service hours consist of individual counseling, group counseling, family counseling, consultation, prevention, and crisis intervention. At least half of these hours should consist of individual counseling. The indirect hours consist of all other activities associated with the placement and the class. Please be aware that the counseling intern is required to do six(6) audio taped sessions while at the site. Written consent forms are provided for counseling as well as taping of sessions.

If you have any further questions, please contact the Practicum/Internship Coordinator at [deckerk1@wpunj.edu](mailto:deckerk1@wpunj.edu) or 973-720-3442. Thank you for your time and participation.

By signing below, the site supervisor and the agency acknowledge that they are aware of the requirements stated above and agree to have the counseling intern at their site for their Practicum/Internship experience.

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Site Supervisor

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Agency Director

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Counseling Intern



Professional Counseling Program  
Internship Site Supervisor Data Sheet

Student Name: \_\_\_\_\_

Name: \_\_\_\_\_

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

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Credentials: \_\_\_\_\_

License: \_\_\_\_\_

Have you worked in the area of your specialty (school counseling or mental health counseling) for a minimum of two years? (Please circle response)

YES NO

Do you have knowledge and understanding of WPU Professional Counseling Program Practicum/Internship requirements, policies, and procedures? (Please circle response)

YES NO

Have you attended training for supervision in counseling? (Please circle response)

YES NO

If yes, can you please select the training that you have received?

\_\_\_\_ Supervision Class

\_\_\_\_ Supervision Training

\_\_\_\_ Supervision Workshop

\_\_\_\_ Training by Faculty at WPU for Site Supervisors

\_\_\_\_ Other (please indicate) \_\_\_\_\_

## Parental Consent Form

Child's Name \_\_\_\_\_

Parent's Name \_\_\_\_\_

Phone # \_\_\_\_\_

I agree that a counseling intern in the Clinical Mental Health Counseling Concentration at William Paterson University may counsel my child. I understand that the counseling intern has completed Masters course work in counseling. The counseling intern will be supervised by \_\_\_\_\_, a faculty member at William Paterson University and by \_\_\_\_\_, a site supervisor. Information gathered in the counseling will be held strictly confidential according to the American Counseling Association Code of Ethics. Exceptions to this confidentiality occur when there is suspected child abuse or imminent danger to the child or to others.

If for any reason you have questions about the counseling or are dissatisfied, you have the right to meet with the counseling intern and/or the supervisors named above.

I have read the above and understand the nature of the supervisory procedures. All my questions have been answered to my satisfaction.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Child's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Counseling intern Signature

\_\_\_\_\_  
Date

William Paterson University  
Department of Special Education and Counseling  
Permission to Record

I understand that the counseling sessions that \_\_\_\_\_(counseling intern) will have with my child \_\_\_\_\_ will be audio recorded for evaluation of the counseling intern. I further understand that confidentiality will be maintained and only the counseling intern and the counseling intern's supervisor will have access to these recordings. I understand that these recordings might be reviewed by other counselors in training for the training purposes.

Understood and agreed to by the undersigned:

\_\_\_\_\_  
Parent/Guardian signature                      Date

\_\_\_\_\_  
Child's signature                                      Date

\_\_\_\_\_  
Counseling intern signature                      Date



## Counseling Consent Form

Client Name \_\_\_\_\_

Phone # \_\_\_\_\_

I agree that a counseling intern in the Clinical Mental Health Counseling Concentration at William Paterson University will counsel me. I understand that the counseling intern has completed Masters course work in counseling. The counseling intern will be supervised by \_\_\_\_\_, a faculty member at William Paterson University and by \_\_\_\_\_, a site supervisor. Information gathered in the counseling will be held strictly confidential according to the American Counseling Association Code of Ethics. Exceptions to this confidentiality occur when there is suspected child abuse or imminent danger to the client or to others.

If for any reason you have questions about the counseling or are dissatisfied, you have the right to meet with the counseling intern and/or the supervisors named above.

I have read the above and understand the nature of the supervisory procedures. All my questions have been answered to my satisfaction.

\_\_\_\_\_  
Client Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Counseling intern Signature

\_\_\_\_\_  
Date



**William Paterson University  
Clinical Mental Health Counseling Internship  
Weekly Log**

Counseling intern \_\_\_\_\_ Week #: \_\_\_\_ Dates: \_\_\_\_\_ to \_\_\_\_\_

| <b>Activity</b>                                | <b>Number of Hours</b> |  | <b>Activity</b>                       | <b>Number of Hours</b> |  |
|--|------------------------|--|---------------------------------------|------------------------|--|
| 1. Individual Counseling                       |                        |  | 14. Site group supervision            |                        |  |
| 2. Group Counseling                            |                        |  | 15. University group supervision      |                        |  |
| 3. Family/Marriage Counseling                  |                        |  | 16. Individual University supervision |                        |  |
| 4. Consultation                                |                        |  | 17. Individual site supervision       |                        |  |
| 5. Prevention                                  |                        |  |                                       |                        |  |
| 6. Crisis intervention                         |                        |  |                                       |                        |  |
| 7. Record Keeping (& Report Writing)           |                        |  |                                       |                        |  |
| 8. Recording review                            |                        |  |                                       |                        |  |
| 9. Professional Development (in-service)       |                        |  |                                       |                        |  |
| 10. Clinical meetings or other agency meetings |                        |  | <b>Total hours:</b>                   |                        |  |
| 11. Contact with interested parties            |                        |  | Direct service hours (1-6)            |                        |  |
| 12. Other (explain below)                      |                        |  | Non-direct service hours (7-12)       |                        |  |
| 13. Peer supervision                           |                        |  | Supervision hours (13-17)             |                        |  |

**Site Supervisor** \_\_\_\_\_ **Date** \_\_\_\_\_

**William Paterson University  
Clinical Mental Health Internship Hours Semester Summary Form**

Counseling intern \_\_\_\_\_ Semester \_\_\_\_\_  
Site \_\_\_\_\_  
Site Supervisor \_\_\_\_\_  
University Supervisor \_\_\_\_\_

**Total of weekly hours for:**

|  |       |                     |       |
|--|-------|---------------------|-------|
| Individual Counseling                                | _____ | Consultation        | _____ |
| Group Counseling                                     | _____ | Prevention          | _____ |
| Family/Marriage                                      | _____ | Crisis intervention | _____ |
| <b>TOTAL DIRECT SERVICE HOURS FOR SEMESTER</b> _____ |       |                     |       |

---

**Total of weekly hours for:**

|  |       |                                    |       |
|--|-------|------------------------------------|-------|
| Record Keeping<br>(Report Writing)                       | _____ | Clinical meetings                  | _____ |
| Recording review   | _____ | Contact with interested<br>parties | _____ |
| Professional development                                 | _____ |                                    |       |
| Other  | _____ |                                    |       |
| <b>TOTAL NON-DIRECT SERVICE HOURS FOR SEMESTER</b> _____ |       |                                    |       |

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**Total of weekly hours for:**

|   |       |                                      |       |
|---|-------|--------------------------------------|-------|
| Peer supervision                                  | _____ |                                      |       |
| Site group supervision                            | _____ | Individual university<br>supervision | _____ |
| University group supervision                      | _____ | Individual site supervision          | _____ |
| <b>TOTAL SUPERVISION HOURS FOR SEMESTER</b> _____ |       |                                      |       |

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Counseling intern signature \_\_\_\_\_  
Date \_\_\_\_\_

## SESSION CRITIQUE

**A. Date and length of time for the session (include how many times you have seen this client):**

**B. Background information about client:**

**C. Presenting problem:**

**D. Observation about client:**

**E. Observations about self:**

**F. Hindsight observations (what you liked, what you would have done differently):**

**What you would like assistance on:**

## Clinical Mental Health Internship Site Supervisor Evaluation

Name \_\_\_\_\_ Date \_\_\_\_\_ Semester/year \_\_\_\_\_ Supervisor Name \_\_\_\_\_

Below is a list of behavioral objectives pertinent to the counseling profession. Using the four (4) point scale provided, please tell us how competent you feel this counselor trainee is in each of these areas. Target is defined as going past what would be expected for a counselor trainee in practicum or internship.

**1 = Needs improvement    2 = Progressing    3 = Competent    4 = Advanced**

|    |   | 1 | 2 | 3 | 4 |
|----|---|---|---|---|---|
| 1  | Demonstrates developing skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management    | ○ | ○ | ○ | ○ |
| 2  | Demonstrates the ability to make tentative impressions and recommendations based upon client intake interview   | ○ | ○ | ○ | ○ |
| 3  | Demonstrates development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions   | ○ | ○ | ○ | ○ |
| 4  | Demonstrates effective use of individual counseling strategies  | ○ | ○ | ○ | ○ |
| 5  | Demonstrates development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis   | ○ | ○ | ○ | ○ |
| 6  | Demonstrates an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis | ○ | ○ | ○ | ○ |
| 7  | Demonstrates development of appropriate counseling strategies when working with clients with addiction and co- occurring disorders  | ○ | ○ | ○ | ○ |
| 8  | Demonstrates the development of the ability to work with other professionals in a joint treatment effort  | ○ | ○ | ○ | ○ |
| 9  | Demonstrates the development of an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other information sources              | ○ | ○ | ○ | ○ |
| 10 | Demonstrates the ability to familiarize him/herself with the goals, purpose and functioning of each agency department and how they may be utilized for the client's benefit and client advocacy   | ○ | ○ | ○ | ○ |
| 11 | Demonstrates development of skills for current record-keeping standards related to clinical mental health counseling  | ○ | ○ | ○ | ○ |
| 12 | Demonstrates knowledge of and adherence to agency programs, policies, and procedures  | ○ | ○ | ○ | ○ |
| 13 | Demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association   | ○ | ○ | ○ | ○ |
| 14 | Demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law  | ○ | ○ | ○ | ○ |
| 15 | Demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements   | ○ | ○ | ○ | ○ |

Please give a statement of your judgment of the counselor trainee as a prospective clinical mental health counselor. You may wish to note specific strengths or weaknesses that may not be sufficiently explained in the preceding items. Please feel free to add an additional page if you feel it is necessary.

\_\_\_\_\_  
Signature of Counselor Intern

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

**William Paterson University Professional Counseling Program  
Clinical Mental Health Internship Site Supervisor Evaluation Rubric**

| <b>Competency #</b> | <b>Needs improvement (1)</b>  | <b>Progressing (2)</b>  | <b>Competent (3)</b>   | <b>Advanced (4)</b>   |
|---------------------|---|---|--|---|
| 1                   | Does not, or minimally, demonstrates developing skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management    | Beginning to demonstrate developing skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management    | Competently demonstrates developing skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management, meeting course expectations    | Consistently demonstrates developing skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management, exceeding course expectations    |
| 2                   | Does not, or minimally, demonstrates the ability to make tentative impressions and recommendations based upon client intake interview   | Beginning to demonstrate the ability to make tentative impressions and recommendations based upon client intake interview   | Competently demonstrates the ability to make tentative impressions and recommendations based upon client intake interview, meeting course expectations   | Consistently demonstrates the ability to make tentative impressions and recommendations based upon client intake interview, exceeding course expectations   |
| 3                   | Does not, or minimally, demonstrates development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions   | Beginning to demonstrate development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions   | Competently demonstrates development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions, meeting course expectations   | Consistently demonstrates development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions, exceeding course expectations   |
| 4                   | Does not, or minimally, demonstrates effective use of individual counseling strategies  | Beginning to demonstrate effective use of individual counseling strategies  | Competently demonstrates effective use of individual counseling strategies, meeting course expectations  | Consistently demonstrates effective use of individual counseling strategies, exceeding course expectations  |
| 5                   | Does not, or minimally demonstrates development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis  | Beginning to demonstrate development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis   | Competently demonstrates development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis, meeting course expectations   | Consistently demonstrates development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis, exceeding course expectations   |
| 6                   | Does not, or minimally, demonstrates an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis | Beginning to demonstrate an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis | Competently demonstrates an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis, meeting course expectations | Consistently demonstrates an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis, exceeding course expectations |
| 7                   | Does not, or minimally demonstrates development of appropriate counseling strategies when working with clients with addiction and co- occurring disorders   | Beginning to demonstrate development of appropriate counseling strategies when working with clients with addiction and co- occurring disorders  | Competently demonstrates development of appropriate counseling strategies when working with clients with addiction and co- occurring disorders, meeting course expectations  | Consistently demonstrates development of appropriate counseling strategies when working with clients with addiction and co- occurring disorders, exceeding course expectations  |
| 8                   | Does not, or minimally, demonstrates the  | Beginning to demonstrate the development of the ability to  | Competently demonstrates the development of the ability to   | Consistently demonstrates the development of the ability to   |



|    |  |  |   |  |
|----|--|--|---|--|
|    | development of the ability to work with other professionals in a joint treatment effort  | work with other professionals in a joint treatment effort  | to work with other professionals in a joint treatment effort, meeting course expectations   | work with other professionals in a joint treatment effort, exceeding course expectations   |
| 9  | Does not, or minimally, demonstrates the development of an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other information sources | Beginning to demonstrate the development of an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other information sources | Competently demonstrates the development of an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other information sources, meeting course expectations | Consistently demonstrates the development of an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other information sources, exceeding course expectations |
| 10 | Does not, or minimally, demonstrates the ability to familiarize him/herself with the goals, purpose and functioning of each agency department and how they may be utilized for the client's benefit and client advocacy                              | Beginning to demonstrate the ability to familiarize him/herself with the goals, purpose and functioning of each agency department and how they may be utilized for the client's benefit and client advocacy                              | Competently demonstrates the ability to familiarize him/herself with the goals, purpose and functioning of each agency department and how they may be utilized for the client's benefit and client advocacy, meeting course expectations                              | Consistently demonstrates the ability to familiarize him/herself with the goals, purpose and functioning of each agency department and how they may be utilized for the client's benefit and client advocacy, exceeding course expectations                              |
| 11 | Does not, or minimally, demonstrates development of skills for current record-keeping standards related to clinical mental health counseling   | Beginning to demonstrate development of skills for current record-keeping standards related to clinical mental health counseling   | Competently demonstrates development of skills for current record-keeping standards related to clinical mental health counseling, meeting course expectations   | Consistently demonstrates development of skills for current record-keeping standards related to clinical mental health counseling, exceeding course expectations   |
| 12 | Does not, or minimally, demonstrates knowledge of and adherence to agency programs, policies, and procedures   | Beginning to demonstrate knowledge of and adherence to agency programs, policies, and procedures   | Competently demonstrates knowledge of and adherence to agency programs, policies, and procedures, meeting course expectations   | Consistently demonstrates knowledge of and adherence to agency programs, policies, and procedures, exceeding course expectations   |
| 13 | Does not, or minimally, demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association  | Beginning to demonstrate knowledge of and adherence to the professional ethics and standards of the American Counseling Association  | Competently demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association, meeting course expectations  | Consistently demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association, exceeding course expectations  |
| 14 | Does not, or minimally, demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state and national law  | Beginning to demonstrate knowledge of and adherence to the professional legal responsibilities in accordance with local, state and national law  | Competently demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state and national law, meeting course expectations  | Consistently demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state and national law, exceeding course expectations  |
| 15 | Does not, or minimally, demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements  | Beginning to demonstrate knowledge of counselor preparation standards and state licensure and national certification requirements  | Competently demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements, meeting course expectations  | Consistently demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements, exceeding course expectations  |

## Clinical Mental Health Internship Evaluations by University Instructor

Name \_\_\_\_\_ Date \_\_\_\_\_ Semester/year \_\_\_\_\_ Instructor's Name \_\_\_\_\_

Below is a list of behavioral objectives pertinent to the counseling profession. Using the four (4) point scale provided, please tell us how competent you feel this counseling intern is in each of these areas. Target is defined as going past what would be expected for a counseling intern in practicum or internship. Please use a pencil or pen and completely fill in one circle for each objective.

**1 = Needs improvement    2 = Progressing    3 = Competent    4 = Advanced**

|     |   | 1 | 2 | 3 | 4 |
|-----|---|---|---|---|---|
| 1.  | Demonstrates an ability to establish rapport with clients, using interviewing skills such as observing and active listening   | ○ | ○ | ○ | ○ |
| 2.  | Demonstrates an ability to obtain a psychosocial history and an ability to ascertain present mental status  | ○ | ○ | ○ | ○ |
| 3.  | Demonstrates an ability to advocate for clients   | ○ | ○ | ○ | ○ |
| 4.  | Demonstrates an ability to conceptualize client issues based on intake and other information  | ○ | ○ | ○ | ○ |
| 5.  | Demonstrates an ability to understand the ramifications of DSM 5 diagnosis  | ○ | ○ | ○ | ○ |
| 6.  | Demonstrates an ability to read and understand client records in terms of medications used and identified problems  | ○ | ○ | ○ | ○ |
| 7.  | Demonstrate an ability to use appropriate theory based counseling sessions and to write and implement theory based treatment plans  | ○ | ○ | ○ | ○ |
| 8.  | Demonstrates an understanding of how client's cultural and /or ethnic background can impact case conceptualization, test interpretation and diagnosis   | ○ | ○ | ○ | ○ |
| 9.  | Demonstrates an ability to work with other professionals in joint treatment effort  | ○ | ○ | ○ | ○ |
| 10. | Demonstrates knowledge of the administration and operative structure of the placement agency as well as the philosophy of the agency regarding counseling   | ○ | ○ | ○ | ○ |
| 11. | Demonstrates an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other informational sources | ○ | ○ | ○ | ○ |
| 12. | Demonstrates knowledge of the goals, purpose and functioning of each agency department as well as an understanding of activities the agency requires of regular employed staff                              | ○ | ○ | ○ | ○ |
| 13. | Demonstrates an ability to manage or assist in management of individual cases including service coordination and referral services and to keep appropriate records and case reports                         | ○ | ○ | ○ | ○ |
| 14. | Demonstrates a knowledge of and adherence to the professional ethics and standards of practice of the American Counseling Association   | ○ | ○ | ○ | ○ |
| 15. | Demonstrates knowledge of and adherence to professional legal responsibilities in accordance with local, state, and national laws   | ○ | ○ | ○ | ○ |
| 16. | Demonstrates knowledge of and adherence to professional legal responsibilities in accordance with local, state, and national laws   | ○ | ○ | ○ | ○ |

Please give a statement of your judgment of the counseling intern as a prospective clinical mental health counselor. You may wish to note specific strengths or weaknesses that may not be sufficiently explained in the preceding items. Please feel free to add an additional page if you feel it is necessary.

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Signature of Counselor Intern

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Date

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Signature of University Supervisor

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Date

**William Paterson University Professional Counseling Program  
Clinical Mental Health Internship University Supervisor Evaluation Rubric**

| Competency # | Needs improvement (1)   | Progressing (2)   | Competent (3)  | Advanced (4)  |
|--------------|---|---|--|---|
| 1            | Does not, or minimally, demonstrates an ability to establish rapport with clients, using interviewing skills such as observing and active listening                           | Beginning to demonstrate an ability to establish rapport with clients, using interviewing skills such as observing and active listening                           | Competently demonstrates an ability to establish rapport with clients, using interviewing skills such as observing and active listening, meeting course expectations                           | Consistently demonstrates an ability to establish rapport with clients, using interviewing skills such as observing and active listening that exceeds course expectations                         |
| 2            | Does not, or minimally, demonstrates an ability to obtain a psychosocial history and an ability to ascertain present mental status  | Beginning to demonstrate an ability to obtain a psychosocial history and an ability to ascertain present mental status  | Competently demonstrates an ability to obtain a psychosocial history and an ability to ascertain present mental status, meeting course expectations  | Consistently demonstrate an ability to obtain a psychosocial history and an ability to ascertain present mental status, exceeding course expectations   |
| 3            | Does not, or minimally, demonstrates an ability to advocate for clients   | Beginning to demonstrate an ability to advocate for clients   | Competently demonstrate an ability to advocate for clients, meeting course expectations  | Consistently demonstrates an ability to advocate for clients, exceeding course expectations   |
| 4            | Does not, or minimally, demonstrates an ability to conceptualize client issues based on intake and other information  | Beginning to demonstrate an ability to conceptualize client issues based on intake and other information  | Competently demonstrates an ability to conceptualize client issues based on intake and other information, meeting course expectations  | Consistently demonstrates an ability to conceptualize client issues based on intake and other information, exceeding course expectations  |
| 5            | Does not, or minimally, demonstrates an ability to understand the ramifications of DSM 5 diagnosis  | Beginning to demonstrate an ability to understand the ramifications of DSM 5 diagnosis  | Competently demonstrates an ability to understand the ramifications of DSM 5 diagnosis, meeting course expectations  | Consistently demonstrates an ability to understand the ramifications of DSM 5 diagnosis, exceeding course expectations  |
| 6            | Does not, or minimally, demonstrate an ability to read and understand client records in terms of medications used and identified problems                                     | Beginning to demonstrate an ability to read and understand client records in terms of medications used and identified problems                                    | Competently demonstrates an ability to read and understand client records in terms of medications used and identified problems, meeting course expectations                                    | Consistently demonstrates an ability to read and understand client records in terms of medications used and identified problems, exceeding course expectations                                    |
| 7            | Does not, or minimally, demonstrate an ability to use appropriate theory based counseling sessions and to write and implement theory based treatment plans                    | Beginning to demonstrate an ability to use appropriate theory based counseling sessions and to write and implement theory based treatment plans                   | Competently demonstrates an ability to use appropriate theory based counseling sessions and to write and implement theory based treatment plans, meeting course expectations                   | Consistently demonstrates an ability to use appropriate theory based counseling sessions and to write and implement theory based treatment plans, exceeding course expectations                   |
| 8            | Does not, or minimally, demonstrates an understanding of how client's cultural and /or ethnic background can impact case conceptualization, test interpretation and diagnosis | Beginning to demonstrate an understanding of how client's cultural and /or ethnic background can impact case conceptualization, test interpretation and diagnosis | Competently demonstrates an understanding of how client's cultural and /or ethnic background can impact case conceptualization, test interpretation and diagnosis, meeting course expectations | Consistently demonstrates an understanding of how client's cultural and /or ethnic background can impact case conceptualization, test interpretation and diagnosis, exceeding course expectations |
| 9            | Does not, or minimally, demonstrate an ability to work with other professionals in joint treatment effort   | Beginning to demonstrate an ability to work with other professionals in joint treatment effort  | Competently demonstrates an ability to work with other professionals in joint treatment effort, meeting course expectations  | Consistently demonstrates an ability to work with other professionals in joint treatment effort, exceeding course expectations  |
| 10           | Does not, or minimally, demonstrate knowledge of the administration and operative structure of the placement agency as well as the philosophy                                 | Beginning to demonstrate knowledge of the administration and operative structure of the placement agency as well as   | Competently demonstrates knowledge of the administration and operative structure of the placement agency as well as the philosophy of the agency   | Consistently knowledge of the administration and operative structure of the placement agency as well as the philosophy of the agency regarding counseling, exceeding course expectations          |

|    | of the agency regarding counseling   | the philosophy of the agency regarding counseling   | regarding counseling, meeting course expectations  |   |
|----|--|---|--|---|
| 11 | Does not, or minimally, demonstrate an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other informational sources | Beginning to demonstrate an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other informational sources | Competently demonstrates an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other informational sources, meeting course expectations | Consistently demonstrates an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other informational sources, exceeding course expectations |
| 12 | Does not, or minimally, demonstrate knowledge of the goals, purpose and functioning of each agency department as well as an understanding of activities the agency requires of regular employed staff                              | Beginning to demonstrate knowledge of the goals, purpose and functioning of each agency department as well as an understanding of activities the agency requires of regular employed staff                              | Competently demonstrates an knowledge of the goals, purpose and functioning of each agency department as well as an understanding of activities the agency requires of regular employed staff, meeting course expectations                           | Consistently demonstrates an knowledge of the goals, purpose and functioning of each agency department as well as an understanding of activities the agency requires of regular employed staff, exceeding course expectations                           |
| 13 | Does not, or minimally, demonstrate an ability to manage or assist in management of individual cases including service coordination and referral services and to keep appropriate records and case reports                         | Beginning to demonstrate an ability to manage or assist in management of individual cases including service coordination and referral services and to keep appropriate records and case reports                         | Competently demonstrates an ability to manage or assist in management of individual cases including service coordination and referral services and to keep appropriate records and case reports, meeting course expectations                         | Consistently demonstrates an ability to manage or assist in management of individual cases including service coordination and referral services and to keep appropriate records and case reports, exceeding course expectations                         |
| 14 | Does not, or minimally, demonstrate a knowledge of and adherence to the professional ethics and standards of practice of the American Counseling Association   | Beginning to demonstrate a knowledge of and adherence to the professional ethics and standards of practice of the American Counseling Association   | Competently demonstrates a knowledge of and adherence to the professional ethics and standards of practice of the American Counseling Association, meeting course expectations   | Consistently demonstrates a knowledge of and adherence to the professional ethics and standards of practice of the American Counseling Association, exceeding course expectations   |
| 15 | Does not, or minimally, demonstrate knowledge of and adherence to professional legal responsibilities in accordance with local, state, and national laws   | Beginning to demonstrate knowledge of and adherence to professional legal responsibilities in accordance with local, state, and national laws   | Competently demonstrates knowledge of and adherence to professional legal responsibilities in accordance with local, state, and national laws, meeting course expectations   | Consistently demonstrates knowledge of and adherence to professional legal responsibilities in accordance with local, state, and national laws, exceeding course expectations   |
| 16 | Does not, or minimally, demonstrate knowledge of and adherence to professional legal responsibilities in accordance with local, state, and national laws   | Beginning to demonstrate knowledge of and adherence to professional legal responsibilities in accordance with local, state, and national laws   | Competently demonstrates knowledge of and adherence to professional legal responsibilities in accordance with local, state, and national laws, meeting course expectations   | Consistently knowledge of and adherence to professional legal responsibilities in accordance with local, state, and national laws, exceeding course expectations  |

### Clinical Mental Health Internship Self Evaluation Form

Name \_\_\_\_\_ Date \_\_\_\_\_ Semester/Year \_\_\_\_\_

Below is a list of behavioral objectives pertinent to the counseling profession. Using the four (4) point scale provided, please tell us how competent you feel this counselor trainee is in each of these areas. Target is defined as going past what would be expected for a counselor trainee in practicum or internship. Please use a pencil or pen and completely fill in one circle for each objective.

1 = Needs improvement    2 = Progressing    3 = Competent    4 = Advanced

|    |   | 1                     | 2                     | 3                     | 4                     |
|----|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1  | Demonstrates developing skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2  | Demonstrates the ability to make tentative impressions and recommendations based upon client intake interview   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3  | Demonstrates development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4  | Demonstrates effective use of individual counseling strategies  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5  | Demonstrates development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6  | Demonstrates an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7  | Demonstrates development of appropriate counseling strategies when working with clients with addiction and co- occurring disorders  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8  | Demonstrates the development of the ability to work with other professionals in a joint treatment effort  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9  | Demonstrates the development of an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other information sources              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10 | Demonstrates development of skills for current record-keeping standards related to clinical mental health counseling  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11 | Demonstrates knowledge of and adherence to agency programs, policies, and procedures  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12 | Demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13 | Demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state and national law   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14 | Demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

\_\_\_\_\_  
Signature of Counselor Intern

\_\_\_\_\_  
Date

**William Paterson University Professional Counseling Program  
Clinical Mental Health Internship Self-Evaluation Rubric**

| <b>Competency #</b> | <b>Needs improvement (1)</b>  | <b>Progressing (2)</b>   | <b>Competent (3)</b>  | <b>Advanced (4)</b>  |
|---------------------|---|--|---|--|
| 1                   | I did not, or minimally, demonstrate developing skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management    | I am beginning to demonstrate developing skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management    | I competently demonstrate developing skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management, meeting my understanding of course expectations    | I consistently demonstrate developing skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management, exceeding my understanding of course expectations    |
| 2                   | I did not, or minimally, demonstrate the ability to make tentative impressions and recommendations based upon client intake interview   | I am beginning to demonstrate the ability to make tentative impressions and recommendations based upon client intake interview   | I competently demonstrate the ability to make tentative impressions and recommendations based upon client intake interview, meeting my understanding of course expectations   | I consistently demonstrate the ability to make tentative impressions and recommendations based upon client intake interview, exceeding my understanding of course expectations   |
| 3                   | I did not, or minimally, demonstrate development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions   | I am beginning to demonstrate development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions   | I competently demonstrate development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions, meeting my understanding of course expectations   | I consistently demonstrate development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions, exceeding my understanding of course expectations   |
| 4                   | I did not, or minimally, demonstrate effective use of individual counseling strategies  | I am beginning to demonstrate effective use of individual counseling strategies  | I competently demonstrate effective use of individual counseling strategies, meeting my understanding of course expectations  | I consistently demonstrate effective use of individual counseling strategies, exceeding my understanding of course expectations  |
| 5                   | I did not, or minimally demonstrate development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis  | I am beginning to demonstrate development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis   | I competently demonstrate development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis, meeting my understanding of course expectations   | I consistently demonstrate development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis, exceeding my understanding of course expectations   |
| 6                   | I did not, or minimally, demonstrate an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis | I am beginning to demonstrate an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis | I competently demonstrate an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis, my understanding of meeting course expectations | I consistently demonstrate an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis, exceeding my understanding of course expectations |
| 7                   | I did not, or minimally demonstrate development of appropriate counseling strategies when working with clients with addiction and co-occurring disorders  | I am beginning to demonstrate development of appropriate counseling strategies when working with clients with addiction and co-occurring disorders   | I competently demonstrate development of appropriate counseling strategies when working with clients with addiction and co-occurring disorders, meeting my understanding of course expectations   | I consistently demonstrate development of appropriate counseling strategies when working with clients with addiction and co-occurring disorders, exceeding my understanding of course expectations   |

|    |  |   |  |   |
|----|--|---|--|---|
| 8  | I did not, or minimally, demonstrate the development of the ability to work with other professionals in a joint treatment effort   | I am beginning to demonstrate the development of the ability to work with other professionals in a joint treatment effort   | I competently demonstrate the development of the ability to work with other professionals in a joint treatment effort, meeting my understanding of course expectations   | I consistently demonstrate the development of the ability to work with other professionals in a joint treatment effort, exceeding my understanding of course expectations   |
| 9  | I did not, or minimally, demonstrate the development of an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other information sources | I am beginning to demonstrate the development of an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other information sources | I competently demonstrate the development of an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other information sources, meeting my understanding of course expectations | I consistently demonstrate the development of an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other information sources, exceeding my understanding of course expectations |
| 10 | I did not, or minimally, demonstrate development of skills for current record-keeping standards related to clinical mental health counseling   | I am beginning to demonstrate development of skills for current record-keeping standards related to clinical mental health counseling   | I competently demonstrate development of skills for current record-keeping standards related to clinical mental health counseling, meeting my understanding of course expectations   | I consistently demonstrate development of skills for current record-keeping standards related to clinical mental health counseling, exceeding my understanding of course expectations   |
| 11 | I did not, or minimally, demonstrates knowledge of and adherence to agency programs, policies, and procedures  | I am beginning to demonstrate knowledge of and adherence to agency programs, policies, and procedures   | I competently demonstrate knowledge of and adherence to agency programs, policies, and procedures, meeting my understanding of course expectations   | I consistently demonstrate knowledge of and adherence to agency programs, policies, and procedures, exceeding my understanding of course expectations   |
| 12 | I did not, or minimally, demonstrate knowledge of and adherence to the professional ethics and standards of the American Counseling Association  | I am beginning to demonstrate knowledge of and adherence to the professional ethics and standards of the American Counseling Association  | I competently demonstrate knowledge of and adherence to the professional ethics and standards of the American Counseling Association, meeting my understanding of course expectations  | I consistently demonstrate knowledge of and adherence to the professional ethics and standards of the American Counseling Association, exceeding my understanding of course expectations  |
| 13 | I did not, or minimally, demonstrate knowledge of and adherence to the professional legal responsibilities in accordance with local, state and national law  | I am beginning to demonstrate knowledge of and adherence to the professional legal responsibilities in accordance with local, state and national law  | I competently demonstrate knowledge of and adherence to the professional legal responsibilities in accordance with local, state and national law, meeting my understanding of course expectations  | I consistently demonstrate knowledge of and adherence to the professional legal responsibilities in accordance with local, state and national law, exceeding my understanding of course expectations  |
| 14 | I did not, or minimally, demonstrate knowledge of counselor preparation standards and state licensure and national certification requirements  | I am beginning to demonstrate knowledge of counselor preparation standards and state licensure and national certification requirements  | I competently demonstrate knowledge of counselor preparation standards and state licensure and national certification requirements, meeting my understanding of course expectations  | I consistently demonstrate knowledge of counselor preparation standards and state licensure and national certification requirements, exceeding my understanding of course expectations  |



## Clinical Mental Health Internship Site Evaluation

Name \_\_\_\_\_ Date \_\_\_\_\_ Semester/Year \_\_\_\_\_ Site \_\_\_\_\_

Below is a list of behavioral objectives pertinent to mental health counseling practicum/internship placement sites. Using the 4 point scale provided, please tell us how well your site fulfilled each area.

**1 = Needs improvement    2 = Progressing    3 = Competent    4 = Advanced**

|     |   | 1                     | 2                     | 3                     | 4                     |
|-----|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1.  | This site provided me with the appropriate amount of on-site supervision  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2.  | The site provided me with quality and useful site supervision   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3.  | This site provided me with appropriate exposure to and communication of agency procedures and goals                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4.  | This site provided me with information about community resources available in the community                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5.  | This site provided me with ample opportunities and instruction for report writing                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6.  | This site provided me with ample opportunities to observe and participate in staff presentations and case consultations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7.  | This site provided me with appropriate opportunities to conduct individual counseling with clients                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8.  | This site provided me with appropriate opportunities to run group counseling sessions with clients                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9.  | I would recommend this site to another student/counseling intern  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. | My overall evaluation of this site is   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

\_\_\_\_\_  
Signature of Counseling Intern

\_\_\_\_\_  
Date

**William Paterson University Professional Counseling Program  
Clinical Mental Health Internship Student Site Evaluation Rubric**

| Competency # | Needs improvement (1)   | Progressing (2)  | Competent (3)  | Advanced (4)  |
|--------------|---|--|--|---|
| 1            | The site did not, or minimally, provided me with the appropriate amount of on-site supervision  | The site began to provide me with the appropriate amount of on-site supervision  | The site competently provided me with the appropriate amount of on-site supervision, meeting my understanding of supervision expectations                            | The site consistently provided me with the appropriate amount of on-site supervision exceeding my understanding of supervision expectations                             |
| 2            | The site did not, or minimally, provided me with quality and useful site supervision  | The site began to provide me with quality and useful site supervision  | The site competently provided me with quality and useful site supervision, meeting my understanding of supervision expectations                                      | The site consistently provided me with quality and useful site supervision, exceeding my understanding of supervision expectations                                      |
| 3            | The site did not, or minimally, provided me with appropriate exposure to and communication of agency procedures and goals                     | The site began to provide me with appropriate exposure to and communication of agency procedures and goals                     | The site competently provided me with appropriate exposure to and communication of agency procedures and goals, meeting my understanding of supervision expectations | The site consistently provided me with appropriate exposure to and communication of agency procedures and goals, exceeding my understanding of supervision expectations |
| 4            | The site did not, or minimally, provided me with information about community resources available in the community                             | The site began to provide me with information about community resources available in the community                             | The site competently provided me with information about community resources available in the community, meeting my understanding of supervision expectations         | The site consistently provided me with information about community resources available in the community, exceeding my understanding of supervision expectations         |
| 5            | The site did not, or minimally, provided me with ample opportunities and instruction for report writing                                       | The site began to provide me with ample opportunities and instruction for report writing                                       | The site competently provided me with ample opportunities and instruction for report writing, meeting my understanding of supervision expectations                   | The site consistently provided me with ample opportunities and instruction for report writing, exceeding my understanding of supervision expectations                   |
| 6            | The site did not, or minimally, provided me with ample opportunities to observe and participate in staff presentations and case consultations | The site began to provide me with ample opportunities to observe and participate in staff presentations and case consultations | The site competently provided me with ample opportunities to observe and participate in staff presentations and case consultations                                   | The site consistently provided me with ample opportunities to observe and participate in staff presentations and case consultations                                     |
| 7            | The site did not, or minimally, provided me with appropriate opportunities to conduct individual counseling with clients                      | The site began to provide me with appropriate opportunities to conduct individual counseling with clients                      | The site competently provided me with appropriate opportunities to conduct individual counseling with clients, meeting my understanding of supervision expectations  | The site consistently provided me with appropriate opportunities to conduct individual counseling with clients, exceeding my understanding of supervision expectations  |
| 8            | The site did not, or minimally, provided me with appropriate opportunities to run group counseling sessions with clients                      | The site began to provide me with appropriate opportunities to run group counseling sessions with clients                      | The site competently provided me with appropriate opportunities to run group counseling sessions with clients, meeting my understanding of supervision expectations  | The site consistently provided me with appropriate opportunities to run group counseling sessions with clients, exceeding my understanding of supervision expectations  |
| 9            | I would not recommend this site to another student/counseling intern  | I would provisionally recommend this site to another student/counseling intern   | I would recommend this site to another student/counseling intern, based on my understanding of placement expectations  | I would strongly recommend this site to another student/counseling intern, based on my understanding of placement expectations  |
| 10           | My overall rating of this site is poor  | My overall rating of this site is fair   | My overall rating of this site is good   | My overall rating of this site is excellent   |

## Clinical Mental Health Internship Student Evaluation of Site Supervisor Form

Intern Name \_\_\_\_\_ Date \_\_\_\_ Semester/year \_\_\_\_ Supervisor Name \_\_\_\_\_

Below is a list of behavioral objectives pertinent to clinical supervision. Using the 4 point scale provided, please tell us how competent you feel this Site Supervisor is in each of these areas. Please use a pencil or pen and completely fill in one circle for each objective.

**1 = Needs improvement    2 = Progressing    3 = Competent    4 = Advanced**

|     |  | 1                     | 2                     | 3                     | 4                     |
|-----|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1.  | This supervisor helped me feel at ease with the supervision process  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2.  | This supervisor relayed clear expectations of the intern's responsibilities on site  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3.  | This supervisor provided me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my clients | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4.  | This supervisor addressed issues relevant to my current concerns as a counseling intern  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5.  | This supervisor helped me focus on how my counseling behavior influences the client  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6.  | This supervisor emphasized the development of my strengths and capabilities  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7.  | This supervisor enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8.  | I feel this supervisor accepts me and respects me as a person  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9.  | This supervisor conveyed competence  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. | This supervisor was able to accept feedback from me  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. | This supervisor helps me clarify my counseling objectives  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. | This supervisor challenged me to make accurate diagnosis   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. | This supervisor gave me useful feedback  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. | This supervisor allowed and encouraged me to evaluate myself and to understand my underlying motivations   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. | This supervisor explained the criteria for evaluation clearly and in behavioral terms  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

\_\_\_\_\_  
Signature of Counseling Intern

\_\_\_\_\_  
Date

**William Paterson University Professional Counseling Program  
Clinical Mental Health Internship Site Supervisor Evaluation Rubric**

| <b>Competency #</b> | <b>Needs improvement (1)</b>  | <b>Progressing (2)</b>  | <b>Competent (3)</b>   | <b>Advanced (4)</b>   |
|---------------------|---|---|--|---|
| 1                   | Does not, or minimally, demonstrates developing skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management    | Beginning to demonstrate developing skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management    | Competently demonstrates developing skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management, meeting course expectations    | Consistently demonstrates developing skills necessary to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management, exceeding course expectations    |
| 2                   | Does not, or minimally, demonstrates the ability to make tentative impressions and recommendations based upon client intake interview   | Beginning to demonstrate the ability to make tentative impressions and recommendations based upon client intake interview   | Competently demonstrates the ability to make tentative impressions and recommendations based upon client intake interview, meeting course expectations   | Consistently demonstrates the ability to make tentative impressions and recommendations based upon client intake interview, exceeding course expectations   |
| 3                   | Does not, or minimally, demonstrates development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions   | Beginning to demonstrate development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions   | Competently demonstrates development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions, meeting course expectations   | Consistently demonstrates development of skills necessary for conceptualization of client issues based on intake information obtained in counseling sessions, exceeding course expectations   |
| 4                   | Does not, or minimally, demonstrates effective use of individual counseling strategies  | Beginning to demonstrate effective use of individual counseling strategies  | Competently demonstrates effective use of individual counseling strategies, meeting course expectations  | Consistently demonstrates effective use of individual counseling strategies, exceeding course expectations  |
| 5                   | Does not, or minimally demonstrates development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis  | Beginning to demonstrate development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis   | Competently demonstrates development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis, meeting course expectations   | Consistently demonstrates development of skills and knowledge necessary to understand ramifications of DSM 5 diagnosis, exceeding course expectations   |
| 6                   | Does not, or minimally, demonstrates an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis | Beginning to demonstrate an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis | Competently demonstrates an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis, meeting course expectations | Consistently demonstrates an understanding of how the student's, as well as a client's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, assessment, and differential diagnosis, exceeding course expectations |
| 7                   | Does not, or minimally demonstrates development of appropriate counseling strategies when working with clients with addiction and co-occurring disorders  | Beginning to demonstrate development of appropriate counseling strategies when working with clients with addiction and co-occurring disorders   | Competently demonstrates development of appropriate counseling strategies when working with clients with addiction and co-occurring disorders, meeting course expectations   | Consistently demonstrates development of appropriate counseling strategies when working with clients with addiction and co-occurring disorders, exceeding course expectations   |
| 8                   | Does not, or minimally, demonstrates the development of the ability to work with other professionals in a joint treatment effort  | Beginning to demonstrate the development of the ability to work with other professionals in a joint treatment effort  | Competently demonstrates the development of the ability to work with other professionals in a joint treatment effort, meeting course expectations  | Consistently demonstrates the development of the ability to work with other professionals in a joint treatment effort, exceeding course expectations  |

|    |  |  |   |  |
|----|--|--|---|--|
| 9  | Does not, or minimally, demonstrates the development of an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other information sources | Beginning to demonstrate the development of an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other information sources | Competently demonstrates the development of an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other information sources, meeting course expectations | Consistently demonstrates the development of an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other information sources, exceeding course expectations |
| 10 | Does not, or minimally, demonstrates the ability to familiarize him/herself with the goals, purpose and functioning of each agency department and how they may be utilized for the client's benefit and client advocacy                              | Beginning to demonstrate the ability to familiarize him/herself with the goals, purpose and functioning of each agency department and how they may be utilized for the client's benefit and client advocacy                              | Competently demonstrates the ability to familiarize him/herself with the goals, purpose and functioning of each agency department and how they may be utilized for the client's benefit and client advocacy, meeting course expectations                              | Consistently demonstrates the ability to familiarize him/herself with the goals, purpose and functioning of each agency department and how they may be utilized for the client's benefit and client advocacy, exceeding course expectations                              |
| 11 | Does not, or minimally, demonstrates development of skills for current record-keeping standards related to clinical mental health counseling   | Beginning to demonstrate development of skills for current record-keeping standards related to clinical mental health counseling   | Competently demonstrates development of skills for current record-keeping standards related to clinical mental health counseling, meeting course expectations   | Consistently demonstrates development of skills for current record-keeping standards related to clinical mental health counseling, exceeding course expectations   |
| 12 | Does not, or minimally, demonstrates knowledge of and adherence to agency programs, policies, and procedures   | Beginning to demonstrate knowledge of and adherence to agency programs, policies, and procedures   | Competently demonstrates knowledge of and adherence to agency programs, policies, and procedures, meeting course expectations   | Consistently demonstrates knowledge of and adherence to agency programs, policies, and procedures, exceeding course expectations   |
| 13 | Does not, or minimally, demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association  | Beginning to demonstrate knowledge of and adherence to the professional ethics and standards of the American Counseling Association  | Competently demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association, meeting course expectations  | Consistently demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association, exceeding course expectations  |
| 14 | Does not, or minimally, demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state and national law  | Beginning to demonstrate knowledge of and adherence to the professional legal responsibilities in accordance with local, state and national law  | Competently demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state and national law, meeting course expectations  | Consistently demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state and national law, exceeding course expectations  |
| 15 | Does not, or minimally, demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements  | Beginning to demonstrate knowledge of counselor preparation standards and state licensure and national certification requirements  | Competently demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements, meeting course expectations  | Consistently demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements, exceeding course expectations  |

Clinical Mental Health Internship Student Evaluation of University Supervisor Form

Intern Name \_\_\_\_\_ Date \_\_\_\_\_ Semester/year \_\_\_\_\_ Supervisor Name \_\_\_\_\_

Below is a list of behavioral objectives pertinent to clinical supervision. Using the 4 point scale provided, please tell us how competent you feel this University Supervisor is in each of these areas.

**1 = Needs improvement    2 = Progressing    3 = Competent    4 = Advanced**

|     |  | 1 | 2 | 3 | 4 |
|-----|--|---|---|---|---|
| 1.  | This supervisor helps me feel at ease with the supervision process   | ○ | ○ | ○ | ○ |
| 2.  | This supervisor creates a constructive learning process and provides suggestions for developing my counseling skills   | ○ | ○ | ○ | ○ |
| 3.  | This supervisor provides me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my clients | ○ | ○ | ○ | ○ |
| 4.  | This supervisor addresses issues relevant to my current concerns as a counseling intern  | ○ | ○ | ○ | ○ |
| 5.  | This supervisor helps me focus on how my counseling behavior influences the client   | ○ | ○ | ○ | ○ |
| 6.  | This supervisor adequately emphasizes the development of my strengths and capabilities   | ○ | ○ | ○ | ○ |
| 7.  | This supervisor enables and encourages me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling         | ○ | ○ | ○ | ○ |
| 8.  | I feel this supervisor accepts me and respects me as a person  | ○ | ○ | ○ | ○ |
| 9.  | This supervisor conveys competence   | ○ | ○ | ○ | ○ |
| 10. | This supervisor can accept feedback from me  | ○ | ○ | ○ | ○ |
| 11. | This supervisor helps me clarify my counseling objectives  | ○ | ○ | ○ | ○ |
| 12. | This supervisor challenges me to make accurate diagnosis   | ○ | ○ | ○ | ○ |
| 13. | This supervisor gives me useful feedback   | ○ | ○ | ○ | ○ |
| 14. | This supervisor allows and encourages me to evaluate myself and to understand my underlying motivations  | ○ | ○ | ○ | ○ |
| 15. | This supervisor explains the criteria for evaluation clearly and in behavioral terms   | ○ | ○ | ○ | ○ |

\_\_\_\_\_  
Signature of Counseling Intern

\_\_\_\_\_  
Date

**William Paterson University Professional Counseling Program  
Clinical Mental Health Internship Student University Supervisor Evaluation Rubric**

| Competency # | Needs improvement (1)   | Progressing (2)   | Competent (3)   | Advanced (4)   |
|--------------|---|---|---|--|
| 1            | Supervisor does not, or minimally, helped me feel at ease with the supervision process  | Supervisor began to help me feel at ease with the supervision process   | Supervisor competently helped me feel at ease with the supervision process, meeting my understanding of supervision expectations  | Supervisor consistently helped me feel at ease with the supervision process, exceeding my understanding of supervision expectations  |
| 2            | Supervisor does not, or minimally, created a constructive learning process and provided suggestions for developing my counseling skills   | Supervisor began to create a constructive learning process and provide suggestions for developing my counseling skills  | Supervisor competently created a constructive learning process and provided suggestions for developing my counseling skills, meeting my understanding of supervision expectations   | Supervisor consistently created a constructive learning process and provided suggestions for developing my counseling skills, exceeding my understanding of supervision expectations   |
| 3            | Supervisor does not, or minimally, provided me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my clients | Supervisor began to provide me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my clients | Supervisor competently provided me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my clients, meeting my understanding of supervision expectations | Supervisor consistently provided me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my clients, exceeding my understanding of supervision expectations |
| 4            | Supervisor does not, or minimally, addressed issues relevant to my current concerns as a counseling intern  | Supervisor began to address issues relevant to my current concerns as a counseling intern   | Supervisor competently addressed issues relevant to my current concerns as a counseling intern, meeting my understanding of supervision expectations  | Supervisor consistently addressed issues relevant to my current concerns as a counseling intern, exceeding my understanding of supervision expectations  |
| 5            | Supervisor does not, or minimally, helped me focus on how my counseling behavior influences the client  | Supervisor began to help me focus on how my counseling behavior influences the client   | Supervisor competently helped me focus on how my counseling behavior influences the client, meeting my understanding of supervision expectations  | Supervisor consistently helped me focus on how my counseling behavior influences the client, exceeding my understanding of supervision expectations  |
| 6            | Supervisor does not, or minimally, emphasized the development of my strengths and capabilities  | Supervisor began to emphasize the development of my strengths and capabilities  | Supervisor competently emphasize the development of my strengths and capabilities, meeting my understanding of supervision expectations   | Supervisor consistently emphasized the development of my strengths and capabilities, exceeding my understanding of supervision expectations  |
| 7            | Supervisor does not, or minimally, enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling         | Supervisor began to enable and encourage me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling          | Supervisor competently enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling, meeting my understanding of supervision expectations         | Supervisor consistently enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling, exceeding my understanding of supervision expectations         |
| 8            | Supervisor does not, or minimally, accepts me and respects me as a person   | Supervisor began to accept me and respect me as a person  | Supervisor competently accepts me and respects me as a person, meeting my understanding of supervision expectations   | Supervisor consistently accepts me and respects me as a person, exceeding my understanding of supervision expectations   |
| 9            | Supervisor does not, or minimally, conveyed competence  | Supervisor began to convey competence   | Supervisor competently conveyed competence, meeting my understanding of supervision expectations  | Supervisor consistently conveyed competence s, exceeding my understanding of supervision expectations  |
| 10           | Supervisor does not, or minimally, was able to accept feedback from me  | Supervisor began to be able to accept feedback from me  | Supervisor competently was able to accept feedback from me, meeting my understanding of supervision expectations  | Supervisor consistently was able to accept feedback from me, exceeding my understanding of supervision expectations  |

|    |   |  |   |  |
|----|---|--|---|--|
| 11 | Supervisor does not, or minimally, helped me clarify my counseling objectives   | Supervisor began to help me clarify my counseling objectives   | Supervisor competently helped me clarify my counseling objectives, meeting my understanding of supervision expectations   | Supervisor consistently helped me clarify my counseling objectives, exceeding my understanding of supervision expectations   |
| 12 | Supervisor does not, or minimally, challenged me to make accurate diagnosis   | Supervisor began to challenge me to make accurate diagnosis  | Supervisor competently challenged me to make accurate diagnosis, meeting my understanding of supervision expectations   | Supervisor consistently challenged me to make accurate diagnosis, exceeding my understanding of supervision expectations   |
| 13 | Supervisor does not, or minimally, gave me useful feedback  | Supervisor began to give me useful feedback  | Supervisor competently gave me useful feedback, meeting my understanding of supervision expectations  | Supervisor consistently gave me useful feedback, exceeding my understanding of supervision expectations  |
| 14 | Supervisor does not, or minimally, allowed and encouraged me to evaluate myself and to understand my underlying motivations | Supervisor began allow and encourage me to evaluate myself and to understand my underlying motivations | Supervisor competently allowed and encouraged me to evaluate myself and to understand my underlying motivations, meeting my understanding of supervision expectations | Supervisor consistently allowed and encouraged me to evaluate myself and to understand my underlying motivations, exceeding my understanding of supervision expectations |
| 15 | Supervisor does not, or minimally, explained the criteria for evaluation clearly and in behavioral terms                    | Supervisor began to explain the criteria for evaluation clearly and in behavioral terms                | Supervisor competently explained the criteria for evaluation clearly and in behavioral terms, meeting my understanding of supervision expectations                    | Supervisor consistently explained the criteria for evaluation clearly and in behavioral terms, exceeding my understanding of supervision expectations                    |