



# *Counseling Psychology*

## **APCE 795-External Practicum Procedures and Policies**

(Approved August 2017; revised January 2019; August 2020; August 2023)

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The objective for an External Practicum (EP) is for students to gain diverse supervised experience in clinical and/or assessment practice at a clinical site outside of the UNC Psychological Services Clinic while furthering their communal networking skills; ideally the type of setting will align with student internship goals or assist them with clarifying their internship goals.

Below in italics and highlighted are the practicum guidelines and expectations for practica in doctoral programs as outlined by APA ([SoA, 2017](#); [Standard II.B.3](#); [IR C-12 D.](#)). In regular font below the italics are the guidelines of our program, specifically for external practica.

- *The External Practicum (EP) training and experiences can include psychological testing, consultation, program development, outreach, and advocacy, as well as the use of evidence-based practice procedures and the ability to identify and use evidence-based procedures. Not all interventions that may occur during external practicum meet the definition of “empirically supported.”*
  - As indicated on the class syllabus, evidence-based procedures and ability to identify and use evidence-based procedures are discussed during the regular meetings with the licensed faculty member-external practicum instructor. This is discussed as part of conceptualization of clients and treatment decisions, and in relation to how sites may also define evidence-based procedures.
- *When students are not being supervised on site by doctoral level psychologists, the program must provide on-going weekly opportunities for students to discuss their clinical work with a doctoral level psychologist appropriately credentialed for the jurisdiction in which the program is located.*
  - When students are not being supervised on site by doctoral level psychologists, the program provides on-going weekly opportunities for students to discuss their clinical work with a doctoral level faculty licensed psychologist.
- *It is recognized that supervision on site can be provided by doctoral interns or post-doctoral fellows in psychology, under the supervision of a psychologist appropriately credentialed for the jurisdiction.*
  - Students can be supervised on site by doctoral level psychologists, doctoral interns, postdoctoral fellows in psychology, under the supervision of a licensed psychologist appropriately credentialed for the jurisdiction. Students can be supervised on site by a licensed allied mental health professional (e.g., psychiatrist, LPC, LMFT, LCSW) under the supervision of a licensed psychologist (LP) appropriately credentialed for the jurisdiction.
  - The program provides on-going weekly opportunities for students to discuss their clinical work with a doctoral level faculty licensed psychologist.
- *The program should document how the program ensures the quality of the practicum sites, including regularly scheduled site reviews.*
  - To ensure quality of training in sites, students are encouraged to apply to sites based on the following hierarchical order: a) have an APA accredited internship and be supervised by an LP, b) sites that have an APPIC membership internship and be supervised by a licensed psychologist, c) other sites under the supervision of a licensed psychologist, and d) other sites supervised by a

licensed allied mental health professional. Evaluation must be based on LP and direct observation.

- Approved sites by the program are provided by the external practicum instructor and may appear on the CP Website. The external practicum instructor discusses in a faculty meeting new sites for approval and notifies the DCT (Director of Clinical Training) that the website needs to be updated. The program has affiliation agreements (See Appendix A: Affiliation Agreement) with several sites for many years and for new sites the faculty decides in a meeting the appropriateness and fit for training our students.
- Sites are visited on an annual basis provided students are at the site by the External Practicum Instructor (Appendix B: External Practicum Site visit form). When no students have been at an approved site for longer than 3 years the faculty discusses its re-approval.
- *The program should document the use of evaluation procedures for practicum experiences, methods for identifying strengths and weaknesses of practicum settings, and how a problem with a site is managed.*
  - Regular contact is maintained with the training supervisors at practicum settings while students are being trained at a site. Contact is initiated at the beginning of students' training to ensure communication has been established and to help foster continued communication during students' training experiences.
  - Students fill out a form (Appendix C-UNC Student External Practicum Site Review Form) at the end of the semester evaluating the strengths and weaknesses of the practicum site and other aspects such as supervision, case management etc. During regular meetings students have the chance to report on the quality of training of the practicum site; if there are any concerns with the quality of training, the concerns should be reported immediately to the EP instructor so the instructor can work with the student's site (if appropriate).
  - Site review forms are reviewed by the faculty and are kept in a file in the main office for future external practica students.
  - For a new site to be approved, documentation related to the site needs to be submitted to the EP instructor and the faculty in a meeting discusses for approval.
- *The program should identify the administrative methods used to ensure that practicum placements meet these criteria and discuss how students are matched to these sites.*
  - Students need to successfully complete APCE 702 and APCE 712 prior to starting an external practicum; thus, students must demonstrate competency in the profession wide competency (PWC) area of intervention at the minimum level of achievement prior to starting an external practicum. When being trained at an external practicum, they must enroll in APCE 795. The timing of looking for external practica sites for many students typically coincides with the end of APCE 702 early December of the first year for MA level students and second year for BA level. It is with the approval of the External Practicum instructor that the students can start looking for a site (See Appendix D-External Practicum Application Form).
  - The External Practicum instructor is the faculty member assigned to the class in the current semester. Students are given permission to start looking for a site after the faculty in a meeting has reviewed their request and determined they are on-track to meet the expected minimum level of achievement in the Profession Wide Competency (PWC) area of intervention prior to starting external practicum.
  - Typically, applications are due early January and interviews take place in February. It is after the successful completion of APCE 702, current satisfactory performance of 712 or completion, having informed the EP instructor, and approval of the faculty in a meeting, that the students can proceed with applications and interviews for an external practicum. Approval of a student's request is contingent upon whether the site offers developmentally appropriate experiences, and there is match with student/site goal alignment.
  - A signed contract is required (See Appendix E: External Practicum Site Agreement). In the

event a student is continuing EP at the same or different site this is discussed at the regular meetings.

- External practicum sites must be able to accommodate the following minimum requirements (any changes must be approved by the CP faculty or DCT):
  - Minimum of 60 direct service/intervention client contact hours (e.g., intervention, assessment, consultation, program evaluation)
  - Minimum of 8 hours per week onsite and maximum of 20 hours per week on site
  - Minimum of 1 hour per week of individual supervision, performed by the on-site supervisor
  - Evaluation is based on direct observation by an LP
- *The program should demonstrate how training and educational experiences are conducted in ways that integrate science and practice.*
  - The regular meetings in class provide the forum for discussions on integrating science and practice. These meetings also allow for students to discuss the application of evidence-based procedures at various practicum sites.
- *The program's curriculum plan should provide clear evidence that practicum is integrated with other elements of the program.*
  - The external practicum provides opportunities for students to engage in learning experiences that focus on the profession-wide competencies, as indicated in the evaluation form.
- *The program should discuss how it regularly evaluates the forum for the discussion of the practicum experience.*
  - During bi-annual retreats the forum for discussion is evaluated. The immediate concerns are discussed in bi-monthly faculty meetings in collaboration with the DCT.
- *The program should include a description of how it uses feedback from the clinical supervisors to address the progress, development, and competencies of the practicum student.*
  - The EP instructor brings back to the faculty feedback from clinical supervisors. At the outset of each semester, the students are required to provide the EP instructor with all pertinent information about their site supervisors, see (Appendix F-External Practicum Information Form). At the start of the training experience/practicum, students then are required to send an email to their site supervisor, introducing them to the EP instructor (cc'd on the email). The EP instructor replies to the site supervisor on that email to further establish contact and to request of them that they contact the EP instructor in the event that any more immediate concerns with the student become present and completes the evaluation form on the student. Therefore, feedback may be provided from the site supervisors to the EP instructor at any point during the EP experience.
  - In the event that the EP instructor is contacted because the student is facing challenges and/or not meeting competencies, the EP instructor visits with the student (if appropriate) as soon as possible to assess the matter and to determine further actions. Possible such immediate next steps if appropriate may include (a) further consultation with the DCT and/or other APCE faculty members; and/or (b) conversation involving any or all involved parties (e.g., student, EP instructor, onsite supervisor) to attempt to resolve the concern(s) as efficiently as possible.
  - When it is evident that there is a significant concern regarding the student's performance at the site, options may include, but are not limited to: (a) an attempt to remediate the student as agreed upon by the onsite supervisor and the EP instructor, (b) immediate termination or voluntary resignation of the student at that site; and/or (c) referral of the student to the APCE Review & Retention Committee.
  - Students are encouraged to attend the site visits with the EP instructor and their EP site supervisor, where such feedback about the student's progress is provided to the faculty. The EP instructor brings any pertinent feedback from onsite supervisors to faculty meetings.

- *The program should identify how the minimum acceptable level of achievement is defined and assessed, and identify policies for remediation or dismissal from a practicum site when this level of achievement is not met.*
  - Students who successfully complete an EP are those who have attained the “minimal level of achievement” (3 on a scale of 1-5) for all areas of the CP Profession Wide Competency evaluation document at the end of each semester.
  - On site supervisors are contacted early in the semester by the program faculty external practicum instructor who is the contact person to be informed when minimum acceptable level of achievement is not met based on the CP Profession Wide Competency Evaluation Form (see Appendix G- CP Profession Wide Competency Evaluation Form).
  - Students are expected to demonstrate the highest level of ethical behavior, as set forth by the American Psychological Association (APA). Unethical behavior will not be tolerated and will be considered cause for dismissal at any time during the student's training. If students encounter ethical dilemmas or ethically questionable behaviors, they are to address concerns with their site supervisor and EP supervisor.
  - If the site supervisor informs the external practicum instructor that the students’ performance is below minimum acceptable level of achievement the site can propose remediation or immediate termination or voluntary resignation. The faculty discusses the case in a faculty meeting.
- *The program should identify how the required practicum experiences are sufficient to prepare the students for internship.*
  - Class discussions during the regular meetings provide the forum for discussing the EP experience and how it connects with profession wide competency areas, internship goals, accumulation of hours for the APPIC application, and clarification of career goals in general. In addition, discussions of professional identity take place.

**Direct Observation:**

- *Direct observation provides essential information regarding trainees’ development of competencies, as well as the quality of the services provided, that cannot be obtained through other methods. Direct observation allows supervisors to provide a more accurate assessment and evaluation of observable aspects of trainees’ competency development regarding one or more profession-wide and program-specific (if any) competencies associated with that training experience.*
  - It is required that at least one instance of direct observation happens at each evaluation period (semester). This needs to be documented on the evaluation form at the end of each evaluation period (end of semester). Only sites that evaluate student performance based on direct observation (either live or electronically) will be approved.

**Definitions and Guidelines by APA for Direct Observation:**

- *Direct observation includes in-person observation (e.g., in-room or one-way mirror observation of direct service contact), live simultaneous audio-video streaming, or audio or video recording. A training site that does not permit live observation, audio or video recording by policy is not a sufficiently unique circumstance to circumvent this requirement.*
- *The supervisor who is evaluating the trainee’s performance must base part of that evaluation on direct observation. Supervisors conducting direct observation must be appropriately trained, credentialed, and prepared in their discipline and in the health service psychology activities being supervised, legally authorized for independent practice in their jurisdiction, and legally responsible for the direct service being provided.*
- *Direct observation is required for each practicum evaluation completed.*
  - Our program verifies that direct observation is conducted by the immediate supervisor responsible for the activity or experience being evaluated by documenting on the evaluation form the number of times or hours of direct observation.

## Telesupervision

**Telesupervision:** “supervision of psychological services through a synchronous audio and video format where the supervisor is not in the same physical facility as the trainee” ([SoA, 2017](#); [Standard II.B.3](#); [IR C-13 D](#)).

Short-term program changes were designed to address COVID-19 and in response to this our program approved students to engage in learning experiences that utilized telesupervision, telepractice/telehealth, and distance education delivery. The following practices are permitted and continue to apply to the Counseling Psychology External Practicum Policies and Procedures (i.e., APCE 795).

- Telesupervision, telepractice/telehealth, and distance education delivery is permitted in accordance with following generally accepted best practices; university policy and procedures; local, state and federal laws; APA Ethical Principles and Code of Conduct, 2002, 2010, 2017; and organizational policies and procedures.

### Guidelines

- Supervisors must be appropriately trained, credentialed, and prepared in their discipline and in the health service psychology activities being supervised, legally authorized for independent practice in their jurisdiction, and legally responsible for the direct service being provided.
- Telesupervision may not account for more than 50% of the total supervision at a given practicum site (due to potential state licensure requirements).

Below in *italics and highlighted* are the telesupervision guidelines and expectations for practica in doctoral programs as outlined by APA ([SoA, 2017](#); [Standard II.B.3](#); [IR C-13 D](#)). In regular font below the italics are the guidelines of our program and *formal policy* addressing our utilization of this supervision modality, including but not limited to:

- *An explicit rationale for using telesupervision;*
  - Telesupervision is utilized when in-person contact is restricted or not available for regular on-going opportunities to ensure appropriate training/learning experiences that are needed to provide clinical services. Telesupervision/telepractice may also be used when access to services is limited, for scheduling purposes, or may cause an unnecessary hardship to the individual(s). Telesupervision can be utilized to provide training/learning experiences in receiving supervision through this modality.
- *How telesupervision is consistent with their overall aims and training outcomes;*
  - Provides opportunities related to training, monitoring, and evaluating clinical services provided by the trainee to develop expected profession wide competencies as a future counseling psychologist.
- *How and when telesupervision is utilized in clinical training;*
  - Telesupervision is utilized when in-person contact is restricted or not available for regular on-going opportunities. It may also be used when access to services is limited or may cause an unnecessary hardship to the individual, or for scheduling purposes. The digital platforms used (e.g., Microsoft Teams, Zoom) are HIPPA compliant and supported by the university information technology office.
- *How it is determined which trainees can participate in telesupervision;*
  - Prior to participating in telesupervision, trainees must meet the minimal level of achievement and successfully complete their first intervention practicum course. All subsequent courses utilizing telesupervision must follow: generally accepted best practices; university policy and

procedures; local, state and federal laws; APA Ethical Principles and Code of Conduct, 2002, 2010, 2017; and organizational policies and procedures.

- *How the program ensures that relationships between supervisors and trainees are established at the onset of the supervisory experience;*
  - Training site agreements are established at the onset of the training experience. These agreements include signatures by the supervisor and trainee.
- *How an off-site supervisor maintains full professional responsibility for clinical cases;*
  - Affiliation and site agreements are established with each training site to ensure off-site supervisor maintains full professional responsibility for clinical services.
- *How non-scheduled consultation and crisis coverage are managed;*
  - Agreements are established with each site and supervisor to ensure proper clinical services are appropriately covered and managed (including non-scheduled consultation and crisis). Agency supervisors and students agree to abide by Professional/Ethical/Legal standards set forth by APA and the Colorado Department of Regulatory Agencies, and all are compliant with HIPAA standards.
- *How privacy and confidentiality of the client and trainees are assured;*
  - Only HIPAA compliant approved digital platforms are used. Supervisors and students agree to abide by Professional/Ethical/Legal standards set forth by APA and the Colorado Department of Regulatory Agencies, and must comply with HIPAA standards, as well as university policies. If applicable, interjurisdictional statute, rules, and/or policies must be followed (e.g., PSYPACT Commission).
- *The technology and quality requirements and any education in the use of this technology that is required by either trainee or supervisor.*
  - Trainee and supervisor must agree to abide by Professional/Ethical/Legal standards set forth by APA and the Colorado Department of Regulatory Agencies, and must comply with HIPAA standards. All university policies and procedures must be followed. Trainee and supervisor must follow best practice guidelines in utilizing technology related to providing clinical services. For example:
    - American Psychological Association (2024). APA guidelines for the practice of telepsychology. Retrieved from <https://www.apa.org/practice/guidelines/telepsychology-revision.pdf>
    - American Psychological Association (2013). Guidelines for the practice of telepsychology. *American Psychologist*, 68, 791–800. doi: 10.1037/a0035001.
    - Cooper, S. E., Campbell, L. F., & Barnwell, S. S. (2019). Telepsychology: A primer for counseling psychologists. *The Counseling Psychologist*, 47(8), 1074-1114.
    - Martin, J. N., Millán, F., & Campbell, L. F. (2020). Telepsychology practice: Primer and first steps. *Practice Innovations*, 5(2), 114-127. <http://dx.doi.org/10.1037/pri0000111>

## EP Appendix A-External Practicum

### Affiliation Agreement for Clinical Training Through an External Practicum

*(effective January, 2010; updated 2016; updated September 2017)*

This Affiliation Agreement is made between the agency: \_\_\_\_\_, (herein after referred to as "the agency") located at \_\_\_\_\_, and the Counseling Psychology Program at the University of Northern Colorado (UNC).

#### **Purpose**

The agency and the Counseling Psychology faculty at UNC wish to collaborate in providing graduate students in Counseling Psychology applied fieldwork experiences. These experiences may include: psychological assessment, therapeutic services to clients, program development, program assessment and evaluation, outreach, and other related clinical services and learning opportunities.

#### **Responsibilities of the Counseling Psychology (CP) Program at UNC**

1. CP will collaborate with the agency in ensuring that the graduate student or students assigned to the agency receive proper supervision.
2. CP will be responsible for maintaining the educational standards that satisfy relevant requirements for the clinical training of graduate students in counseling psychology.
3. The student will adhere to all of the field agency's relevant policies and procedures and will complete an evaluation of their EP experience at the end of every semester for which they are enrolled in the EP.
4. CP and the agency will confer as needed to ensure that the graduate student is receiving adequate supervision and training.
5. CP students will be available at the agency during the UNC academic semester.

#### **Responsibilities of the Agency**

1. For the purpose of clinical training, the agency will provide qualified personnel (a licensed mental health professional) who will provide the student with at least one (1) hour of weekly supervision.
2. The site will evaluate your performance based on direct observation (either live or electronically).
3. The agency will make available aids as needed to provide students with training opportunities.
4. The agency will inform CP of policy changes that affect the graduate student or faculty.
5. Copies of relevant written policies and procedures will be provided to CP.
6. The agency will provide evaluative feedback to CP concerning student progress. Only sites that evaluate student performance based on direct observation will be approved. Evaluation is based on direct observation by an LP\*
7. A practicum placement will total approximately 10-15 hours per week for all activities unless special arrangements are made.
8. The agency agrees to follow APA ethical principles, Colorado mental health statues, and confidentiality requirements, as specified by HIPAA.

\_\_\_\_\_ Date \_\_\_\_\_  
(Agency Field Supervisor)

Approved by: \_\_\_\_\_ Date \_\_\_\_\_  
(Counseling Psychology Faculty Supervisor)

THE COUNSELING PSYCHOLOGY PROGRAM, UNIVERSITY OF NORTHERN COLORADO

\*Direct observation includes in-person observation (e.g., in-room or one-way mirror observation of direct service contact), live simultaneous audio-video streaming, or audio or video recording. A training site that does not permit live observation, audio or video recording by policy is not a sufficiently unique circumstance to circumvent this requirement.

The supervisor who is evaluating the trainee's performance must base part of that evaluation on direct observation. Supervisors conducting direct observation must be appropriately trained, credentialed, and prepared in their discipline and in the health service psychology activities being supervised, legally authorized for independent practice in their jurisdiction, and legally responsible for the direct service being provided.

Direct observation is required for each practicum evaluation completed.

**EP Appendix B: External Practicum Site visit form**

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

External Practicum Site Name: \_\_\_\_\_

UNC External Practicum Instructor: \_\_\_\_\_

On-site Training Director: \_\_\_\_\_

How does this external practicum site help reach our program aim and profession wide competency areas? Using the scale below, how much training and focus does this site provide in the following areas:

- 1. Research** (formulating, conducting, evaluating, and disseminating)  
*Not at All/Slightly*    1    2    3    4    5    *Very*
- 2. Ethical and Legal Standards:** (knowledgeable and act according to ethical and legal standards; recognize and apply ethical decision-making models; ethical conduct/behavior)  
*Not at All/Slightly*    1    2    3    4    5    *Very*
- 3. Individual and Cultural Diversity:** (knowledge, awareness, sensitivity, and skills related to cultural and diversity issues (defined broadly) in all areas of professional work/activities (e.g., research, practice) of health service psychology.  
*Not at All/Slightly*    1    2    3    4    5    *Very*
- 4. Professional Values, Attitudes, and Behavior:** (behavior, self-care, self-reflection, open to feedback/supervision, independence) and professional identity of a counseling psychologist (e.g., Holistic and Contextual Worldview; Developmental, Strength-Based Focus; Value of Prevention; Integrates Vocational Approaches; Oriented Toward Social Justice)  
*Not at All/Slightly*    1    2    3    4    5    *Very*
- 5. Communication and Interpersonal Skill:** (effective verbal/written communication and interpersonal skills in all professional interactions with others (e.g., colleagues, supervisors, organizations, those receiving professional services) using professional language and concepts)  
*Not at All/Slightly*    1    2    3    4    5    *Very*
- 6. Assessment:** (conducting evidence-based assessment consistent with the scope of health service psychology - diagnostic classification systems, understanding of context and client strengths, select and apply, interpretation of results, effective communication)  
*Not at All/Slightly*    1    2    3    4    5    *Very*
- 7. Intervention:** (evidence-based interventions consistent with the scope of health service psychology - relationship, development of interventions, implement interventions, research application, modify/adapt approaches, evaluate interventions)  
*Not at All/Slightly*    1    2    3    4    5    *Very*
- 8. Supervision:** (supervision models and practices)  
*Not at All/Slightly*    1    2    3    4    5    *Very*
- 9. Consultation and Interprofessional/Interdisciplinary Skills:** (knowledge and respect for the roles and perspectives of other professions; consultation models and practices)  
*Not at All/Slightly*    1    2    3    4    5    *Very*

How many weekly individual supervision hours are provided:

\_\_\_\_\_ by Licensed Psychologist

\_\_\_\_\_ by Doctoral Intern (supervised by a Licensed Psychologist)

\_\_\_\_\_ by a Licensed Allied Mental Health Worker (e.g., LPC, LCSW)

How many weekly group supervision hours are provided:

\_\_\_\_\_ by Licensed Psychologist

\_\_\_\_\_ by Doctoral Intern (supervised by a Licensed Psychologist)

\_\_\_\_\_ by a Licensed Allied Mental Health Worker (e.g., LPC, LCSW)

How many weekly hours of training does this site provide: \_\_\_\_\_

Format and frequency of direct supervision:

Format of direct observation used:

What areas of training does this site emphasize?

Strengths and weaknesses of practicum site?

Recommendations the site supervisor or training director may have for our program:

**External Practicum Instructor please discuss evaluations in a faculty meeting and place forms with site affiliations in main APCE office**

## EP Appendix C-UNC Student External Practicum Site Review Form

Please answer the following questions in review of your practicum site. This information is anonymous (unless you give your name at the bottom of this form) and will be provided to future practicum applicants as an informal review of the site. Please continue writing on the back of this page if you need additional room.

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

**Name of Site:** \_\_\_\_\_

**Name of Primary Site Supervisor:** \_\_\_\_\_

**What were the strengths of your particular practicum site?**

**What were the weaknesses/challenges of your site?**

**Would you recommend this site based on your experiences? Please explain:**

**Format of direct observation of trainee, i.e., video recording or streaming, in-person observation**

### External Practicum Profession Wide Competency Ratings

**Instructions:** Please indicate the rating that best describes your "perceived assessment of the degree to which the EXTERNAL PRACTICUM SITE promoted mastery of the profession wide competency areas" for readiness for internship

**1 - Not at All/Slightly** - Site not at all promoted mastery of this profession wide competency

**2 - Somewhat** - Site somewhat promoted mastery of this profession wide competency

**3 - Moderately** - Site moderately promoted mastery of this profession wide competency (minimal level necessary for readiness for internship)

**4 - Mostly** - Site mostly promoted mastery of this profession wide competency

**5 - Very** - Site very much promoted mastery of this profession wide competency

Elements	<b>1. Research</b>					
1A	Formulate Research	1	2	3	4	5
1B	Conduct Research	1	2	3	4	5
1C	Evaluate & Disseminate Research	1	2	3	4	5
1ICD	Diversity issues in Research	1	2	3	4	5
2	<b>2. Ethical &amp; Legal Standards</b>	1	2	3	4	5
2A	Knowledgeable & Act according to ethics, laws, standards	1	2	3	4	5
2B	Recognize & Apply Ethic Decisions/Models	1	2	3	4	5
2C	Conduct/Behave Ethically	1	2	3	4	5
2ICD	Diversity issues Ethically	1	2	3	4	5
3	<b>3. Individual &amp; Cultural Diversity</b>	1	2	3	4	5
3A	Personal Awareness related to Diversity	1	2	3	4	5
3B	Knowledge related to Diversity	1	2	3	4	5
3C	Integration (awareness & knowledge)	1	2	3	4	5
3D	Application related to Diversity	1	2	3	4	5
4	<b>4. Professional Values &amp; Attitudes</b>	1	2	3	4	5
4A	Professional Behavior	1	2	3	4	5
4B	Self-Awareness	1	2	3	4	5
4C	Open/Responsive to Feedback	1	2	3	4	5
4D	Increasing Independence	1	2	3	4	5
4ICD	Diversity issues related to professional values & attitudes	1	2	3	4	5
4CP	Counseling Psychology Identity	1	2	3	4	5
5	<b>5. Communication &amp; Interpersonal Skills</b>	1	2	3	4	5
5A	Develop/Maintain Relationships	1	2	3	4	5
5B	Verbal/written professional communication	1	2	3	4	5
5C	Effective interpersonal skills	1	2	3	4	5
5ICD	Diversity issues related to communication/interactions	1	2	3	4	5
6	<b>6. Assessment</b>	1	2	3	4	5
6A	Consideration of client strengths	1	2	3	4	5
6B	Context consideration (e.g., family, social, cultural)	1	2	3	4	5
6C	Functional and Dysfunctional behaviors related to assessment process	1	2	3	4	5

6D	Select and Apply	1	2	3	4	5
6E	Interpretation of assessment results	1	2	3	4	5
6F	Effective communication (oral & written) in assessment	1	2	3	4	5
6ICD	Diversity issues in Assessment	1	2	3	4	5
7	<b>7. Intervention</b>	1	2	3	4	5
7A	Establish/maintain relationships	1	2	3	4	5
7B	Develop evidence-based interventions	1	2	3	4	5
7C	Implement interventions	1	2	3	4	5
7D	Apply research to clinical decisions	1	2	3	4	5
7E	Modify/adapt evidence-based approaches	1	2	3	4	5
7F	Evaluate & Adapt Interventions	1	2	3	4	5
7ICD	Diversity issues related to intervention	1	2	3	4	5
7CP	Interventions consistent with Counseling Psychology	1	2	3	4	5
8	<b>8. Supervision</b>	1	2	3	4	5
8A	Knowledge of models and practices	1	2	3	4	5
8ICD	Diversity issues in supervision	1	2	3	4	5
9	<b>9. Consultation &amp; Interprofessional/Interdisciplinary Skills</b>	1	2	3	4	5
9A	Knowledge & respect for other professions	1	2	3	4	5
9B	Knowledge of Consultation models & practices	1	2	3	4	5
9ICD	Diversity issues in Consultation	1	2	3	4	5

**General Comments:**

**Comments on Supervision:**

**Comments on direct observation (i.e., format and frequency):**

**What aspects of supervision could use the most improvement?**

**Are you willing to be contacted by another Counseling Psychology student who may be interested in applying to this site? If so, please include your name and contact information here.**\_\_\_\_\_

**Professional Experience: (Please rank order all that apply.)****Experiences:**

- 1. Psychological Testing, Assessments, Evaluations
- 2. Mental Status Exams
- 3. Psychosocial Histories
- 4. Individual Psychotherapy
- 5. Group Psychotherapy
- 6. Family Psychotherapy
- 7. Marital/Relationship Psychotherapy
- 8. Alcohol/Drug Abuse Counseling
- 9. Forensic Services
- 10. Neuropsychological Evaluations
- 11. Crisis Intervention
- 12. Consultation
- 13. Parenting Skills Training
- 14. Integrated Health Care
- 15. Other (please specify) such as trauma, child abuse \_\_\_\_\_

**Populations:**

- 1. Adults
- 2. Adolescents
- 3. Children
- 4. Geriatric
- 5. Low Social Economic Status
- 6. Ethnic/Racial Minorities
- 7. Sexual Minorities (GLBTQ)

Return this completed form to your APCE 795 Faculty Instructor before or on **FINALS WEEK**.

**EP Appendix D: External Practicum Application Form**

(Policy developed January 2010, updated October, 2012, updated November 2016)

Please consult with the External Practicum instructor before seeking or accepting external practicum experiences. You must enroll in APCE 795 when partaking in an external practicum. If you would like to seek an external practicum please complete this form and e-mail back to the External Practicum supervisor as an attachment.

**Your name phone number and e-mail address:**

**Proposed setting(s), address, phone number, etc:**

**Does this site appear on the Approved External Practica Sites? (If not contact the EP instructor, the faculty in a meeting has to approve new sites and this takes time)**

**Proposed Supervisor: name, degree, type of license; contact information.**

**Is supervisor on site? If not, who will oversee your clinical work on site?**

**Does the site provide direct observation (if not, you cannot pursue this site)?**

**Description of practicum (length of time you will be engaged in setting, number of hours per week (we suggest no more than 15), duties, activities engaged in (therapy, assessments, outreach, etc.)**

**What do you hope to gain from this practicum and how does this fit with your future plans for internship?**

*After this application has been reviewed by the Counseling Psychology faculty and your placement request has been granted, and you have been offered a position, you will complete and have signed by your site supervisor: the a) External Practicum Site Agreement, b) The Affiliation Agreement for Clinical Training through an External Practicum to be discussed first with the EP instructor (if site already approved not needed), & c) Provide evidence of malpractice insurance.*

**EP Appendix E-External Practicum  
Site Agreement  
For Clinical Training through an External Practicum (EP)  
(effective January 2010; amended 2016)**

Student name and phone number: \_\_\_\_\_

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

Duration of EP dates: \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_

This agreement specifies the assumptions, conditions and responsibilities of the Counseling Psychology Program at UNC, the Agency site and the student regarding the practicum experience.

The purpose of an external practicum in Counseling Psychology is to provide students with a variety of experiences regarding clinical assessment and treatment in a variety of settings relevant to their training needs.

External Practicum hours are additional to hours students are required to complete in UNC's Psychological Services Clinic according to the students' degree requirements and progress in their program.

Experiences are organized by a plan specific to each student's needs and to site requirements.

The student will dedicate \_\_\_\_\_ hours per week to the Agency and participate in the following activities:

The student will receive \_\_\_\_\_ hour(s) of individual supervision and \_\_\_\_\_ hour(s) of group supervision weekly with (name, title, and license) \_\_\_\_\_.

UNC and the Agency's professional staff, credentialed appropriately according to the Colorado Department of Regulatory Agencies' provisions and professional guidelines, supervise all experiences. Supervising staff at UNC and the Agency are responsible for all services and activities of students with clients.

Appropriate contact is maintained between the UNC practicum supervisor and the designated Agency supervisor, throughout the experience.

Evaluation of the practicum experience is conducted by agency supervisor(s) and by the practicum student. Formal evaluation occurs at the end of each semester. The UNC faculty member coordinating the external practicum experience assigns a grade of Satisfactory or Unsatisfactory every semester for which the student is enrolled in an EP.

It is required that at least one instance of direct observation happens at each evaluation period (semester).

*Direct observation includes in-person observation (e.g., in-room or one-way mirror observation of direct service contact), live simultaneous audio-video streaming, or audio or video recording. A training site that does not permit live observation, audio or video recording by policy is not a sufficiently unique circumstance to circumvent this requirement.*

Students are required to carry professional liability insurance relevant to practicum experiences and will provide evidence of current insurance attached to this form before accepting this external practicum arrangement.

Students will be available for training and services during the UNC academic semester.

UNC, Agency supervisors, and students abide by Professional/Ethical/Legal standards of behavior as set forth by the American Psychological Association and the Colorado Department of Regulatory Agencies, and all are compliant with HIPAA standards.

In signing below I acknowledge reading the above and agree to all policies set forth by UNC as discussed here.

\_\_\_\_\_ Date \_\_\_\_\_  
(External Practicum Student, print and sign your name)

\_\_\_\_\_ Date \_\_\_\_\_  
(EP Supervisor, name, title, license and number)

\_\_\_\_\_ Date \_\_\_\_\_  
(Faculty Supervisor, Counseling Psychology, UNC)

**EP Appendix F- External Practicum  
External Practicum Information Form**

**Name:**

**Date:**

**When did you start at this site?**

**Where (complete address):**

**Supervisor(s):**

**Email/s:**

**Days/Times @ Site:**

**Phone number/s:**

**Goals for Practicum:**

**Types of Clients:**

**Typical presenting problems:**

**Age Ranges:**

**Direct observation format, e.g., video recording or streaming, in person-one-way mirror observation etc:**

**EP Appendix G- External Practicum**

***Counseling Psychology  
Profession Wide Competency Evaluation Form***

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Student/Trainee Name: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Course or Practicum Placement: \_\_\_\_\_

Evaluator Name & Degree: \_\_\_\_\_ Licensed Psychologist: Yes or No

Dates of Training Experience this Evaluation covers: \_\_\_\_\_

Direct Observation of student was used to complete this evaluation form: Yes or No

Indicate all types of Direct Observation Used:

\_\_\_\_\_ In-Person Observation (e.g., in-room or one-way mirror)

\_\_\_\_\_ Audio or Video recording

\_\_\_\_\_ Live simultaneous audio-video streaming

\_\_\_\_\_ Frequency of Direct Observation (e.g., 1, 2, 3, weekly):

Type of Review: Midterm or Final

Training Level of Person Being Assessed: Year in Doctoral Program:

*Evaluation is based on the learning experiences following the typical curriculum plan. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.*

Trainees early in the program (e.g., year 1) will likely have consistent lower scores

Trainees later in the program (e.g., year 2, 3 & beyond) will likely have consistent higher scores

Minimum Level of Achievement for trainees applying for internship is a 3 in all areas

**Instructions:** Indicate the number that best describes the trainee’s competence based on the descriptions:

<b>RATING KEY</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p><b>Not at All/Slightly</b> (Beginner)</p> <p>Student is in need of further training and/or requires additional growth, maturation, and change in order to be effective in the various skill areas; trainee should not be allowed to function independently</p>	<p><b>Somewhat</b> (Advanced Beginner)</p> <p>Competence is below average but, with further supervision and experience, is expected to develop satisfactorily; independent functioning is not recommended and close supervision is required</p>	<p><b>Moderately</b></p> <p>Competence is at least at the minimal level necessary for functioning with moderate supervision required:</p>	<p><b>Mostly</b></p> <p>Competence is above average, trainee can function independently with periodic supervision</p>	<p><b>Very</b></p> <p>Competence is well developed and trainee can function independently with little or no supervision required</p>

**If you have not had the opportunity to observe a behavior in question, please indicate this by “No Opportunity to Observe” [N/O]**

PROFESSION-WIDE COMPETENCY							
<b>1. Research</b>							
<b>ELEMENT 1A</b>	Demonstrate the substantially independent ability to conduct research or other scholarly activities that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.						
<b>Supervisor Rating</b>		1	2	3	4	5	N/O
<b>ELEMENT 1B</b>	Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.						
<b>Supervisor Rating</b>		1	2	3	4	5	N/O
<b>ELEMENT 1ICD</b>	Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in all elements of research						
<b>Supervisor Rating</b>		1	2	3	4	5	N/O

PROFESSION-WIDE COMPETENCY							
<b>2. Ethical &amp; Legal Standards</b>							
<b>ELEMENT 2A</b>	Be knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and, relevant professional standards and guidelines						
<b>Supervisor Rating</b>		1	2	3	4	5	N/O
<b>ELEMENT 2B</b>	Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.						
<b>Supervisor Rating</b>		1	2	3	4	5	N/O
<b>ELEMENT 2C</b>	Conduct self in an ethical manner in all professional activities.						
<b>Supervisor Rating</b>		1	2	3	4	5	N/O
<b>ELEMENT 2ICD</b>	Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in an ethical manner						
<b>Supervisor Rating</b>		1	2	3	4	5	N/O

PROFESSION-WIDE COMPETENCY						
<b>3. Individual &amp; Cultural Diversity</b>						
<b>ELEMENT</b> <b>3A</b>	Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O
<b>ELEMENT</b> <b>3B</b>	Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O
<b>ELEMENT</b> <b>3C</b>	Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences, including intersectionality, in articulating an approach to working effectively with diverse individuals and groups.					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O
<b>ELEMENT</b> <b>3D</b>	Demonstrate the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews differ with their own.					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O

PROFESSION-WIDE COMPETENCY						
<b>4. Professional Values &amp; Attitudes</b>						
<b>ELEMENT</b> <b>4A</b>	Behave in ways that reflect values and attitudes of psychology, including integrity, deportment, the integration of science and practice, professional identity, accountability, and concern for the welfare of others.					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O
<b>ELEMENT</b> <b>4B</b>	Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being and professional effectiveness.					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O
<b>ELEMENT</b> <b>4C</b>	Actively seek and demonstrate openness and responsiveness to feedback and supervision.					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O
<b>ELEMENT</b> <b>4ICD</b>	Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues related to professional values and attitudes					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O
<b>ELEMENT</b> <b>4CP</b>	Demonstrates the professional values and attitudes consistent with the area of counseling psychology in the field of health service psychology (e.g., holistic & contextual worldview; developmental, strength-based perspective, values prevention, vocational integration, social justice orientation).					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O

**PROFESSION-WIDE COMPETENCY**

<b>5. Communication &amp; Interpersonal Skills</b>						
<b>ELEMENT 5A</b>	Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees and those receiving professional services					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O
<b>ELEMENT 5B</b>	Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O
<b>ELEMENT 5C</b>	Manage difficult communication well.					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O
<b>ELEMENT 5ICD</b>	Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in all communication and interpersonal interactions					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O

**PROFESSION-WIDE COMPETENCY**

## 6. Assessment

<b>ELEMENT 6A</b>	Demonstrate current knowledge and application of knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O
<b>ELEMENT 6B</b>	Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity considerations and contextual influences (e.g., family, social, societal, and cultural) of the service recipient.					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O
<b>ELEMENT 6C</b>	Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O
<b>ELEMENT 6D</b>	Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O
<b>ELEMENT 6ICD</b>	Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in assessment					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O

**PROFESSION-WIDE COMPETENCY**

<b>7. Intervention</b>						
<b>ELEMENT</b> <b>7A</b>	Establish and maintain effective relationships with the recipients of psychological services.					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O
<b>ELEMENT</b> <b>7B</b>	Develop and implement evidence-based intervention plans specific to the service delivery goals informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. This includes the ability to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O
<b>ELEMENT</b> <b>7C</b>	Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing progress evaluation.					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O
<b>ELEMENT</b> <b>7ICD</b>	Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in interventions					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O
<b>ELEMENT</b> <b>7CP</b>	Demonstrates interventions consistent with the area of counseling psychology in the field of health service psychology (e.g., holistic & contextual worldview; developmental, strength-based perspective, values prevention, vocational integration, social justice orientation).					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O

**PROFESSION-WIDE COMPETENCY**

<b>8. Supervision</b>						
<b>ELEMENT</b> <b>8A</b>	Demonstrate knowledge of supervision models and practices					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O
<b>ELEMENT</b> <b>8B</b>	Demonstrate knowledge of contemporary evidence-based supervision literature					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O
<b>ELEMENT</b> <b>8ICD</b>	Demonstrates knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in supervision					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O

**PROFESSION-WIDE COMPETENCY**

<b>9. Consultation &amp; Interprofessional/Interdisciplinary Skills</b>						
<b>ELEMENT</b> <b>9A</b>	Demonstrate knowledge and respect for the roles and perspectives of other professions.					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O

<b>ELEMENT 9B</b>	Demonstrate knowledge of consultation models and practices.					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O
<b>ELEMENT 9ICD</b>	Demonstrates knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in consultation and interprofessional/interdisciplinary skills					
<b>Supervisor Rating</b>	1	2	3	4	5	N/O

**Comments:**

Please provide a brief narrative summary of your overall impression of this trainee's current level of competence. In your narrative, please be sure to address the following questions:

- What are the trainee's particular strengths and weaknesses?
- Do you believe that the trainee has reached the level of competence expected by the program at this point in training?
- Please describe the format of direct observation of trainee
- If applicable, is the trainee ready to move to the next level of training, or independent practice?

**Signature of Doctoral Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_