

Practicum/ Internship Manual



Felician University
School of Arts and Sciences

MASTER OF ARTS IN COUNSELING PSYCHOLOGY PROGRAM (MACP)

Practicum and Internship Reference Manual

The Master of Arts in Counseling Psychology Program, School of Arts and Sciences, strives to prepare competent, socially conscious, and reflective professionals.

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WELCOME

Thank you for your interest in serving as a training site for our students! Our Master of Arts in Counseling Psychology Program (MACP) at Felician University is committed to preparing culturally competent counselors with a social justice orientation and a commitment to service. We hope that our students and your site will benefit from this collaboration.

This practicum and internship reference manual will guide you through the general procedures that students follow as part of their clinical supervised experience. It also includes forms to be completed by the student's supervisor onsite, as well as the hour log forms to keep track of indirect, direct, and supervision hours. Please note that documents will be updated periodically to include changes in program, university, and accreditation policies.

If there are any additional questions regarding our requirements, please contact me directly via email (Farfanm@felician.edu).

Cordially,
Dr. Marcela Farfan, Psy.D.,LPC.,NCC
Professor / Director
Master's in Counseling Psychology Program,
Felician University





ABOUT FELICIAN UNIVERSITY

OUR FIRST PRIORITY IS OUR STUDENTS. OUR SECOND IS THEIR FUTURE.

Founded in 1942 by the Felician Sisters, Felician University is one of the twenty-four member institutions of the Association of Franciscan Colleges & Universities (AFCU), and the only one in New Jersey.

We've built our reputation with an emphasis on service and respect for humanity, as was the dream of Blessed Mary Angela Truszkowska—the foundress of the Felician Sisters more than a century ago. Even today, we strive to represent those values in everything we do.

We provide individualized attention and support to prepare you for life, and success, after graduation. More than just quality students, we are graduating valuable members of society who are prepared to take on the challenges of an ever-changing world. As a co-educational, liberal arts institution, Felician is home to approximately 2,200 undergraduate, graduate, and adult studies students. With full-time, part-time, and online offerings, you can expect an accommodating higher education experience at Felician University.

Felician University Mission: Felician University is an independent co-educational Catholic/Franciscan University founded and sponsored by the Felician Sisters to educate a diverse population of students within the framework of a liberal arts tradition. Its mission is to provide a full complement of learning experiences, reinforced with strong academic and student development programs designed to bring students to their highest potential and prepare them to meet the challenges of the new century with informed minds and understanding hearts. The enduring purpose of Felician University is to promote a love for learning, a desire for God, self-knowledge, service to others, and respect for all creation.

School of Arts & Sciences Mission: The School of Arts and Sciences is committed to promoting the University's Franciscan-Felician mission by providing an environment that fosters the intellectual, emotional, and spiritual development of our students. The Liberal Arts

curriculum challenges students to explore creative ways of thinking within a broad scope of study that integrates intellectual traditions with essential values. Our diverse programs encourage students to become lifelong learners and compassionate contributors to the well-being of others throughout their lives.

Accreditations and Approvals

Felician University is one of three institutions of higher education sponsored by the Congregation of the Sisters of Saint Felix of Cantalice (Felician Sisters). The University is licensed by the State of New Jersey as a not-for-profit organization.

The University is accredited by:

[Middle States Commission on Higher Education](#)

3624 Market Street
Philadelphia, PA 19104-2680
(215) 662-5606

Nursing programs are accredited by:

[The Commission on Collegiate Nursing Education](#)

655 K Street NW
Suite 750
Washington, DC 20001
201-887-6791

[The New Jersey State Board of Nursing](#)

124 Halsey Street
Newark, New Jersey 07102
(973) 504-6430

Business programs are accredited by:

[International Accreditation Council of Business Education](#)

11373 Strange Line Rd,
Lenexa, Kansas

Felician University is also approved by:

- New Jersey Commission on Higher Education
- National Association of State Directors of Teacher Education and Certification (NASDTEC).

- New Jersey Bureau of Teacher Education and Academic Credentials
- State of New Jersey Department of Education
- The State Approving Agency for Veterans' Benefits
- Sloan-C Consortium for Asynchronous Learning
- State of New Jersey to participate in the National Council for State Authorization Reciprocity Agreements

The In-person Master in Counseling Psychology MACP program is accredited by: The Master's in Psychology and Counseling Accreditation Council (MPCAC). The website is: <http://mpcacaccreditation.org/>. The accreditation period is June 2014 to June 2026.

The Online Master in Counseling Psychology MACP program is: MPCAC Aligned

Masters in Psychology and Counseling Accreditation Council

595 New Loudon Rd. #265
Latham, New York 12110
(518)-785-1980

ABOUT THE MASTER OF ARTS IN COUNSELING PSYCHOLOGY PROGRAM

Mission Statement

As a Franciscan institution Felician University has always focused on preparing students to be compassionate, community focused, facilitative of the potential of others, and striving to maintain the ideas of the Gospel as modeled by the service of others of Saint Francis of Assisi. In the realm of counseling over the course of the last ten years a new paradigm, positive psychology, has emerged. Further, an emphasis on mindfulness, spiritual development, and empowering the potential of others has become a new and core theoretical expansion of models of counseling. With these two models in mind the following program represents a synthesis of these approaches and represents a unique approach to preparing professional counselors.

Program Objectives and Outcomes

Upon completion of the Master of Arts Degree in Counseling Psychology, students will:

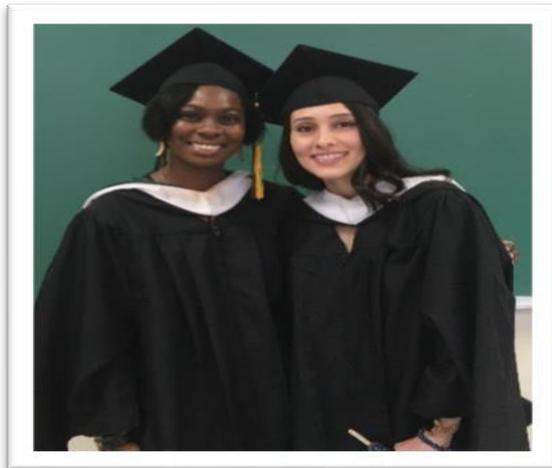
1. Demonstrate an awareness of the ethical challenges and responsibilities in the field of counseling
2. Articulate a personal model for addressing these responsibilities that is consistent with Catholic and Franciscan values.
3. Assess individuals and groups that display patterns of psychopathology.
4. Use information and technology literacy for maintaining best practices in counseling.

5. Articulate a clear and precise treatment plan for addressing the diagnoses of individuals and groups.
6. Adapt to the unique cultural, gender, racial, and sexual orientation needs of individuals and groups they serve.
7. Demonstrate competence in appropriate scientifically validated treatment modalities including individual psychological counseling, marital and couples counseling, family counseling, group counseling, and organizational consultation and interventions.

At the completion of the degree program and the required hours of experience, you will be eligible to sit for the state licensure in professional counseling. You will continue to participate in ongoing professional development and lifelong learning.

Diversity Statement:

The Felician University Master of Arts in Counseling Psychology program strictly adheres to the American Counseling Association Code of Ethics (2014) and maintains a strong commitment to diversity and inclusivity. This program highlights the importance of multicultural counseling psychology and actively promotes diversity within the broader community. Located within diverse multicultural environments, our curriculum is thoughtfully designed to address the needs and complexities of individuals from various racial, ethnic, and socioeconomic backgrounds, national origins, religious, spiritual, and political beliefs, physical abilities, ages, genders, gender identities, and sexual orientations. Our educational approach is dedicated to fostering an understanding of stereotypes, microaggressions, prejudice, and discrimination. Through rigorous academic coursework and practical, experiential learning opportunities, we prepare our students to become compassionate, ethical, and effective counselors who can advocate for and contribute positively to a just and equitable society.



CLINICAL SUPERVISED EXPERIENCES: Practicum and Internship Training Overview

Objectives for these courses:

Practicum and internship training experiences are the opportunity for students to gain work experience as counselors in an actual clinical mental health setting. Please note that **each student is responsible for finding his/her/their own practicum and internship settings. The student should also have liability insurance at the moment of beginning the field experience.** The MACP Program Director and other faculty members are available to guide the students during the application process. Upon completion of these experiences, students will:

1. Enhance the ability to self-reflect as they offer counseling services in an applied setting.
2. Apply and adhere in translating theory into the practice of helping relationships.
3. Apply and adhere to ethical and legal standards of clinical mental health counselors.
4. Learn to apply research and program evaluation in practical counseling settings.
5. Understand presenting problems in the context of human growth and development.
6. Refine skills in assessment and evaluation.
7. Enhance abilities to observe and use group dynamics to facilitate growth.
8. Learn to incorporate career and lifestyle perspectives into counseling work.
9. Apply self-care strategies appropriate to the counselor role.
10. Understand classifications, indications, and contraindications of community-prescribed psychopharmacological interventions.
11. Gain and embrace a deeper understanding of one's professional identity.

Criteria for offsite training

Students are required to successfully complete the required coursework before the offsite training experience (i.e., practicum and internship). Among the required courses, the following courses are mandatory:

Course	Semester/Year	Grade	Professor
PSYC-505: Introduction to Counseling			
PSYC-507: Developmental Models of Personal Growth			
PSYC-510: Techniques of Counseling and Appraisal			
PSYC-557: Professional Issues and Ethics			

Faculty members will evaluate student readiness to apply for practicum and internship experiences (see Evaluation form in our Useful Forms/Appendixes section). The student's advisor will meet with the student and review the evaluation. If passed, the student will proceed

with the search and application process. If concerns are raised as part of the evaluation, a Remediation Plan will be in place, and the student might have to postpone his/her/their internship or practicum experiences, depending on the case. Criteria to evaluate the student's readiness for offsite training include the following:

1. Ability to function independently as an emerging professional.
2. A sense of empathy and respect towards peers and faculty.
3. Capacity to follow the ACA and APA ethical guidelines.
4. Demonstrated competence in the modality(s) of counseling.
5. Ability and openness to accept supervision.
6. Capacity to engage in supervision:
 - Openness to direction
 - Ability to cooperate with a supervisor
 - Capacity to problem solve
 - Capacity to maintain professional boundaries
7. Openness to engage in on-campus supervision.
8. Understanding of one's strengths and weaknesses.
9. Appropriate interventions initiated.
10. Adherence to the policies outlined in the MACP student handbook.

Practicum and Internship Orientation

Each semester, the MACP Program hosts a Practicum and Internship Orientation Meeting. It is highly encouraged for students to attend at least one of these meetings in order to obtain information about sites, required paperwork, and procedures.

Insurance

Graduate Counseling students are required to maintain student liability insurance against malpractice in the amount of \$1,000,000/\$3,000,000 throughout the time they are enrolled in and completing practicum and internship. This policy is consistent with national professional training standards and is intended to protect students. Further, students are required to maintain medical insurance coverage throughout the program. Liability insurance can be obtained from the American Psychological Association Insurance Trust (APAIT). The APAIT can be contacted at: APA Insurance Trust Professional Liability Insurance Program, P.O. Box 93124, Des Moines IA, 50393.

Direct and Indirect Hours

Internship and practicum experiences are divided in two categories: direct and indirect hours. Direct hours constitute the time providing face-to-face services with clients. This could be in the

form of groups, individual, or couples and family therapy. This also includes intake sessions or screenings. As you will see, the number of direct hours increases from practicum to internship.

On the other hand, indirect hours are the time you spend preparing for providing services, as well as other activities that support those services. These include, but are not limited to the following: paperwork, supervision, training, team meetings, outreach, and facilitating workshops, or developing psychoeducational materials and/or campaigns.

For the purpose of practicum and internship experiences, students will be keeping a log of both types of hours. We highly encourage students to use the Hours Log Weekly Template for Direct and Indirect hours to keep track of their progress. Students have access to this Excel Template table through our Program's shared drive (MACP-Students).

Specific Instructions for PSYC 560: Practicum

PSYC 560 (Practicum) is considered the first student's experience in the field. Students will need to complete a minimum of 100 clock hours at placement, along with attending a weekly seminar on campus. From those 100 hours, 40% should be providing direct service (40 hours). Note that fulfilling the hours requirements before the semester ends **does not mean that the student is done at the placement**. Students will stay at your placement until the semester ends. The main idea of a practicum experience is to develop and improve counseling skills through activities such as shadowing, co-leading groups, performing community outreach, hosting workshops, completing intakes and screenings, among others.

Before the Practicum Semester Starts:

The student and advisor will discuss the intention to enroll in a Practicum.

By then, the student should have a site (or sites) identified and will need to complete the Practicum/Internship Proposal Form (Please see Useful Forms/Appendices. If the student has not yet identified a practicum setting, a list of available settings will be provided; however, it is only a sample of possible sites.

1. If the site identified is a new site for the MACP, the Coordinator of Practicums and Internships (or the MACP Director) will proceed to contact the place and schedule a meeting to ensure that the placement meets the training requirements.
2. Once the student has been accepted by a site: the student will complete an Application Package that includes:
 - a. an Affiliation Agreement¹ signed by the site.
 - b. proof of evidence of student's insurance.
 - c. acceptance from the site, including the contact information of the supervisor. This information will be stored in the student's folder. The student will also give a copy of the proof of insurance to the practicum site.
3. Once this is finished, the student will be able to start at the practicum site and will contact the practicum's supervisor to schedule a first meeting once the semester starts.

¹Affiliation up to date

Once the Practicum Semester Starts:

1. The student is expected to adhere to the Ethical Standards for Counselors and the American Psychological Association Code of Conduct.
2. The student is expected to learn/adhere to the organizational structure, processes, rules, and working conditions of his/her/their particular site.
3. The student is expected to inform all clients of his/her/their status as a student counselor-in-training under the supervision of a licensed professional. Students must also inform clients that information about their cases may be discussed with the supervisor and that the same rules of confidentiality apply.
4. The student is responsible for keeping track of hours, including the documentation of activities. The student will discuss with the on-site supervisor a timeline for completion of hours. However, all hours must be completed, reviewed and approved with a signature by the end of the semester (Please see Useful Forms/Appendices section for the Summary Template). The student will keep a copy of the document, in order to add hours for Internship I and II. Not doing so might imply an incomplete in the course, as there would not be evidence that the student completed the hours on time.
5. On campus, the student will participate and attend discussions in class. The practicum's instructor will collect the documentation and will make sure that the student is having a rich learning experience.
6. If there is a situation with the site, the student will discuss it with his/her/their practicum instructor and he/she/they will discuss it, if needed, in a faculty meeting. Depending on the situation, next steps might require contacting the supervisor on-site, scheduling a meeting with the student, and/or the removal of the student from the practicum setting.
7. The student will be evaluated by the site supervisor **twice** near the completion of the internship semesters. The student will copy the evaluation forms from this Handbook (or accessible through MACP Students-Practicum and Internship) for use by the supervisor. It is the responsibility of each student to complete a student evaluation.

Depending on the site agreement, the student might stay at the same site in order to complete an internship experience or might change settings in order to broaden the scope of clinical experiences. If this is the case, the student must make sure that a site is secured prior to the internship semester start, and a new Practicum/Internship Proposal Form is completed.

Specific Instructions for Psyc 575 (Internship I) and Psyc 576 (Internship II)

As per our catalog description, PSYC 575 and PSYC 576 (Internship I and II respectively), involves a placement in a clinical setting to enable students to develop counseling skills and integrate professional knowledge and skills. This clinical experience provides an opportunity to perform some of the activities that a mental health counselor would perform under the direct supervision of a licensed mental health professional. This course also includes a weekly on-campus seminar. Students complete between 300-450 hours² for this course, of which 150 should be direct hours.

² Please note that the total of final completed hours will depend on the student's and site's availability, but they should **never be less than 300**. Not completing the required hours might result in failing the course or receiving an

In order to enroll in Internship courses, students must demonstrate successful completion of their Practicum experience by submitting all the required documentation and receiving an evaluation from the practicum site without concerns. If a site supervisor has concerns about the student's performance, a Remediation Plan will take place and faculty will follow the procedures mentioned before. The student will not be allowed to enroll in Internship until goals have been met.

Specific Instructions for Students in the School Counseling Track

As per our catalog description, PSYC 575 and PSYC 576 (Internship I and II respectively), involves a placement in a clinical setting and at a school setting to enable students to develop counseling skills and school counseling skills and integrate professional knowledge and skills. This clinical experience provides an opportunity to perform some of the activities that a mental health counselor would perform under the direct supervision of a licensed mental health professional as well as this school counseling experience provides an opportunity to perform some of the activities that a school counselor would perform under the direct supervision of a school counselor. This course also includes a weekly on-campus seminar. Students complete between 300-450 hours³ for this course, of which 150 should be direct hours. Please note that students under the school counseling track must complete a minimum of 600 hours per semester for internship I and internship II, which will include 300 hours of mental health and 300 hours in a school setting per semester.

In order to enroll in Internship courses, students must demonstrate successful completion of their Practicum experience by submitting all the required documentation and receiving an evaluation from the practicum site without concerns. If a site supervisor has concerns about the student's performance, a Remediation Plan will take place and faculty will follow the procedures mentioned before. The student will not be allowed to enroll in Internship until goals have been met.

Before the Internship I Semester Starts:

1. The student will discuss with his/her/their advisor the intention to enroll in an Internship, as well as inform if he/she/they will be staying at the same site in which practicum hours were completed:
 - a. If staying at the same placement: students will submit a Practicum/Internship Proposal Update Form (if needed) indicating changes in supervisor, as well as changes in the type of activities that the student will be engaged as part of his/her/their internship. In addition, the student will provide a copy of the evaluation forms to their supervisors.

incomplete grade until completion. As explained later in this Handbook, only the number of hours completed will be accrued towards your License in Professional Counselor hours requirement.

³ Please note that the total of final completed hours will depend on the student's and site's availability, but they should **never be less than 600**. Not completing the required hours might result in failing the course or receiving an incomplete grade until completion. As explained later in this Handbook, only the number of hours completed will be accrued towards your License in Professional Counselor hours requirement.

- b. If starting at a different placement: Please notify the MACP Program Coordinator and Advisor of this as earliest as possible. Complete a new Practicum/Internship Proposal Form and submit it to the MACP Internship Coordinator. Note that sites need to be approved prior to starting at the site. If approved, an Affiliation Agreement will be signed. **Note:** *Not having a site approved by the second week of classes might result in having to withdraw from the course.*
 2. Once this is finished, the student will be able to start at the internship site and will contact the site's supervisor to schedule a first meeting once the semester starts.

Once the Internship Semester Starts:

As mentioned, each student is required to complete and document a minimum of 300 hours for each internship, and 150 of those are required to provide direct services (50% direct hours). At the end of the internship year (both semesters), students should have accrued a minimum of 600 hours (300 direct) (1200 for the school counseling track).

In addition to these hours, students and internship supervisors should be aware of the following requirements:

1. Weekly interaction of an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship.
2. An average of one and one half (1.5) hours per week of group supervision is provided on a regular schedule throughout the internship, usually performed by a faculty member (i.e., instructor of this course).
3. The opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, referrals, staff meetings, etc.).
4. The opportunity for the student to record an audio or video (live session observation if recording is not available) of a session for the purpose of training and supervision (with the authorization of the client).

Overall, it is expected that students follow the following during the internship year (both Internship I and II):

- 1 The student is expected to adhere to the ACA Ethical Standards for Counselors.
- 2 The student is expected to inform all clients of his/her/their status as a student counselor-in training under the supervision of a licensed professional. Students must also inform clients that information about their cases may be discussed with the supervisor and that the same rules of confidentiality apply.
- 3 The student is expected to learn/adhere to the organizational structure, processes, rules, and working conditions of his/her/their particular site.

- 4 The student is expected to work within the appropriate chain of command at their respective site.
5. The student is required to complete an **Affiliation Agreement⁴ with the internship site** and submit it to the Coordinator of the MACP program, as well as provide proof of liability insurance. The site supervisor must receive a copy of the liability insurance and the appropriate evaluation forms. Please see MACP useful Forms/Appendices.
6. The student is expected to read the Clinical Experience Section in the Student's Handbook and have thorough knowledge of all requirements related to successful completion of the field-based practicum. These requirements include: 1) turning in the completed application packet before beginning the practicum placement; and 2) having the appropriate signature, supervision hours, and total number of hours on each log sheet before handing it in to the program director. A student who is working at multiple sites is required to use separate log sheets for each site.
7. The student will be evaluated by his/her/their site supervisor during the internship. The student will copy the evaluation forms from the internship manual for use by their supervisor. It is the responsibility of each student to complete his/her/their own **student-evaluation** at the end of each semester.



Cultural and Individual Differences

A critical dimension of the field training involves the enhancement of the student's awareness, knowledge and skills in dealing with clients from culturally diverse backgrounds and reflecting a wide range of individual differences. These include clients with disabilities and individuals of a different culture, gender, race, socioeconomic status, sexual orientation, age, color, language, national origin, and religion. Each student is expected to develop sensitivity, knowledge, and skills appropriate for working with such diversity. Opportunities for such experiences are likely to be readily found at all practicum sites - indeed availability for such experiences is a criterion

⁴ The student is required to request The Affiliation Agreement template from the MACP Program Director.

for site approval - and students are expected to review these experiences regularly with Field Supervisors and within the on-campus practicum class.

Students are encouraged to visit the homepage for APA's Public Interest Directorate (www.apa.org/pi/homepage.html) for up-to-date information, including guidelines and resolutions, on cultural and individual differences, including the Multicultural Guidelines approved as policy by the APA Council of Representatives in 2002. Additionally, research new areas within the American Counseling Association (ACA) for additional information.

Appropriate Practicum Placements

Students must obtain approval from the MACP Program Coordinator prior to beginning any practicum placement. Failure to do so will result in the student not receiving credit for hours served prior to approval. Students should not, under any circumstances, utilize their place of employment as a practicum site. Practicum training is intended to broaden student's experience and professional training beyond that which could be expected at any single place of employment. Similarly, the need for on-site supervision could create a conflict of interest for both the student/employee and the on-site practicum supervisor/colleague. Practicum settings may include community mental health centers, departments of psychology/psychiatry in general hospitals (or psychiatric hospitals), University counseling centers, VA hospitals, or other settings approved by the MACP Program Coordinator. The MACP Program Coordinator will consider the breadth and depth of experience offered at a site, rather than the setting, in determining appropriateness. In all cases, on-site supervision by a licensed mental health professional (i.e., an individual with the appropriate academic training and experience) is required.

The MACP Program Coordinator will maintain a database of appropriate training sites that will assist students in their search. Once a training site is selected and approved, students will enter into a contractual arrangement with the site that documents required hours of service, range of clinical experiences the student will participate in, the name and credentials of the supervisor, supervision arrangement and schedule and all other pertinent data specific to the site and arrangement.

MACP Policy on Student Placement

Policy on Student Placement at Facilities Employing University Faculty

Purpose

This policy establishes ethical and procedural guidelines for instances in which a student enrolled in the Practicum, Internship I, Internship II, or Internship III courses seeks or completes a placement at a facility or practice where a university faculty member is employed. The intent of this policy is to uphold professional boundaries, prevent conflicts of interest, and ensure adherence to the ethical standards of the counseling profession and the university.

Definitions

Faculty Member: Any individual employed by the university in a full-time, part-time, or adjunct capacity who engages in teaching, supervision, administrative, or clinical responsibilities within

the department or the University.

Facility or Practice: Any external site not affiliated with Felician, organization, agency, or private practice approved by the university for the purpose of completing a Practicum or Internship experience.

Direct Supervision: Any arrangement in which the faculty member provides evaluative oversight, clinical supervision, or performance assessment of a student's Practicum or Internship activities, whether formal or informal.

Indirect Supervision: Any situation in which a faculty member's role at the facility could reasonably influence or appear to influence the student's evaluation, placement, or learning outcomes.

Conflict of Interest: Any circumstance that may compromise, or reasonably appear to compromise, the objectivity, integrity, or fairness of the supervisory or academic evaluation process.

Policy Statement

Eligibility for Placement: A student may apply for and complete a Practicum, Internship I, or Internship II/III placement at a facility where a university faculty member is employed, provided the faculty member does not serve as the student's direct or indirect supervisor, evaluator, or site contact.

Prohibition on Supervision and Evaluation: The faculty member employed by the facility shall not participate in the clinical supervision or evaluation of the student for any portion of the placement experience at the site.

Disclosure and Approval Requirements: The student must disclose any existing or potential faculty affiliation with the proposed placement site prior to site approval. The Practicum and Internship Coordinator shall review all such disclosures to assess for potential conflicts of interest. The program Director must grant final approval.

Conflict Mitigation Measures: If a potential conflict of interest is identified, the following steps will be implemented prior to placement approval:

1. The Practicum & Internship Coordinator will formally review the conflict and document the nature of the concern.
2. The Program Director will determine whether the placement can proceed with safeguards or whether the student must be reassigned to a different clinical site.
3. If the placement is approved, the student must be reassigned to a different on-site supervisor who is not the faculty member and does not report directly to the faculty member employed at that site.
4. All mitigation actions, supervisory assignments, and rationale for approval will be documented in the student's file and signed by the Program Director prior to placement start.

These steps must be completed and documented before a student can begin or continue clinical hours at a site where a university faculty member is employed.

Documentation: All disclosures, reviews, approvals, and conflict mitigation measures must be documented and retained in the student's file.

Ethical Compliance: This policy is consistent with the ethical guidelines set forth by the American Counseling Association (ACA) and university policy governing ethical conduct and academic integrity.

Rationale

This policy safeguards the ethical integrity of Felician University's clinical training program by

ensuring that no faculty member's dual role as educator and employee of an external facility compromises a student's educational experience, evaluation, or confidentiality. Adherence to this policy promotes transparency, fairness, and compliance with institutional and professional ethical standards.

Record Keeping

Data on specific training experiences are to be maintained on a weekly basis and submitted to the MACP Program Coordinator at the end of each semester.

Ethical Considerations and Procedures to Address Situations that Might Arise

All aspects of practicum work must be completed in full compliance with the Ethical Principles of Counselors and Code of Conduct (ACA). It is important for sites to share with the students policies and procedures to manage ethical concerns or situations at the beginning of the practicum/internship experience. As part of informed consent to therapy, all clients must be informed of the student's trainee status, and students are expected to provide their on-site supervisor with a list of all clients they are seeing. Students are expected to discuss any questions that they have about possible ethical conflicts with both their on-site supervisor and the on-campus practicum instructor prior to engaging in any activity that might be construed as a compromise of ethics.

If a client, a staff member, or a supervisor shares a concern about the student's conduct, site supervisors should contact the MACP Program Coordinator. Once the concern is received, the student and the student's on-site supervisor will be notified of the concern in writing within 5 days. The student will be required to suspend direct client contact until the concern is evaluated. The student must provide a written response to the concern within 15 days. Upon receipt of the response, it will be reviewed by the Program Faculty in concert with the on-site supervisor.

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

Students must understand that the policy cited above does not in any way replace policy in place at the practicum site where the student is placed. Students would also be subject to the on-site policy regarding ethical matters. Similarly, Program policy in no way takes the place of or takes priority over the avenues of redress available to those making allegations of ethical misconduct. Graduate psychology students are bound to adhere to ACA and APA ethical principles.

When ethical issues arise at the site, students may feel conflicted on how to address the issues. There are times in which students might have concerns about the site and/or about a classmate who is completing the internship at the same site. If the behavior does not represent imminent harm to the student, client, supervisor or faculty members, we invite the student to attempt to resolve it in a professional manner by first bringing the situation to their counterpart. However, if the behavior falls in the prior category (and there is potential emotional, or physical harm), students need to immediately inform your clinical site supervisor if this is practicum/internship related. Next, inform the MACP Program Coordinator and seminar supervisor. It is the responsibility of the student to contact the MACP Program Coordinator if there is uncertainty on what to do.

Evaluation of Practicum/Internship Site

After each practicum/internship, students will evaluate, in writing, the practicum site (see the form in Useful Forms/Appendixes). These evaluations are reviewed by the faculty to ensure the site is providing the expected experience for students. This process is designed to serve as a way to monitor the students' perception of the supervision experience and to provide a vehicle for the Program faculty to address student concerns. The Useful Forms/Appendices section also contains a copy of the *On-Site Supervisor Evaluation* form. This form is completed at the midterm and end of the internship. Additionally, the MACP Program Coordinator can arrange an on-site visit each year with the student and off-site supervisor to review the quality of the experience provided by the site, if feasible. This can also be arranged virtually as the need arises.

Recordings

Recordings & Direct Observation Requirement

Students are required to receive direct observation or audio-record (or video-record, if available) of at least one individual counseling session per semester as part of their practicum and internship experience. Written consent must be obtained from the client (and the parent/guardian if the client is a minor) prior to recording. These recorded sessions may be used during case presentation in the practicum/internship class and must be used in on-site supervision.

Practicum/Internship supervision must include regular direct observation and/or review of recorded sessions, with formative feedback provided by the licensed supervisor of record. The licensed supervisor is responsible for reviewing a minimum of one audio/video recording per semester per student, or conducting one live observation during the semester, and providing feedback based on that review. Audio/video review or live observation is a required component of practicum/internship supervision. There is a copy of the *Permission to Record Counseling Sessions* form within this document. (Please see the Useful Forms/Appendices section.)

Supervisor Qualifications

All practicum and internship students must be supervised by a licensed mental health provider. The primary on-site clinical supervisor must hold an active license as a Licensed Professional Counselor (LPC), Licensed Clinical Social Worker (LCSW), or Licensed Psychologist (PsyD, PhD, EdD). The licensed supervisor of record is responsible for all clinical oversight and final sign-off of all direct and indirect hours.

While doctoral students, post-doctoral residents, or license-eligible professionals may participate in student supervision for additional learning purposes, this supervision may only occur as supplemental supervision. Supplemental supervision does not replace, reduce, or substitute the required supervision provided by the licensed supervisor of record.

For students completing internship hours in school counseling settings, supervision of these hours must be provided by a certified/licensed School Counselor.

Students with Disabilities

Under the Americans with Disabilities Act and Section 504 of the Civil Rights Restoration Act, students at Felician University who have a disability may be eligible for accommodations in this course. Should a student require such accommodations, he or she MUST self- identify at the Office of Accessibility, provide documentation of said disability, and work with OA to develop a plan for accommodations. Link: <https://felician.edu/campus-life/office-of-accessibility-services/>

Program Data

Program evaluation data, including student, alumni, and supervisor feedback, are publicly available on the MACP Program website under the “**Program Outcomes and Stakeholder Feedback.**”

MACP USEFUL
FORMS/APPENDICES



STUDENT'S EVALUATION AND READINESS FOR
PRACTICUM/INTERNSHIP FORM

Student's Name _____

Advisor: _____

The core faculty member must complete and submit the following Student's Evaluation and Readiness for Practicum/Internship form. This form will detail what the student demonstrates to the department.

Course	Semester/Year	Grade	Professor
PSYC-505: Introduction to Counseling			
PSYC-507: Developmental Models of Personal Growth			
PSYC-510: Techniques of Counseling and Appraisal			
PSYC-557: Professional Issues and Ethics			

Signature of Person Completing this Review _____

Date _____

Category	Rating (please circle one)		
1. Academic Skills	Satisfactory Progress	Needs Improvement	Unsatisfactory
2. Writing Skills	Satisfactory Progress	Needs Improvement	Unsatisfactory
3. Insight and Self-Awareness	Satisfactory Progress	Needs Improvement	Unsatisfactory
4. Teamwork and Collaboration	Satisfactory Progress	Needs Improvement	Unsatisfactory
5. Individual Counseling Skills	Satisfactory Progress	Needs Improvement	Unsatisfactory

6. Group Counseling Skills	Satisfactory Progress	Needs Improvement	Unsatisfactory
7. Consultation Skills	Satisfactory Progress	Needs Improvement	Unsatisfactory
8. Ethical and Professional Dispositions/Behavior	Satisfactory Progress	Needs Improvement	Unsatisfactory
9. Openness to Feedback And Supervision	Satisfactory Progress	Needs Improvement	Unsatisfactory
10. Positive Changes After Feedback and Supervision	Satisfactory Progress	Needs Improvement	Unsatisfactory

1 = Unsatisfactory 2 = Poor 3 = Adequate Progress 4 = Very Good 5 = Excellent

The Student Demonstrates:	Rating (Please Circle One)				
Empathy	1	2	3	4	5
Flexibility	1	2	3	4	5
Unconditional Positive Regard	1	2	3	4	5
Cooperation	1	2	3	4	5
Insight	1	2	3	4	5
Genuineness	1	2	3	4	5
Interpersonal Relationships	1	2	3	4	5
Accepting and Implementing Feedback	1	2	3	4	5
Awareness of Impact on Others	1	2	3	4	5
Dealing with Conflict Effectively	1	2	3	4	5
Accepting Personal Responsibility	1	2	3	4	5
Expressing and Accepting Feelings Appropriately	1	2	3	4	5

Comments:



PRACTICUM/INTERNSHIP PROPOSAL
FORM

Student Name: _____

Agency Name: _____

Location/address _____

Supervisor: _____

Supervisor email: _____

Phone: _____

Agency Type:

- | | |
|--|---|
| <input type="checkbox"/> Outpatient Community Mental Health | <input type="checkbox"/> Partial Hospital |
| <input type="checkbox"/> Inpatient Hospital | <input type="checkbox"/> School |
| <input type="checkbox"/> Outpatient | <input type="checkbox"/> Residential Treatment Center |
| <input type="checkbox"/> Other, <i>please describe</i> : _____ | |

Agency Characteristics:

- Credentialed Supervisor (LPC, LCSW, Ph.D., Psy.D., other) *Please specify credential:* _____
- Other Graduate level trainees on site, *please describe*: _____

When will you be on site?

Check all that apply:	Days:	Hours Available (from when to when):
<input type="checkbox"/>	Monday	
<input type="checkbox"/>	Tuesday	
<input type="checkbox"/>	Wednesday	

	Thursday	
	Friday	
	Saturday	
	Sunday	

Description of activities in which you will participate:

- | | |
|--|--|
| <input type="checkbox"/> Individual Therapy | <input type="checkbox"/> Screenings |
| <input type="checkbox"/> Family Therapy | <input type="checkbox"/> Team Meetings |
| <input type="checkbox"/> Group Therapy | <input type="checkbox"/> Onsite Trainings |
| <input type="checkbox"/> Process/DX Oriented | <input type="checkbox"/> Consultation |
| <input type="checkbox"/> Psychoeducational Group | <input type="checkbox"/> Workshops |
| <input type="checkbox"/> Outreach | <input type="checkbox"/> Group Supervision |
| <input type="checkbox"/> Intakes | |
| <input type="checkbox"/> Other meetings, <i>please describe:</i> | |

What populations are you serving:

- | | |
|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Children | <input type="checkbox"/> Geriatrics |
| <input type="checkbox"/> Adolescent | <input type="checkbox"/> Couples |
| <input type="checkbox"/> Adult | <input type="checkbox"/> Family |

What is the population type?

- Severe Mental Health
- Severe Mental Health/Substance Abuse
- Substance Abuse
- Partial Hospital
- Residential

___ Outpatient (mild-moderate mental health issues)
___ Other, *please specify*: _____

What are your learning goals for choosing this site? _____

—

Describe any barriers to completing your placement at this site? _____

—

—

SITE PLACEMENT CHECKLIST

Before beginning your practicum/internship placement, please ensure the following items have been completed:

___ Approved Practicum/Internship Proposal Form

___ Affiliation Form Agreement

___ Proof of Liability Insurance Submitted

___ All contact information for the site has been submitted to practicum/internship supervisor:
Name and Address of Supervisor
Supervisor Email and Phone Number

I attest that the above items have been completed and submitted as of _____ (date).
These items are intended to be for PRACTICUM/INTERNSHIP I/INTERNSHIP II (circle all that apply). _____ (initial here).

I have read and understand the American Counseling Association Code of Ethics and Standards of Practice. _____ (initial here).

I have read and understand my responsibilities as outlined in the Affiliation Form
_____ (initial here).

—
Student Signature:

Date

Program Coordinator Signature:

Date



Practicum/Internship I/Internship II Summary Experience

Student's Name: _____

Direct Hours

Intervention Experience (Add hours in the ones that apply to you)						
	Practicum Accrual Totals		Internship I Accrual Totals		Internship II Accrual Totals	
	# of Hours	# of individuals/groups	# of Hours	# of individuals/groups	# of Hours	# of individuals/groups
A. Individual Therapy						
Older Adults (65+)						
Adults (18-64)						
Adolescents (13-17)						
School-Age (6-12)						
Pre-School Age (3-5)						
Infant Age (0-2)						
B. Career Counseling						
Adults						
Adolescents (13-17)						
C. Group Counseling						
Adults						
Adolescents (13-17)						
Children (12 & under)						
D. Family Therapy						

E. Couples Therapy						
F. School Counseling Interventions						
Consultation						
Direct Intervention						
Other (explain):						
G. Other Psychological Interventions						
Sport Psychology/ Performance Enhancement						
Medical/Health Related Intervention						
Intake Interview/Structured Interview						
Substance Abuse Interventions						
Consultation						
Other Interventions (e.g. milieu therapy, treatment planning with the patient) (explain)						
Total Direct Hours						

Indirect Hours

Support Experience (Add hours in the ones that apply to you)

This item includes activities spent outside the direct clinical hour while still focused on the client (e.g., chart reviews, writing process notes, consulting with other professionals about cases, video/audio tape review, treatment planning, assessment interpretation, report writing, etc.). In addition, it also includes hours spent at practicum in didactic training (e.g., grand rounds, practicum site seminars). Please indicate the primary activities in which you participated that comprise your support hour activities, especially activities that are unusual or unique to your program:

	Practicum Accrual Totals # of Hours	Internship I Accrual Totals # of Hours	Internship II Accrual Totals # of Hours
Site trainings (site orientation, reviewing guidelines, meeting colleagues)			
Case paperwork and documentation			
Observation (time spent observing counseling sessions)			
Preparation (for supervision and for providing services)			
Community outreach			
Facilitating workshops			
Creating content (brochures, campaigns, etc.)			
Attending meetings			
Other (please specify):			

Supervision Experience

Individual Supervision is defined as a regularly scheduled and face-to-face clinical activity provided by an appropriately credentialed supervisor with the specific intent of overseeing counseling services rendered by the student. **Group Supervision** includes all activities in which an appropriately credentialed supervisor coordinates the focused review of specific cases with more than one student at a time.

	Practicum Accrual Totals	Internship I Accrual Totals	Internship II Totals

	Individual	Group	Individual	Group	Individual	Group
A. Supervised by a Licensed Professional Counselor (LPC)						
B. Supervised by other Licensed Mental Health Professional (explain):						
C. Other Supervision (explain):						
Total Supervision Hours						
Total Indirect Hours						
Total Direct and Indirect Hours						

Signatures

By signing this hour log, the student and supervisor both verify that the experiences accurately reflect the training activities of the student's practicum placement.

I. Practicum: Total # Hours _____

Site Name: _____

Supervisor Name and Credentials: _____

Supervisor Signature: _____

Date: _____

II. Internship I: Total # Hours _____

Site Name: _____

Supervisor Name and Credentials: _____

Supervisor Signature: _____

Date: _____

III. Internship II: Total # Hours _____

Site Name: _____

Supervisor Name and Credentials: _____

Supervisor Signature: _____

Date: _____

Professional Behavior

- _____ Maintains schedule as agreed.
- _____ Follows agency procedures.
- _____ Aware of, and able to use community resources.
- _____ Relates well with professional staff, support staff, and fellow students.
- _____ Regularly attends case conferences and other agency activities, including professional/didactic seminars.
- _____ Participates appropriately in case conferences and other agency activities, including professional seminars.
- _____ Seeks supervision when required, in addition to scheduled sessions.
- _____ Aware of personal limits and maintains scope of practice appropriate for current level of training.
- _____ Accepts and makes use of supervisor's feedback.
- _____ Aware of and functions within legal and ethical boundaries.
- _____ Appearance and dress are appropriate for a professional agency.

Comments:

Record Keeping

- _____ Maintains records as required by the site, in a timely manner.
- _____ Progress notes and other case records are well organized, clearly written, and focused on the most relevant aspects of the case.

Comments:

Treatment Planning and Intervention

- _____ Establishes rapport with clients and maintains client involvement in therapy.
- _____ Prepares treatment plans appropriate to client's needs, with appropriate client and/or family participation.
- _____ Considers relevant and current research, including multicultural research, when planning interventions.
- _____ Appropriately integrates theory with practice.
- _____ Demonstrates flexibility in the selection of culturally appropriate interventions.
- _____ Works effectively in an individual counseling relationship.
- _____ Works effectively when systems interventions are required.
- _____ Works effectively with groups.
- _____ Coordinates treatment when required with other staff members or outside agencies.
- _____ Works effectively with culturally diverse clients.

Comments:

Approach to Practice Consistent with the Specialty of Counseling Psychology

The following are additional areas of emphasis within the specialty of Counseling Psychology. Please rate the student on those areas relevant to your site.

- _____ Works within a brief, time-limited approach.
- _____ Works within a developmental framework across a wide range of client functioning.
- _____ Considers person-environment interactions rather than an exclusive focus on person or environment.
- _____ Emphasizes prevention, including psychoeducational interventions where appropriate.
- _____ Takes into consideration the educational and vocational lives of individuals.
- _____ Evaluates his or her own work in light of current research and developments in the field.
- _____ Attends to issues of individual and cultural diversity.

Overall Evaluation

What are this student's strengths?

What are the student's areas for growth?

Required Live/Audio/Video Observation Feedback: (Please circle the form of observation)

Signature of Supervisor _____ Date _____

Supervisor Credential _____

*Signature of Student _____ Date _____

Student's comments (optional):

*Signature indicates review of the evaluation rather than agreement with it.

Professional Behavior

- _____ Maintains schedule as agreed.
- _____ Follows agency procedures.
- _____ Aware of, and able to use community resources.
- _____ Relates well with professional staff, support staff, and fellow students.
- _____ Regularly attends case conferences and other agency activities, including professional/didactic seminars.
- _____ Participates appropriately in case conferences and other agency activities, including professional seminars.
- _____ Seeks supervision when required, in addition to scheduled sessions.
- _____ Aware of personal limits and maintains scope of practice appropriate for current level of training.
- _____ Accepts and makes use of supervisor's feedback.
- _____ Aware of and functions within legal and ethical boundaries.
- _____ Appearance and dress are appropriate for a professional agency.

Comments:

Record Keeping

- _____ Maintains records as required by the site, in a timely manner.
- _____ Progress notes and other case records are well organized, clearly written, and focused on the most relevant aspects of the case.

Comments:

Treatment Planning and Intervention

- _____ Establishes rapport with clients and maintains client involvement in therapy.
- _____ Prepares treatment plans appropriate to client's needs, with appropriate client and/or family participation.
- _____ Considers relevant and current research, including multicultural research, when planning interventions.
- _____ Appropriately integrates theory with practice.
- _____ Demonstrates flexibility in the selection of culturally appropriate interventions.
- _____ Works effectively in an individual counseling relationship.
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- _____ Works effectively with groups.
- _____ Coordinates treatment when required with other staff members or outside agencies.
- _____ Works effectively with culturally diverse clients.

Comments:

Approach to Practice Consistent with the Specialty of Counseling Psychology

The following are additional areas of emphasis within the specialty of Counseling Psychology. Please rate the student on those areas relevant to your site.

- _____ Works within a brief, time-limited approach.
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- _____ Takes into consideration the educational and vocational lives of individuals.
- _____ Evaluates his or her own work in light of current research and developments in the field.
- _____ Attends to issues of individual and cultural diversity.

Overall Evaluation

What are this student's strengths?

What are the student's areas for growth?

Required Live/Audio/Video Observation Feedback: (Please circle the form of observation)

Signature of Supervisor _____ Date _____

Supervisor Credential _____

*Signature of Student _____ Date _____

Student's comments (optional):

*Signature indicates review of the evaluation rather than agreement with it.



On-Site-Supervisor's Evaluation of Trainee
Internship II

Student: _____

Date: _____

Supervisor: _____

Supervisor's Email: _____

Site Name: _____

How many hours per week, on average, did you meet with this student for supervision?

___ Individual Supervision

___ Group Supervision

Please indicate the types of supervision used during this semester:

___ Discussion of Cases ___ Direct Observation of Student

___ Videotape review ___ Audiotape review

In what activities did you directly supervise this student?

___ Individual counseling

___ Group counseling

___ Family counseling

___ Couples counseling

___ Career/vocational counseling

___ Psychoeducation/preventive programming

___ Consultation

___ Other _____

Using the scale below, please rate the student in areas indicated, taking into consideration the student's level of training and performance relative to other students at a similar level. **Please comment on any rating lower than a 4.**

1	2	3	4	5	6	7	DK/NA*
Minimal Competence (1-3)		Satisfactory (4-5)			High Competence (6-7)		
*No basis on which to form a judgment							

Professional Behavior

- _____ Maintains schedule as agreed.
- _____ Follows agency procedures.
- _____ Aware of, and able to use community resources.
- _____ Relates well with professional staff, support staff, and fellow students.
- _____ Regularly attends case conferences and other agency activities, including professional/didactic seminars.
- _____ Participates appropriately in case conferences and other agency activities, including professional seminars.
- _____ Seeks supervision when required, in addition to scheduled sessions.
- _____ Aware of personal limits and maintains scope of practice appropriate for current level of training.
- _____ Accepts and makes use of supervisor's feedback.
- _____ Aware of and functions within legal and ethical boundaries.
- _____ Appearance and dress are appropriate for a professional agency.

Comments:

Record Keeping

- _____ Maintains records as required by the site, in a timely manner.
- _____ Progress notes and other case records are well organized, clearly written, and focused on the most relevant aspects of the case.

Comments:

Treatment Planning and Intervention

- _____ Establishes rapport with clients and maintains client involvement in therapy.
- _____ Prepares treatment plans appropriate to client's needs, with appropriate client and/or family participation.
- _____ Considers relevant and current research, including multicultural research, when planning interventions.
- _____ Appropriately integrates theory with practice.
- _____ Demonstrates flexibility in the selection of culturally appropriate interventions.
- _____ Works effectively in an individual counseling relationship.
- _____ Works effectively when systems interventions are required.
- _____ Works effectively with groups.
- _____ Coordinates treatment when required with other staff members or outside agencies.
- _____ Works effectively with culturally diverse clients.

Comments:

Approach to Practice Consistent with the Specialty of Counseling Psychology

The following are additional areas of emphasis within the specialty of Counseling Psychology. Please rate the student on those areas relevant to your site.

- _____ Works within a brief, time-limited approach.
- _____ Works within a developmental framework across a wide range of client functioning.
- _____ Considers person-environment interactions rather than an exclusive focus on person or environment.
- _____ Emphasizes prevention, including psychoeducational interventions where appropriate.
- _____ Takes into consideration the educational and vocational lives of individuals.
- _____ Evaluates his or her own work in light of current research and developments in the field.
- _____ Attends to issues of individual and cultural diversity.

Overall Evaluation

What are this student's strengths?

What are the student's areas for growth?

Required Live/Audio/Video Observation Feedback: (Please circle the form of observation)

Signature of Supervisor _____ Date _____

Supervisor Credential _____

*Signature of Student _____ Date _____

Student's comments (optional):

*Signature indicates review of the evaluation rather than agreement with it.



PRACTICUM EVALUATION BY THE STUDENT

Organization Name: _____

Supervisor's Name: _____

Number of semesters with this site: _____

Number of hours per week spent at the site: _____

How did you obtain this placement?

___ On your own

___ Through the MACP Internship site list

___ Website Name of website: _____

___ Friends/Relatives

___ Other

Please rate the following Evaluation Factors: (Mark with an X)

1 = Poor/Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

Evaluation Factors	1	2	3	4	5	Comments
Professional Atmosphere						
1. Commitment to serving psychological needs of client						
2. Active collaboration and cooperation between staff members						

3. Respect for, and use of, professionals from other disciplines						
4. Commitment to the profession of psychology						
5. Awareness of, and respect for, individual differences among clients and professionals						

6. Respect for human rights of clients and professionals						
7. Opportunity for professional development						
8. Adherence to APA ethical guidelines						

Aspects of the Supervisory Relationship

9. Supervisor facilitates the establishment and maintenance of a collaborative supervisory relationship (clearly discusses expectations regarding the supervisory relationship on an ongoing basis, responds to your feedback in non-defensive manner).						
10. Supervisor demonstrates empathy, respect, and understanding of supervisee's experiences; understands your stated needs in an open manner, despite the limitations of the setting, respects your boundaries/privacy, demonstrates empathetic understanding of personal and interpersonal struggles related to the demands of the training program, demonstrates sensitivity and respect						

<p>regardless of the supervisee's cultural/individual background.</p>						
<p>11. Supervisor is physically and emotionally available for supervision: collaborates to schedule an adequate amount of time for supervision, is available and accessible when you need help, including impromptu consultation and crises, helps you establish alternative sources of consultation when unavailable or when specialty consultation is indicated, participates actively during supervision sessions, communicates enthusiasm about commitment to supervision.</p>						
<p>12. Supervisor is amenable to working through conflicts, disagreements, or differences in opinions with supervisee; supervisor openly addresses conflicts or problems in a constructive manner, when conceptual disagreements arise, negotiates them in a non- judgmental way, if an impasse occurs, arranges for</p>						
<p>mediation to facilitate conflict resolution.</p>						

<p>13. Provides feedback on your performance that helps you to develop your clinical skills; helps you identify your specific strengths and competencies, feedback on your performance and written work is constructive and specific, facilitates your accurate self-assessment (e.g., skill level, limits of competence, need for consultation, interpersonal interactions, diversity issues, other “blind spots”)</p>					
<p>14. Enhances development of your professional identity; encourages development of your own professional identity and style, encourages you to develop independence and self-confidence as a professional, assists in clarifying your readiness (skill level, emotional readiness) to pursue your own training and career goals.</p>					
<p>15. The supervisor models professional behavior; supervisor acts ethically and facilitates discussion of ethical issues, demonstrates flexibility and tolerance of ambiguity, problem-solves effectively, collaborates constructively with referral sources, other staff and outside professionals, models respect and empathy for all patients and their problems, communicates a coherent, well-integrated model of intervention and/or</p>					

<p>assessment approach, acknowledges and explores diversity issues and perspectives.</p>						
<p>16. The supervisor exhibits knowledge of and respect for cultural and individual diversity in clinical intervention; the supervisor has respect for diversity and at least basic awareness of providing culturally competent services, is aware of his/her/their limitations of knowledge of cultural and individual diversity, is helpful in seeking out additional information about diverse groups and effective therapeutic interventions with patients of different backgrounds when relevant to the intern's cases or training needs, models the process of</p>						
<p>consultation with colleagues about diversity issues when needed, is aware of his/her/their own struggles with persons of different backgrounds, is aware of his/her/their own cultural identity, world view, and value system that is brought to clinical work.</p>						

Please answer the following questions:

Do you feel your clinical experience will be of help in pursuing professional opportunities after college? In what way was it, or was it not, helpful?

Have you met your initial expectations for this clinical experience? Why or why not?

Do you feel our program helped you in preparing for your placement? In what ways was it helpful, or was it not helpful?

What, if anything, do you feel could be included in the MACP curriculum that would have been helpful for your placement?

What are your suggestions regarding clinical experience for future students at the same organization?

Would you be willing to share this evaluation of your clinical experience with other students without your identity known?

YES NO

May we list your name as a contact for other students who may be interested in signing up with the same organization?

YES NO

May we keep your copy of the report as reference for other students?

YES NO

THANK YOU!

Master of Arts in Counseling Psychology (MACP)

Felician University

Lodi, New Jersey



INTERNSHIP I EVALUATION BY THE STUDENT

Organization Name: _____

Supervisor's Name: _____

Number of semesters with this site: _____

Number of hours per week spent at the site: _____

How did you obtain this placement?

On your own

Through the MACP Internship site list

Website Name of website: _____

Friends/Relatives

Other

Please rate the following Evaluation Factors: (Mark with an X)

1 = Poor/Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

Evaluation Factors	1	2	3	4	5	Comments
Professional Atmosphere						
1. Commitment to serving psychological needs of client						
2. Active collaboration and cooperation between staff members						

3. Respect for, and use of, professionals from other disciplines						
4. Commitment to the profession of psychology						
5. Awareness of, and respect for, individual differences among clients and professionals						

6. Respect for human rights of clients and professionals						
7. Opportunity for professional development						
8. Adherence to APA ethical guidelines						

Aspects of the Supervisory Relationship

9. Supervisor facilitates the establishment and maintenance of a collaborative supervisory relationship (clearly discusses expectations regarding the supervisory relationship on an ongoing basis, responds to your feedback in non-defensive manner).						
10. Supervisor demonstrates empathy, respect, and understanding of supervisee's experiences; understands your stated needs in an open manner, despite the limitations of the setting, respects your boundaries/privacy, demonstrates empathetic understanding of personal and interpersonal struggles related to the demands of the training program, demonstrates sensitivity and respect						

<p>regardless of the supervisee's cultural/individual background.</p>						
<p>11. Supervisor is physically and emotionally available for supervision: collaborates to schedule an adequate amount of time for supervision, is available and accessible when you need help, including impromptu consultation and crises, helps you establish alternative sources of consultation when unavailable or when specialty consultation is indicated, participates actively during supervision sessions, communicates enthusiasm about commitment to supervision.</p>						
<p>12. Supervisor is amenable to working through conflicts, disagreements, or differences in opinions with supervisee; supervisor openly addresses conflicts or problems in a constructive manner, when conceptual disagreements arise, negotiates them in a non- judgmental way, if an impasse occurs, arranges for</p>						
<p>mediation to facilitate conflict resolution.</p>						

<p>13. Provides feedback on your performance that helps you to develop your clinical skills; helps you identify your specific strengths and competencies, feedback on your performance and written work is constructive and specific, facilitates your accurate self-assessment (e.g., skill level, limits of competence, need for consultation, interpersonal interactions, diversity issues, other “blind spots”)</p>					
<p>14. Enhances development of your professional identity; encourages development of your own professional identity and style, encourages you to develop independence and self-confidence as a professional, assists in clarifying your readiness (skill level, emotional readiness) to pursue your own training and career goals.</p>					
<p>15. The supervisor models professional behavior; supervisor acts ethically and facilitates discussion of ethical issues, demonstrates flexibility and tolerance of ambiguity, problem-solves effectively, collaborates constructively with referral sources, other staff and outside professionals, models respect and empathy for all patients and their problems, communicates a coherent, well-integrated model of intervention and/or</p>					

<p>assessment approach, acknowledges and explores diversity issues and perspectives.</p>						
<p>16. The supervisor exhibits knowledge of and respect for cultural and individual diversity in clinical intervention; the supervisor has respect for diversity and at least basic awareness of providing culturally competent services, is aware of his/her/their limitations of knowledge of cultural and individual diversity, is helpful in seeking out additional information about diverse groups and effective therapeutic interventions with patients of different backgrounds when relevant to the intern's cases or training needs, models the process of</p>						
<p>consultation with colleagues about diversity issues when needed, is aware of his/her/their own struggles with persons of different backgrounds, is aware of his/her/their own cultural identity, world view, and value system that is brought to clinical work.</p>						

Please answer the following questions:

Do you feel your clinical experience will be of help in pursuing professional opportunities after college? In what way was it, or was it not, helpful?

Have you met your initial expectations for this clinical experience? Why or why not?

Do you feel our program helped you in preparing for your placement? In what ways was it helpful, or was it not helpful?

What, if anything, do you feel could be included in the MACP curriculum that would have been helpful for your placement?

What are your suggestions regarding clinical experience for future students at the same organization?

Would you be willing to share this evaluation of your clinical experience with other students without your identity known?

YES NO

May we list your name as a contact for other students who may be interested in signing up with the same organization?

YES NO

May we keep your copy of the report as reference for other students?

YES NO

THANK YOU!

Master of Arts in Counseling Psychology (MACP)

Felician University

Lodi, New Jersey



INTERNSHIP II EVALUATION BY THE STUDENT

Organization Name: _____

Supervisor's Name: _____

Number of semesters with this site: _____

Number of hours per week spent at the site: _____

How did you obtain this placement?

___ On your own

___ Through the MACP Internship site list

___ Website Name of website: _____

___ Friends/Relatives

___ Other

Please rate the following Evaluation Factors: (Mark with an X)

1 = Poor/Unsatisfactory; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

Evaluation Factors	1	2	3	4	5	Comments
Professional Atmosphere						
1. Commitment to serving psychological needs of client						
2. Active collaboration and cooperation between staff members						

3. Respect for, and use of, professionals from other disciplines						
4. Commitment to the profession of psychology						
5. Awareness of, and respect for, individual differences among clients and professionals						

6. Respect for human rights of clients and professionals						
7. Opportunity for professional development						
8. Adherence to APA ethical guidelines						

Aspects of the Supervisory Relationship

9. Supervisor facilitates the establishment and maintenance of a collaborative supervisory relationship (clearly discusses expectations regarding the supervisory relationship on an ongoing basis, responds to your feedback in non-defensive manner).						
10. Supervisor demonstrates empathy, respect, and understanding of supervisee's experiences; understands your stated needs in an open manner, despite the limitations of the setting, respects your boundaries/privacy, demonstrates empathetic understanding of personal and interpersonal struggles related to the demands of the training program, demonstrates sensitivity and respect						

<p>regardless of the supervisee's cultural/individual background.</p>						
<p>11. Supervisor is physically and emotionally available for supervision: collaborates to schedule an adequate amount of time for supervision, is available and accessible when you need help, including impromptu consultation and crises, helps you establish alternative sources of consultation when unavailable or when specialty consultation is indicated, participates actively during supervision sessions, communicates enthusiasm about commitment to supervision.</p>						
<p>12. Supervisor is amenable to working through conflicts, disagreements, or differences in opinions with supervisee; supervisor openly addresses conflicts or problems in a constructive manner, when conceptual disagreements arise, negotiates them in a non- judgmental way, if an impasse occurs, arranges for</p>						
<p>mediation to facilitate conflict resolution.</p>						

<p>13. Provides feedback on your performance that helps you to develop your clinical skills; helps you identify your specific strengths and competencies, feedback on your performance and written work is constructive and specific, facilitates your accurate self-assessment (e.g., skill level, limits of competence, need for consultation, interpersonal interactions, diversity issues, other “blind spots”)</p>					
<p>14. Enhances development of your professional identity; encourages development of your own professional identity and style, encourages you to develop independence and self-confidence as a professional, assists in clarifying your readiness (skill level, emotional readiness) to pursue your own training and career goals.</p>					
<p>15. The supervisor models professional behavior; supervisor acts ethically and facilitates discussion of ethical issues, demonstrates flexibility and tolerance of ambiguity, problem-solves effectively, collaborates constructively with referral sources, other staff and outside professionals, models respect and empathy for all patients and their problems, communicates a coherent, well-integrated model of intervention and/or</p>					

<p>assessment approach, acknowledges and explores diversity issues and perspectives.</p>						
<p>16. The supervisor exhibits knowledge of and respect for cultural and individual diversity in clinical intervention; the supervisor has respect for diversity and at least basic awareness of providing culturally competent services, is aware of his/her/their limitations of knowledge of cultural and individual diversity, is helpful in seeking out additional information about diverse groups and effective therapeutic interventions with patients of different backgrounds when relevant to the intern's cases or training needs, models the process of</p>						
<p>consultation with colleagues about diversity issues when needed, is aware of his/her/their own struggles with persons of different backgrounds, is aware of his/her/their own cultural identity, world view, and value system that is brought to clinical work.</p>						

Please answer the following questions:

Do you feel your clinical experience will be of help in pursuing professional opportunities after college? In what way was it, or was it not, helpful?

Have you met your initial expectations for this clinical experience? Why or why not?

Do you feel our program helped you in preparing for your placement? In what ways was it helpful, or was it not helpful?

What, if anything, do you feel could be included in the MACP curriculum that would have been helpful for your placement?

What are your suggestions regarding clinical experience for future students at the same organization?

Would you be willing to share this evaluation of your clinical experience with other students without your identity known?

YES NO

May we list your name as a contact for other students who may be interested in signing up with the same organization?

YES NO

May we keep your copy of the report as reference for other students?

YES NO

THANK YOU!

Master of Arts in Counseling Psychology (MACP)

Felician University

Lodi, New Jersey



Permission to Record Counseling Sessions

I fully understand that _____ is functioning in the capacity of a trainee/practicum student under the supervision of _____. I hereby give my permission for this student to audio record my counseling sessions. I understand that I may ask that the recorder be turned off at any time and that the recording, or any portion of it, be erased. I also understand that the purpose of the recording is for supervision and that after supervision the tape will be erased. These recordings MAY NOT be used for any other purposes without my explicit written permission.

Signature

Date

Signature of trainee

MACP Student Annual Review Checklist

This form will be completed by faculty advisors yearly to review students' performance.

Felician University – MACP Program

Student Performance Review Form

Student Name: _____

Advisor Name: _____

Review Date: _____

For each item below, rate the student's progress based on your direct observation, coursework, supervision, and feedback from others (e.g., site supervisors, adjuncts).

Use the following scale:

S = Satisfactory | NI = Needs Improvement | U = Unsatisfactory | NA = Not Assessed Yet

1. Demonstrates awareness of ethical challenges and responsibilities in counseling _____
2. Articulates a personal ethical model consistent with Franciscan values _____
3. Accurately assesses individuals and groups with patterns of psychopathology _____
4. Demonstrates use of information and technology literacy to support best practices _____
5. Develops and communicates precise, individualized treatment plans _____
6. Adapts approach to meet cultural, gender, racial, and sexual orientation needs _____
7. Demonstrates competence in evidence-based modalities: individual, couples, family, group, and organizational consultation _____
8. Demonstrates effective interpersonal skills in academic settings _____
9. Receptive to feedback _____
10. Demonstrates professional responsibility and time management in course and academic obligations _____

Rating Key (E=Exceed expectations M= Meets expectations D= Developing NM= Not met)

Academic Performance: (E/M/D/NM): _____

Professional Behavior: (E/M/D/NM): _____

Clinical Skills Development: (E/M/D/NM): _____

Recommended Follow-Up or Support:

- Faculty advisement
- Clinical supervision support
- Referral to academic or wellness services
- Remediation plan discussion
- Other: _____
- None