



FORDHAM
THE JESUIT UNIVERSITY OF NEW YORK

Graduate School of Religion
and Religious Education

CLINICAL HANDBOOK

Master of Arts (M.A.) in
Pastoral Mental Health Counseling

<https://fordham.edu/gre>

<https://bulletin.fordham.edu/gre>

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Welcome Letter

Welcome to the Master of Arts degree (M.A.) in pastoral mental health counseling at Fordham University. You have been selected as a student of the pastoral mental health counseling program at the Graduate School of Religion and Religious Education (GRE) because of your demonstrated capabilities and expressed interest in working at the intersection of professional counseling and spirituality. This program is a 60-credit M.A. program that provides the professional education requirements needed for licensure as a mental health counselor (LMHC) in New York State. In addition to academic coursework emphasizing counseling theory, psychosocial assessment, diagnosis, ethics, and clinical intervention, students also take courses that prepare them to work with the spiritual concerns of their clients. A professionally supervised internship is an integral part of the professional education requirement.

This handbook sets forth the policies and procedures related to the internship component of the M.A. in pastoral mental health counseling program. This includes the process leading up to the internship. This clinical handbook supplements the GRE student bulletin, which contains the general academic policies and procedures of GRE and all pastoral care and counseling programs. These are essential to the success of your program, so please also consult the GRE student bulletin which can be found at <https://bulletin.fordham.edu/gre>.

It is the hope of the program faculty that you will find this program challenging and rewarding. We hope you learn about your strengths and your growing edges, that you learn to care for the whole person with whom you are working, and that you find the field as energizing and fulfilling as we do. Please reach out to the faculty at any time to discuss your academic path, convey concerns, provide feedback, or discuss career options. We are here to guide and support you.

Please review this handbook in detail. Then, after reviewing it, **please print and sign this welcome letter** indicating that you have read the contents of the handbook and understand and agree to abide by the policies and procedures outlined within. Once signed, please return it to your program adviser. This signed welcome letter will remain in your file.

We look forward to working with you as you pursue your M.A. in pastoral mental health counseling.

Sincerely,
The Pastoral Mental Health Counseling Faculty

I, _____ have read the contents of the handbook and understand and agree to abide by the policies and procedures outlined within.

Signed: _____

Date: _____

OVERVIEW

This program is offered online or on campus.

The M.A. in pastoral mental health counseling is a 60-credit program that provides the professional education requirements needed for licensure as a mental health counselor in New York state. In addition to academic coursework emphasizing counseling theory, psychosocial assessment, diagnosis, ethics, and clinical intervention, students also take courses that prepare them to work with the spiritual concerns of their clients. A professionally supervised internship is an integral part of the professional education requirement.

The M.A. in pastoral mental health counseling program is accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC) for the period May 2017 through May 2027.

For more information regarding the MPCAC, visit mpcacaccreditation.org.

Program Mission Statement

The overarching mission of the program is to prepare students to become social-justice-minded, licensed, professional counselors with a specialization in integrating spiritual and religious content into the professional counseling relationship when ethically appropriate.

Learning Objectives

The faculty of the pastoral mental health counseling program have identified learning objectives to ensure that the goals associated with the program's mission are achieved.

Upon graduation, the 60-credit M.A. in pastoral mental health counseling students will be able to

- demonstrate an understanding of and ability to practice a pastoral approach to the care of persons grounded in the Ignatian principle of cura personalis;

- articulate an ethic of care grounded in an understanding of professional ethical principles, including issues of self-care, appropriate boundaries, cultural difference, and social justice

- demonstrate the ability to integrate counseling theory and research, varied theological perspectives, and the practice of self-awareness in order to effectively and ethically provide mental health services to clients from diverse spiritual and cultural backgrounds;

- and demonstrate the ability to build a therapeutic relationship in a clinical context, assess clinical and spiritual themes in a clinical case, and write a corresponding treatment plan to include long-term and short-term clinical goals.

The pastoral mental health counseling program assesses various data on a continuous basis to understand how well the program is meeting the learning objectives each year. This includes internship evaluation data, integrative case paper scores, graduation rates, National Counselor Examination (NCE) and National Mental Health Counselor Exam (NMHCE) scores, employment rates post-graduation, and employer satisfaction with alumni working as professional counselors. Outcome data from the evaluation process can be found on the program website and is updated each year.

ADMISSIONS

Minimum Qualifications

Aptitude

Applicants who maintain a 3.0 or higher GPA during their undergraduate education or a 3.5 or higher GPA during their graduate school education

Career Goals

Applicants who have knowledge, understanding, and interest of the field of Pastoral Counseling

Interpersonal Skills

Applicants who demonstrate strong interpersonal skills including self-awareness, the ability to self-reflect, and a sense of openness and curiosity

REQUIREMENTS

Course Requirements

There are 60 credits required for graduation. Courses marked with an asterisk (*) must be completed prior to the internship year. Students who have a master's degree in theology may

request to substitute another course for the theology requirement (see Appendix I in the Resources section for this waiver form).

Courses are offered in the following semester rotation each year:

Course	Title	Credits
PCGR 6310	Human Growth and Development (Fall) *	3
PCGR 6380	Theology of Pastoral Counseling and Spiritual Care (Fall) *	3
PCGR 6382	Social and Cultural Foundations of Pastoral Counseling (Spring)	3
PCGR 6384	Professional Ethics in Pastoral Counseling (Fall)	3
PCGR 6386	Pastoral Counseling Theory (Fall) *	3
PCGR 6440	Pastoral Counseling Skills (Fall & Summer) *	3
PCGR 6510	Advanced Life Span Issues and Career Counseling (Spring)	3
PCGR 7330	Assessment and Appraisal of Individuals, Couples, and Families (Fall)	3
PCGR 7410	Research Methods in Pastoral Counseling (Spring)	3
PCGR 6390	Psychopathology & Diagnosis (Spring) *	3
PCGR 7422	Group Process: Th & Tech (Fall)	3
or PCGR 7426	Group Process/Dynamics	
REGR 6120	Education for Peace and Justice (Spring)	3
PCGR 7471	Clinical Instruction and Integration Process I (Fall: Taken in conjunction with Field Placement I)	3
PCGR 7472	Clinical Instruction and Integration Process II (Spring: Taken in conjunction with Field Placement II)	3
PMHC Field Placement ¹		9
One Scripture Course		3
RLGR 6010	Old Testament	
RLGR 6011	New Testament	
One Theology Course		3
RLGR 6030	Christology	
PMGR 6510	Theology of Ministry	
RLGR 6031	Theology of Human Person	
One Spirituality Course		3
SPGR 7830	Discernment in the Christian Tradition	

Course	Title	Credits
SPGR 6752	Christian Contemplation and Action	
SPGR 7752	Christian Contemplation & Act	
SPGR 7751	Ignatian Spirituality for Ministry	
SPGR 6792	Contemporary Christian Spirituality	
Total Credits		60

¹ 9 credits of field placement, to be completed over either 2 semesters (300 hours each) or 3 semesters (200 hours each).

Case Integration Paper

In addition to the coursework, students must complete a final Case Integration Paper as a capstone experience. The purpose of the paper is to demonstrate the student's integrative practical and theoretical learning over the course of the program. The paper will be approximately 15 pages and will focus on the student's work with a single case during the internship. Students are to remove any identifying information from the case paper so that anonymity of the client can be assured. While the paper uses a real case, the intention of the paper is to demonstrate the student's academic and clinical skills.

The final approved paper is due to the student's academic adviser based on the following graduation dates.

- Graduation Date: January | Final Paper Due Date: November 1
- Graduation Date: May | Final Paper Due Date: March 15
- Graduation Date: September | Final Paper Due Date: July 15

The paper is to be organized in the following format:

1. Identifying Information: First initial only, age, sex, culture/ethnicity, religion, when treatment began, how often seen
2. Clinical Impressions: Description of the client including a Mental Status Exam
3. Relevant Data from the Initial Interview (including the presenting problem/client's main reasons for seeking counseling)
4. Developmental, Social, Family, Mental Health, and Medical History

5. Diagnosis and Psychodynamic Formulation
6. Transference/Countertransference Dynamics
7. Ethical, Cultural, or Social Justice Issues
8. Theory: Way of Understanding the Case
9. The Pastoral Perspective: theological issues, spiritual or religious themes, and theological reflection that includes an understanding of Ignatian principle of cura personalis
10. Treatment Plan: goals of therapy, types of clinical interventions, and necessary referrals for treatment, including group counseling, medication, and psychological testing or assessment
11. Critique of Counseling Services
12. Two to four page verbatim

The Case Integration Paper will be graded by the academic adviser with a standardized rubric (see Appendix II in the Resources section). The cutoff for a passing score is a minimum of one point in each of the 11 areas and a minimum of 24 points total. Students who do not receive a passing score will be provided feedback and asked to re-write the paper. If, after the second re-write, a student does not receive a passing score, an Individual Remediation Plan will be put into place for the student.

Academic Advisement

Once admitted to the program, each student will be assigned an adviser, who will be one of the full-time faculty members. In order to be certain students will meet their academic and professional goals, advisement is essential. Evaluation of student performance is a necessary component of advisement. This includes evaluation of academic, clinical, and professional skills.

While the adviser will be tasked with communicating evaluation feedback to the student, all of the faculty and clinical supervisors will be weighing in on the student's progress toward the degree.

At minimum, students must meet with their adviser once per semester prior to registering for classes. It is through the academic advisement process that a student and faculty member will together

Reason for Request: Please be specific and detail why you think this course will help assure the quality of the GRE degree program you are currently completing. Please also list the course number you think your prior experience is equivalent to. (continue on additional pages if necessary)

Level at which prior course was taken:

- Certificate
- Master's
- Doctoral
- Other _____

Semester and year in which prior course was taken: _____

Course designation from prior institution (example: 'AAGE 4500'): Yes No

Have you submitted an official transcript from this institution?

Student Signature

Today's Date

For authorized Faculty/Administrative use only:

I support this request Yes No

Faculty Advisor: _____

Date: _____

Comments:

We approve and support this request Yes No Divided vote(explain in comments)

Academic Area: _____

Date: _____

Comments:

Approved Not Approved Dean's Office: _____

Date: _____

Comments: _____

Satisfactory Clinical/Professional Progress

Satisfactory clinical/professional progress requires students to

- demonstrate professional responsibility;
- demonstrate personal maturity and emotional integration and integrity;
- demonstrate ethical knowledge and behavior as indicated in the American Counseling Association Code of Ethics;
- develop masters-level clinical assessment skills;
- demonstrate theoretical knowledge
- demonstrate openness to supervision.

Professional progress is evaluated through a number of ways including input from faculty instructors, academic advisers, and clinical site supervisors. Prior to beginning an internship, basic clinical and professional skills must be demonstrated through the Yearly Student Evaluation Form in May (see Appendix IV in the Resources section), Basic Clinical Skills course, and the Fitness Review Form. The Basic Skills course is a hands-on skills class designed as a beginning foundation to counseling. Students will learn the fundamentals of the counseling relationship and will practice counseling skills in triad groups with other students. At the end of the course, the instructor will complete the Fitness Review Form (See Appendix V in the Resources section). Students will review the evaluation form with the instructor at the end of the class. The form will remain in the student's file and will serve as one of the means for evaluating readiness for clinical internship placement.

During the internship experience, evaluation is assessed through the Professional Counselor Performance Evaluation (PCPE). This form is a validated and widely-used measure used in assessing student skills and readiness.

If there is concern for a student's ability to be successful during clinical internship, a remediation plan will be put into place (see IRP policy in the Program Policies section).

The Internship Experience

The internship is an exciting opportunity for students to gain necessary practice in professional counseling prior to graduating from a graduate training program, and it is a fundamental requirement of such training. Students will complete an internship at a designated mental health services agency, and receive supervision from the site supervisor determined by the

agency, the Fordham faculty clinical instructor and the Fordham clinical director during this process. The Fordham clinical director will maintain regular contact with the agency site supervisor throughout a student's placement. The Fordham clinical director may make site visits to students' agency placement sites near the beginning of placement, and at other times as appropriate.

Please take note that the internship

- may only start in the fall semester. No exceptions will be granted to this policy;
- is two semesters long and must be completed in two consecutive terms;
- must total 600 hours, of which 240 hours must be direct client contact hours;
- cannot be your place of employment.

Expectations of Students

The STUDENT will be expected to

1. be involved clinically about 15 to 20 hours each week (seeing approximately six to-eight clients);
2. audio or video tape counseling sessions if applicable to site;
3. be punctual, responsible, and professional at all times;
4. know and follow at all times the American Counseling Association Code of Ethics;
5. meet with agency supervisor for an hour each week for at least 15 weeks each semester. Each of these supervision sessions is to be scheduled in advance on an agreed upon time and date;
6. write case notes in a timely manner;
7. commit to the agency for the fall and spring semesters (September 1 to May 15);
8. evaluate the agency and supervision at the end of the spring semester;
9. inform the Fordham clinical director whenever there is a change of site supervisors at the agency;

10. see clients only on the premises of the agency (as designated by the agency) and only during regularly established client hours;
11. handle the resolution of any difficulties or conflicts which arise at the agency in a professional manner.

The Fordham clinical director is available to assist in helping students meet their expectations. In the case of conflicts or difficulties, the Fordham clinical director should be notified as soon as possible.

Expectations of Agency Supervisors

The AGENCY SUPERVISOR will be expected to provide a complete orientation of the staff, facility, rules, regulations, and procedures of the agency as well as

1. see that the student builds a client load of up to six to eight clients. It is hoped that some clients will provide a long-term counseling experience. If either of these situations does not appear likely, please notify the student and the Fordham clinical director as soon as possible;
2. allow, arrange, and review regular audio or video taping of the student's counseling training/service delivery (if applicable to site);
3. provide an hour of individual clinical supervision weekly at a set time and on a set day. Fifteen hours of individual supervision are expected each semester at the agency setting;
4. complete three evaluations of the student counselor over the year. The evaluation is to provide feedback both in regards to strengths and growing edges. Please note any major difficulties the student may be having (with clients, agency personnel, other interns, etc.) and bring to the student's immediate attention and, if necessary, to the attention of the Fordham clinical director;
5. discuss the evaluation with the student during supervision prior to sending the evaluation to the clinical director;
6. return the evaluation by October 15, December 1, and May 1;
7. attend the fall supervisor/faculty luncheon; this will provide an opportunity to meet with the student's small-group supervisor;
8. negotiate school vacation periods with the student so that a responsible counselor-client relationship is maintained. (Two weeks at Christmas and an additional week at Spring Break OR Holy Week).

Steps to Completing the Internship

In order to complete the internship, the following steps must be followed:

Step 1: Satisfactory academic progress

Satisfactory academic progress is a prerequisite to the internship and must be maintained throughout the internship. Students must be in good academic standing in the graduate school as indicated by meeting the 3.0 GPA requirement, have no less than a B in any program requirement, and if an IRP is in place, satisfactory meet the requirements of the plan.

Step 2: Satisfactory clinical and professional progress

Satisfactory clinical and professional progress is a prerequisite to the internship and must be maintained throughout the internship. Prior to internship students must demonstrate clinical readiness with the Basic Skill Form. During the internship, students must demonstrate progress through the Professional Counseling Progress Evaluation (PCPE) form.

Step 3: Application for Internship (see Appendix VII in the Resources section)

Students must inform the clinical director of their intent to complete an internship. This is done via an application. The application for the internship is due to the Clinical Director by November 1 the year before the internship begins.

Step 4: Meeting with the Clinical Director

Once the application has been reviewed, the clinical director will schedule a meeting with the student. This meeting will take place in November. In the December faculty meeting, the program faculty will discuss each application for internship. If a student is not approved by the faculty for a clinical internship, a student remediation plan will be put into place (see IRP policy in the Program Policies section).

Step 5: Internship Search

After the clinical director has approved a student for an internship, the student may begin to look for a placement site. Students are responsible for arranging their own internship placement, in consultation with the clinical director. The clinical director maintains a list of possible internship sites, including student evaluations of internship sites. Students are free to research additional sites on their own. All placement sites and site supervisors must meet the requirements outlined above under the requirements and expectations of student and supervisor. When looking for an internship, a student may find it useful to use the description of the 60-credit pastoral mental health counseling program for potential supervisors (see Appendix VI in the Resources section).

Timeline for Securing an Internship

Beginning the year PRIOR to Internship:

September-November

Meet with your academic adviser to review coursework and to sign application for internship. Include your resume.

Mid October

Attend the yearly Pastoral Mental Health Counseling Student Orientation Meeting

November 1

Application and resume due to clinical director

November-December

Arrange a meeting with clinical director for Pre-Internship Interview

January

Arrange interviews with internship sites

February- April

Interview with at least two sites. Students notify of sites not accepted.

May 15

Completed and sign the Agency Opening Form, Educational Agreement Form, and Supervisor Dossier due to clinical director

July 1

Student arranges with site supervisor initial start date, days, and hours to be on-site. The first date of internship cannot be prior to the start of the fall semester.

Required Forms for Internship

Once an internship has been secured, it is up to the student to be certain the following forms are completed, and on file, with the clinical director before May 15th the year prior to internship:

- **Agency Opening Form** (Appendix VIII in the Resources section)

This form provides information about the agency including name, location, telephone number, contact person, client focus of the agency, supervisor of the intern, days/times student will be on site, and if the site allows taping of clinical work for educational purposes.

- **Educational Agreement** (Appendix IX in the Resources section)

This form outlines the duties and responsibilities of the Fordham intern and the agency where the internship takes place.

- **Supervisor Dossier** (Appendix X in the Resources section)

This form provides evidence of the supervisor's credentials and evidence of ability to serve in the capacity of a clinical supervisor of interns.

- **Contract** (if required by internship site)

After the internship is under way, the following forms must be completed:

- **The Monthly Hours Worksheet** (Appendix XII in the Resources section)

Must be filled out, signed by the supervisor, and submitted to the clinical director at the end of each month. It is recommended that students maintain a copy of all hours as well. .

- **Self-evaluations October 15, Dec 1, and May 1.** (Appendix XIII in the Resources section)

Once the internship is completed, students must complete an evaluation of the site. This form is due by MAY 1.

Malpractice Insurance

Students who are enrolled in the internship classes (Clinical I and II; Field placement) are covered by Fordham's malpractice insurance. However, students may wish to maintain their own policy. Student policies are available through the American Counseling Association for students and graduates.

Clinical and Professional Evaluation

Systematic assessment of the internship experience is essential to be certain students are meeting their educational goals. Formal evaluations (see Appendix XIII in the Resources section) are completed and turned in to the clinical director in the following timeline.

FALL SEMESTER: October 15 & December 1

SPRING SEMESTER: May 1

All students, clinical supervisors, and clinical instructors will complete the form at the three noted times above. All completed forms will remain in the student's file. A meeting with the clinical instructor and the student will take place at the end of the semester to review the forms and discuss clinical and professional strengths and areas of growth. Should there be concerns about a student's ability to successfully complete the internship, a remediation plan will be set in place (see IRP policy in the Program Policies section).

PROGRAM POLICIES

Individual Remediation Plan Policy

The goal of the program faculty is to help students become successful professional counselors.

Section F.9.a of the American Counseling Association Code of Ethics states, "Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program."

Faculty members have an ethical duty to identify students who may need more support and guidance in order to meet this goal. Once identified, faculty have the ethical duty to remediate, and when remediation is not possible, dismiss students from a counseling program.

Students may need extra support for a number of reasons, including challenges related to

1. maintaining the minimum 3.0 GPA requirements for the program;
2. developing academic research and writing skills;
3. meeting professional standards of behavior in the clinical setting including ethical behavior related to professional boundaries, professional identity, documentation for clinical work, openness to supervision;
4. developing the clinical skills necessary to meet the competency of graduate licensed professional counselor including empathy, reflective listening, integrating theory into practice;
5. managing personal stress, psychological dysfunction, or excessive emotional reactions that interfere with academic and professional functioning.

Remediation is an opportunity for the graduate school to assist a student who is struggling to learn, grow, and improve. An Individual Remediation Plan (IRP) is a formal plan that outlines and documents the individual needs of the student and the plan to successfully meet such demonstrated need. An IRP is initiated by a University faculty member when evidence has been documented of inadequate academic, research, professional, ethical, or clinical skills demonstrated by the student. Feedback is documented formally by

- Academic Advising Form including GPA (each semester);
- Semester Student Evaluation Review & Letter (each year);
- Fitness Review Level 1 Form (after Basic Skills Class pre-internship);
- Clinical Readiness Form (pre-internship meeting with clinical director);
- student self-evaluation of clinical work (four times during the internship year);
- site supervisor evaluation of clinical work (four times during the internship year);
- clinical instructor evaluation of clinical work (four times during the internship year).

Information to complete the above forms is provided in a number of ways, including but not limited to

- feedback from academic instructors;
- major academic papers, case presentations, verbatim;
- One on one and group supervision experiences by the site supervisor and by university supervisors;
- review of clinical documents by the site;
- site visits by the clinical director;
- the final integrative case paper rubric.

When there is documentation of a student not achieving the necessary academic, research, professional, ethical, or clinical skills, the program faculty will decide at their monthly faculty meetings whether an IRP is needed. If it is indicated by the program faculty, a meeting will be arranged with the University clinical director and the student. The meeting may also include the site supervisor, other core program faculty, or other administrators as necessary.

Collaboration with the student will provide the opportunity for a student to discuss the need of the IRP, respond to the need for and IRP, and invest the process of remediation. The IRP will serve as a contract between the student and the program. It will outline specific areas of improvement, craft student goals, indicate warranted intervention to meet the student goals, and indicate the period to meet the goals. The IRP will be signed by the student, the faculty adviser, the clinical supervisor, and other academic administrators as indicated. A timeline for remediation will be specified in the individual meeting with the student, and a summary of the meeting and recommendations will be provided to the student (and placed in the student file).

Interventions that may be indicated to meet student goals include but are not limited to

1. personal therapy;
2. increased meetings with site supervisor;
3. increased monitoring of clinical work by site supervisor including tape review or verbatim reviews;
4. faculty directives related to internship site, client population, and client load;
5. additional meetings with program faculty;
6. repeated or additional course work;
7. academic writing seminar.

If the IRP process does not rectify the specified issues, or when the student is unable or unwilling to follow the IRP, the student may be assisted in implementing a program or career shift or dismissed from the program in accordance with GRE policies. There may be cases where the critical nature of the issue will warrant immediate dismissal from the program.

If a student wishes to appeal the decision of the program faculty for dismissal from the program, they may follow the appeal procedures outlined by the University grievance policy.

Grievance Policy

Fordham University does not discriminate on the basis of race, color, creed, religion, age, sex, gender, national origin, marital or parental status, sexual orientation, citizenship status, veteran status, disability, gender identity or expression, genetic predisposition, carrier status, or any other basis prohibited by law. The Graduate School of Religion and Religious Education employs the following Grievance Procedure covering all matriculated and non-matriculated

students. Students who believe they have been discriminated against with respect to participation in access to, or benefits of, any program or activity within the school are requested to use the following Grievance Procedure.

Informal Procedure

Since a formal grievance procedure is a last resort, it is assumed that every effort to resolve the grievance through informal approaches has been conducted by the concerned parties. Nevertheless, the use of informal procedures is not a prerequisite for the submission of the grievance through the formal procedure.

Formal Procedure

Step I: School-Wide

- A. An alleged grievance must be brought in writing to the attention of the dean within 25 school calendar days from the time of the incident.
- B. The dean will convene the standing committee, which will conduct the review and which must receive a full written statement of the grievance and pertinent substantiating information from both the aggrieved and the person charged at least five days prior to the review date. All review procedures will be restricted to the parties involved. It is expected that this process will take place within 15 school calendar days after the student submits a written statement to the dean.
- C. This standing committee is to be composed of two faculty members selected by the faculty for staggered terms of two years and one student selected by the student association for a one-year term. Should one of the standing committee members be the person charged, the dean shall appoint an alternate.
- D. The parties will be given an opportunity to attend the meetings and to present information to the committee.
- E. The standing committee will render a written statement of the findings together with recommendations for appropriate remedies to the dean within five school calendar days after the review.
- F. The dean will meet with the concerned parties within 10 school calendar days to present recommendations for resolution of the grievance to the concerned parties.
- G. Should the dean be the person charged, an alleged grievance must be brought in writing to the assistant chairperson within 25 calendar days. The associate dean will convene the

standing committee, receive its report, and communicate recommendations for resolution of the grievance to the concerned parties within the same time limits as specified above.

Step II: University-Wide

- A. If either the aggrieved or the individual school against whom charges have been brought feel that the matter has not been resolved, either party may appeal in writing to the appropriate area vice president within 10 school calendar days after the meeting between the dean and the concerned parties in Step I. The appeal should include 1) a concise summary of the charge(s) and 2) an explanation of why the school-wide process was considered unsatisfactory.

- B. The vice president will review the grievance process to determine whether proper procedures were followed, or if new evidence not available in Step I is being presented. If the vice president is not satisfied with the handling of the grievance investigation, the vice president will return the grievance to the dean for further investigation. The concerned parties will be notified of the vice president's actions and decisions within 20 school calendar days of the receipt of the appeal.

- C. The vice president for academic affairs is the last court of appeal, and the vice president's decision will be final.

Student File Policy

A copy of the University's policy and guidelines regarding student records under the Family Educational Rights and Privacy Act of 1974 (FERPA) are available from enrollment services.

The program maintains specific documents related to student progress in student files. Active student files are located in the clinical director's office. The office remains locked when the clinical director is not present. The non-active student files are scanned by the dean's office and kept electronically. Only the assistant dean and the administrative assistant have access to the computer files. All computers are password protected and require dual authentication to access the computer. Once scanned, the paper files are kept in a locked closet for a period of 10 years. Only the dean's office has access to the closet.

The following forms are maintained in student files kept in the assistant dean's office:

1. **Application for Admission**

2. **Signed Handbook Welcome Letter**

This form indicates that the student has read and agrees to the policy and procedures outlined in the Pastoral Mental Health Counseling Handbook.

3. Academic Advising Progress Form

This form is completed and updated by the student with the academic adviser during academic advising each semester.

4. Yearly Student Evaluation Form

This form is completed by the faculty every May during the student evaluation process and reviewed with the student.

5. Fitness Review Basic Skills Form

This form is completed by the instructor of the basic skills course and reviewed with the student prior to the end of the course.

6. Internship Placement Forms

This series of forms is found in the appendices of the student handbook and are required to be filled out by the internship site and returned to the faculty clinical director prior to starting an internship. It is the student's responsibility to be certain the forms are turned in prior to internship. The forms include detailed information on the internship site, the site supervisor, the days and times a student will be at the site, and documentation of the site supervisor's ability to supervise interns.

- a. Agency Opening Form
- b. Educational Agreement
- c. Supervisor Dossier
- d. Contract (if required by site)

7. Monthly Hours Log

This form is in the appendices of the student handbook and must be filled out each month during internship by the student, signed by the student and the site supervisor, and handed into the Fordham faculty clinical director.

8. Clinical Integration I PCSE Forms

These forms are located in the appendices of the student handbook. will be completed by the student, site supervisor, and the Fordham faculty member, and will serve as a guide to a student's areas of strength and areas of growth as a professional counselor.

- a. Student mid semester clinical evaluation form
- b. Student final clinical evaluation form
- c. Site supervisor midterm form
- d. Site supervisor final form
- e. Clinical instructor midterm form
- f. Clinical instructor final form

9. Clinical Integration II PCSE Forms

- a. Student final clinical evaluation form
- b. Site supervisor final form
- c. Clinical Instructor final form

10. Integrative Case Paper & Graded Rubric

11. Student Review Evaluation Letters (if applicable)

This letter is sent to students and remains in their file if a student demonstrates unsatisfactory academic or professional/clinical skills.

12. Individual Remediation Plan & Subsequent Letters (if applicable)

13. Waiver/Course Substitution Form (if applicable)

This form is completed when a student wishes to waive or substitute a course taken at the GRE or another graduate school. It must be completed by the student and approved and signed by the academic adviser and the program director.

RESOURCES

Licensing

A major goal of the program is to prepare students to successfully gain licensure and to have an effective career as a professional counselor. Licensure is a process that is governed by individual states. Therefore, each state's requirements are slightly different. Students are advised to become familiar with the specific requirements for licensure in their state.

Fordham pastoral counseling is a licensure qualifying program for New York, which means that all course requirements for licensure in New York will be met by the program requirements. The full application and post-education requirements for state licensure can be accessed at op.nysed.gov.

The following information describes the education requirements for New York state and the Fordham course equivalent.

- Human Growth and Development: [PCGR 6310](#) Human Growth and Development
- Social & Cultural Foundations: [PCGR 6382](#) Social and Cultural Foundations of Pastoral Counseling
- Counseling Theory & Practice: [PCGR 6386](#) Pastoral Counseling Theory
- Psychopathology: [PCGR 6390](#) Psychopathology & Diagnosis
- Group Dynamics: [PCGR 7422](#) Group Process: Th & Tech
- Lifestyle & Career Development: [PCGR 6510](#) Advanced Life Span Issues and Career Counseling
- Assessment & Appraisal of Individuals, Couples, & Families: [PCGR 7330](#) Assessment and Appraisal of Individuals, Couples, and Families
- Research and Program Evaluation: [PCGR 7410](#) Research Methods in Pastoral Counseling
- Professional Orientation & Ethics: [PCGR 6384](#) Professional Ethics in Pastoral Counseling
- Clinical Instruction: [PCGR 6440](#) Pastoral Counseling Skills
- 1 year supervised internship with 600 hours: [PCGR 7471](#) Clinical Instruction and Integration Process I/[PCGR 7472](#) Clinical Instruction and Integration Process II

The NBCC is a professional organization that organizes the licensing tests. There are two national tests: the NMHCE and the NCE. In New York state, the NMHCE is the required test and cannot be registered for or taken until your application for licensure has been accepted by the

state. There are various study programs offered to help students prepare for taking and passing the tests. Alumni have indicated that taking such programs have been helpful in successfully passing the NMHCE. Please see the NBCC website for more information (NBCC.org).

Professional Organizations

Career development need not wait until after graduation. Students are strongly encouraged to join professional organizations that they feel are in-line with their professional goals.

Professional organizations can provide community, support, and training to new and seasoned counselors alike. Some organizations that students may be interested in include

- American Counseling Association (ACA)
- New York Mental Health Counselors Association (NYMHCA)
- American Association of Pastoral Counselors (AAPC)
- Association for Spiritual and Religious Values in Counseling (ASERVIC)

Please reach out to your academic adviser if you would like to know more about any of the above organizations.

APPENDIX I

WAIVER/SUBSTITUTION/TRANSFER FORM

To access the waiver/substitution/transfer form visit this link:
https://fordham.co1.qualtrics.com/jfe/form/SV_ePvIve0bjxETizb

Reason for Request: Please be specific and detail why you think this course will help assure the quality of the GRE degree program you are currently completing. Please also list the course number you think your prior experience is equivalent to. (continue on additional pages if necessary)

Level at which prior course was taken:

- Certificate
- Master's
- Doctoral
- Other _____

Semester and year in which prior course was taken: _____

Course designation from prior institution (example: 'AAGE 4500'): Yes No

Have you submitted an official transcript from this institution?

Student Signature

Today's Date

For authorized Faculty/Administrative use only:

I support this request Yes No

Faculty Advisor: _____

Date: _____

Comments:

We approve and support this request Yes No Divided vote(explain in comments)

Academic Area: _____

Date: _____

Comments:

Approved Not Approved Dean's Office: _____

Date: _____

Comments: _____

APPENDIX II

Assessment Rubric for Integrative Case Paper

	0 Does not meet criteria	1 Minimally meets criteria	2 Meets Criteria	3 Exceeds Criteria	Score
1. Pastoral Counseling Theory: Student appropriately identifies and demonstrates effective clinical use of one or more theory in case conceptualization and clinical interventions.					
2. Human Growth & Development: Student identifies the role of growth and development in client's clinical presentation.					
3. Advanced Life Span & Career Counseling: Student articulates career issues and current career theory when applicable.					
4. Psychopathology & Diagnosis: Student correctly diagnoses client's presenting problems including a psychodynamic formulation and differential diagnosis.					
5. Research Methods: Student uses current research to support the paper.					
6. Assessment & Appraisal: Student correctly identifies necessary assessments for information gathering, diagnosing and treatment planning.					
7. Professional Ethics: Student demonstrates appropriate ethical behavior including informed consent, professional boundaries, appropriate termination, and crisis management.					

<p>8. Theology of Pastoral Counseling & Spiritual Care:</p> <p>a. Student identifies the theological and/or pastoral perspective in the case conceptualization and the appropriate clinical interventions .</p> <p>b. Student demonstrates an ability to reflect theologically on clinical work as evidenced by appropriate use of theological and spiritual resources grounded in a principal of cura personalas</p> <p>b. Student articulates an etic of care .</p>					
<p>9. Social & Cultural Foundations:</p> <p>Student identifies the social and cultural themes of the case and demonstrates appropriate intervention.</p>					
<p>10. Education for Peace & Justice:</p> <p>Student identifies the social justice themes of the case and demonstrates appropriate intervention.</p>					
<p>11. Academic Writing:</p> <p>Student demonstrates the ability to write academically and properly uses American Psychological Association formatting style.</p>					
Minimum Passing Score: 24				TOTAL SCORE	
Comments:					
Assessed By:					
Date:					

APPENDIX III

MANDATORY SEMESTER ADVISEMENT FORM

In order to ensure students meet their goals of completing the program students are REQUIRED to meet with their advisor each semester. This form, completed in conjunction with DEGREEWORKS, is to guide students and faculty advisors in their work together. Students and Faculty have access to the information on DegreeWorks. A copy of this form will also remain in the student's permanent written file.

Student Name: _____
 Start Date of Classes: _____
 Intended Graduation Date _____

List semester, year, and grade for completion of courses

Course	Semester	Year	Grade	Credits Earned
Theories of Pastoral Counseling				
Social & Cultural Foundations				
Human Growth & Development				
Advanced Life Span & Career Counseling				
Group Process & Practice				
Research in Pastoral Counseling				
Ethics in Pastoral Counseling				
Psychopathology & Diagnosis				
Theology of Pastoral Counseling				
Assessment & Appraisal of Individuals & Families				
Basic Skills in Pastoral Counseling				
Clinical Internship I				
Clinical Internship II				
Field Placement 3 credits				
Field Placement 6 credits				
Scripture Requirement:				
Theology Requirement:				
Religious Education Requirement:				
Spirituality Requirement:				
Electives:				
TOTAL HOURS COMPLETED IN THE PROGRAM:				
PROGRAM GPA:				

Clinical Case Paper Mentor: _____
 Clinical Case Paper Status: _____

Faculty Advisor: _____
 Date: _____

APPENDIX IV

60-Credit MA in PCSC May Student Review

Student Name:

Date:

Reviewers:

Academic Advisor:

Criteria	Exceeds	Meets	Does Not Meet
Responsible			
Emotionally Stable			
Open to Feedback			
Ethical/Professional			
Motivated/Engaged			
Respectful to Culture			
Self-Aware			
Academically Competent			

Comments/Concerns/Steps

APPENDIX V

PROFESSIONAL FITNESS REVIEW: BASIC SKILLS COURSE

Student: _____ **Semester/Year:** _____

Instructor: _____ **Date:** _____

This professional fitness review is to be completed by the instructor in Basic Counseling Skills upon completion of the course. It will serve as part of the student's course evaluation and will be kept in the student file as an assessment instrument used to help determine readiness and ongoing fitness for clinical work.

N = Not applicable; 0 = no basis for evaluation; 1 = does not meet standards for students at this level of training; 2 = meets standards for students at this level of training; 3 = exceeds standards for students at this level of training

Professional Responsibility					
The student relates to peers, professors, and others in an appropriate professional manner.	N	0	1	2	3
The student does not exploit or mislead other people during or after professional relationships.	N	0	1	2	3
The student acts in accordance with the ACA and AAPC Codes of Ethics, and maintains professional standards of conduct and fiduciary care in the classroom/internship counseling process.	N	0	1	2	3

Personal Maturity					
The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.	N	0	1	2	3
The student demonstrates honesty and fairness both personally and professionally.	N	0	1	2	3
The student demonstrates a commitment to self-awareness and personal reflection.	N	0	1	2	3
The student demonstrates the ability to critically examine her/his own belief systems, motivations, values, and cultural context.	N	0	1	2	3
The student demonstrates the ability to receive, integrate, and utilize feedback from peers, teachers, and supervisors.	N	0	1	2	3

Integrity					
The student does not make statements that are false, misleading, or deceptive.	N	0	1	2	3
The student respects the fundamental rights, dignity, and worth of all people.	N	0	1	2	3
The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination.	N	0	1	2	3

The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, physical ability/disability, language, and socioeconomic status.	N	0	1	2	3
The student behaves in accordance with the program's and the profession's accepted code(s) of ethics and standards of practice.	N	0	1	2	3

Academic ability and coursework					
The student displays a desire to learn and grow as a professional counselor.	N	0	1	2	3
The student attends class regularly and demonstrates a positive attitude toward class and coursework.	N	0	1	2	3
The student demonstrates open-mindedness and flexibility related to information presented in course(s).	N	0	1	2	3
The student possesses the cognitive ability to be successful in coursework.	N	0	1	2	3
The student fulfills assignments on time and at a satisfactory level.	N	0	1	2	3
The student is able to incorporate and use feedback to improve her/his coursework.	N	0	1	2	3

What are the student's strengths?

What are the student's challenges/growing edges?

Remediation required? Yes No

Student Signature: _____

Instructor Signature: _____

APPENDIX VI

Application for Internship

DUE NOVEMBER 1st to the CLINICAL DIRECTOR

Name _____ Date _____

List of choices for possible Internship site (in order of preference):

1. _____
2. _____
3. _____

List semester, year, and grade for completion or plan of completion of prerequisite courses:

Course	Semester	Year	Grade
Theories of Pastoral Counseling			
Social & Cultural Foundations			
Human Growth & Development			
Advanced Life Span & Career Counseling			
Group Process & Practice			
Research in Pastoral Counseling			
Psychopathology & Diagnosis			
Ethics in Pastoral Counseling			
Theology of Pastoral Counseling			
Assessment & Appraisal of Individuals, Families & Couples			
Basic Skills in Pastoral Counseling			
Theology Requirement:			
Religious Education Requirement			
Spirituality Requirement:			
TOTAL HOURS COMPLETED IN THE PROGRAM:			

APPENDIX VII

Description of the 60-credit Pastoral Counseling program for Potential Supervisors

The Pastoral Counseling Program at the Fordham University Graduate School of Religion and Religious Education (GRE) is a 60 credit Masters Program which provides the professional education requirement needed for licensure as a *mental health counselor* in New York State. In addition to academic coursework emphasizing counseling theory, psychosocial assessment, diagnosis, and clinical intervention, students also take courses that prepare them to work with the spiritual concerns of their clients. A professionally supervised internship is an especially integral part of the professional education requirement.

Our students are required to complete 600 hours of clinical internship under the supervision of a licensed mental health professional. A licensed clinical social worker, psychiatrist, psychologist, guidance counselor, marriage and family counselor, physician assistant, or nurse practitioner, are among those who may provide clinical supervision consistent with the requirements for licensure preparation. Additionally, supervisors should have had at least three years of full time (or the part time equivalent) professional experience in mental health care.

It is expected that supervision will be around assessment, planning, and treatment of assigned clients. Supervisors are to provide at least one hour per week, or two hours every other week, of individual or group supervision. The 600 hours of required field experience may be scheduled to accommodate the needs of student and agency, and are most commonly completed within four academic semesters. At least 240 hours of the required 600 hours should be in direct service, with opportunities for both individual and group experience. An evaluation of student progress is required toward the end of each semester the student is in placement, as is regular contact between the site supervisor and the Clinical Director of Field Placement.

While many of our students may wish to eventually provide mental health counseling within a religious or pastoral agency, a fully secular mental health agency is a perfectly appropriate placement setting. It should be emphasized that our students, who come from diverse religious backgrounds, understand that it is not appropriate for them to advocate on behalf of any religious or spiritual tradition in their role as a mental health intern. As students in the Pastoral Counseling Program, however, we expect that our students will help their clients to explore and articulate their spiritual concerns and values, where such focus might contribute to the client's overall growth and development.

Please do not hesitate to contact Fordham University's Pastoral Counseling Program for additional information. Questions or comments can be directed to the Clinical Director.

Clinical Director
Pastoral Counseling & Spiritual Care
Fordham University Graduate School of Religion and Religious Education
441 E. Fordham Road
Keating Hall, Room 303
Bronx, New York 10458

APPENDIX VIII

CLINICAL INTERNSHIP AGENCY OPENING FORM

Official Name of Agency: _____
Department (if applicable): _____
Address: _____
City, State, Zip: _____
Phone #: _____

Name and Title of Agency Internship Coordinator or Contact Person: _____

E-Mail address of Above Person: _____

Please describe your agency's area of specialization or area(s) in which interns would be most involved, e.g. aging; outpatient mental health; child welfare:

Hours and Days of Agency Operation: _____

Agency's Primary Function and Program Objectives: _____

Brief Description of Intern Learning Assignments: _____

Are there persons licensed to provide mental health counseling available to supervise intern (e.g. psychiatrist, psychologist, social worker, mental health counselor)? _____

Is the student allowed to audio/video tape sessions with client's written permission? _____

Name & Title of Person Who Completed this Form: _____
Date Form Completed: _____

*Clinical Internship need not have any pastoral component and may be entirely secular in orientation.

APPENDIX IX
FORDHAM UNIVERSITY GRADUATE SCHOOL
OF RELIGION & RELIGIOUS EDUCATION
MASTER OF ARTS
PASTORAL COUNSELING PROGRAM

EDUCATIONAL AGREEMENT

The Educational Agreement is intended to clarify the responsibilities of agency and student with respect to the student's counseling internship. It is understood that the Educational Agreement may need to be amended from time to time to reflect changing educational needs and circumstances. Substantial revisions of the Educational Agreement should involve discussion between agency, counseling intern, and the intern's advisor.

Student's Name _____ Faculty/Field Advisor _____

Agency _____ Field Supervisor _____

Internship hours (days and times student is at placement) _____

Supervision Arrangement

When will student and supervisor normally meet for formal supervision?

Emergency back-up staff person when supervisor is unavailable?

How will supervisor monitor and document student's progress (i.e., process recordings, logs, role plays ,etc.)? _____

Please describe plan for student assignments (approx. number and type of counseling cases, other projects, meetings, conferences, trainings, etc.).

Student Signature _____ Date _____

Field Supervisor's Signature _____ Date _____

**APPENDIX X
SUPERVISOR DOSSIER
60-Credit Program in Pastoral Counseling**

Date _____

Name of Supervisor _____

Title _____

Mailing Address _____

Phone No. _____ **Fax No.** _____

Name of Agency _____

Education (*list schools, degrees & major, and years degrees received*):

List All Current State/National Certification or Licensure:

Experience as a Counselor (*list places and dates*):

Experience as a Supervisor (*list places, dates, and the number of hours of supervised supervision*):

APPENDIX XI

Professional Counseling Performance Evaluation

This form is to be completed by the student and site supervisor, reviewed together, and sent directly to the Clinical Director.

Student: _____ Semester and Year: _____

Placement: _____

Name of Evaluator: _____

Please Circle Due Date of Evaluation:

OCTOBER 15 DECEMBER 1 MAY 1

I am the: Student or the Site Supervisor or the CI Instructor

Directions for Students: Please rate yourself using the scale provided on the following topics.

Directions for Supervisors: Please rate the student you are supervising using the scale provided on the following topics.

Rating Scale

N – No opportunity to observe; 0 – Does not meet criteria for program level; 1 – Meets criteria minimally or inconsistently for program level; 2 – Meets criteria consistently at this program level; 3 – Exceeds criteria consistently at this program level

Amenability to Supervision					
1. Openness to present one's work for critique	N	0	1	2	3
2. Ability to hear and incorporate feedback	N	0	1	2	3
3. Initiates pertinent discussion in supervision	N	0	1	2	3
Clinical Assessment Skills					
1. Ability to elicit and understand essential data	N	0	1	2	3
2. Formulates and modifies a working diagnosis	N	0	1	2	3
3. Distinguishes between the presenting problem and underlying issues	N	0	1	2	3
Counseling Skills					
1. Attends/responds empathetically	N	0	1	2	3
2. Initiates	N	0	1	2	3
3. Accepts clients non-judgmentally	N	0	1	2	3
4. Formulates short and long term goals	N	0	1	2	3
5. Intervenes in a manner consistent with stated theoretical orientation	N	0	1	2	3
Personal Maturity and Emotional Integration					
1. Recognizes personal limitations	N	0	1	2	3
2. Uses countertransference issues in an effective manner	N	0	1	2	3
3. Reacts in emotionally appropriate manner in difficult situations	N	0	1	2	3
Interpersonal Skills					
1. Communicates clearly	N	0	1	2	3

2. Routinely and effectively engages clients, peers, supervisors, and support staff	N	0	1	2	3
3. Demonstrates awareness of multiple levels of each interaction	N	0	1	2	3
4. Sensitivity to multicultural issues	N	0	1	2	3
Ethical Knowledge and Professional Practice					
1. Sensitivity to ethical issues as they emerge in the counseling relationship	N	0	1	2	3
2. Respect for the confidential nature of the counseling relationship	N	0	1	2	3
3. A grasp of one's role as a professional counselor	N	0	1	2	3
4. Establishes, maintains and respects boundaries	N	0	1	2	3
Professional Responsibility					
1. The student conducts self in an ethical manner so as to promote confidence in the counseling profession.	N	0	1	2	3
2. The student relates to peers, professors, and others in a manner consistent with professional standards.	N	0	1	2	3
3. The student demonstrates sensitivity to real and ascribed differences in power between her/him and others, and does not exploit or mislead other people during or after professional relationships.	N	0	1	2	3
4. The student demonstrates application of legal requirements relevant to counseling training and practice.	N	0	1	2	3
5. The student arrives on time for class, meetings, and clients.	N	0	1	2	3
6. The student is reliable and accountable.	N	0	1	2	3
7. The student demonstrates awareness of justice related issues as they impact the life of the client.	N	0	1	2	3
Theoretical Knowledge					
1. Demonstrates knowledge of and use of a least 1 of the 4 theoretical approaches (psychodynamic, humanistic, cognitive/behavioral, family).	N	0	1	2	3
2. Demonstrates acquired knowledge of the field of counseling according to student's level of training in Pastoral Counseling Program.	N	0	1	2	3
3. Demonstrates ability to conceptualize client cases from a theological perspective.	N	0	1	2	3
Sensitivity to Pastoral Concerns					
1. Ability to reflect theologically/spiritually in one's counseling relationships	N	0	1	2	3
2. A grasp of one's role as a pastoral counselor	N	0	1	2	3
3. Demonstrates pastoral integration	N	0	1	2	3
Advocacy					
1. If needed, the student advocates for himself/herself when professional needs are not being met by the supervisor.	N	0	1	2	3
2. If needed, the student advocates for himself/herself when professional needs are not being met by the site.	N	0	1	2	3
3. The student engages in activities to advocate for the client.	N	0	1	2	3
Communication Skills and Abilities					

1. The student demonstrates effective written communication skills including:					
A. Appropriate case notes.	N	0	1	2	3
B. Maintaining updated files on each client.	N	0	1	2	3
C. Creating appropriate treatment plan(s) for client(s).	N	0	1	2	3
D. Graduate level work for written assignments.	N	0	1	2	3
2. The student demonstrates awareness of power differences in therapeutic relationship and manages these differences effectively.	N	0	1	2	3

Please comment on any of the above if that would be useful (i.e. no opportunity to observe, concerns about certain traits of the student, etc.).

Please list what you see as the student's strengths.

Please suggest areas for further development appropriate to the current level of the student's training.

Please list any goals for the future.

Student Signature & Date

Evaluator Signature & Date

Please return to:
 CLINICAL DIRECTOR
 Pastoral Care & Counseling Program
 Fordham University
 441 E. Fordham Rd
 Keating Hall, Room 303
 Bronx, NY 10458
 Phone: 718-817-4813/ Fax: 718-817-3352

Adapted from the Professional Counseling Program of the Department of Educational Administration and Psychological Services, Texas State University-San Marcos (Revised 2/15/2012).

APPENDIX XIII

Supervisee Evaluation of Supervisor

Directions: The student counselor is to evaluate the supervision received. Circle the number that best represents how you, the student counselor, feel about the supervision received. A score of 1 reflects dissatisfaction with the supervision you have received, and a score of 6 reflects high satisfaction with the supervision you have received.

Name of Internship Supervisor: _____

Period Covered: From _____ to _____

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Gives time and energy in observations and case conferences. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Accepts and respects me as a person. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Recognizes and encourages further development of my strengths and capabilities. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Gives me useful feedback when I do something well. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Provides me the freedom to develop flexible and effective counseling styles. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Encourages and listens to my ideas and suggestions for developing my counseling skills. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Provides suggestions for developing my counseling skills. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. Helps me understand the implications and dynamics of the counseling approaches I use. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. Encourages me to use new and different techniques when appropriate. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Is spontaneous and flexible in the supervisory sessions. | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. Helps me define and achieve specific concrete goals for myself during the practicum experience. | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. Gives me useful feedback when I do something wrong. | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. Allows me to discuss problems I encounter in my internship setting. | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. Pays appropriate amount of attention to both my clients and me. | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. Focuses on both verbal and nonverbal behavior in me and in my clients. | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. Helps me define and maintain ethical behavior in counseling and case management. | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. Encourages me to engage in professional behavior. | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. Maintains confidentiality in material discussed in supervisory sessions. | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. Deals with both content and affect when supervising. | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. Focuses on the implications, consequences, and contingencies of specific behaviors in counseling and supervision. | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. Helps me organize relevant case data in planning goals and strategies with my client. | 1 | 2 | 3 | 4 | 5 | 6 |

22. Helps me formulate a theoretically sound rationale of human behavior.	1	2	3	4	5	6
23. Offers resource information when I request or need it.	1	2	3	4	5	6
24. Allows and encourages me to evaluate myself.	1	2	3	4	5	6
25. Explains his/her criteria for evaluation clearly and in behavioral terms.	1	2	3	4	5	6
26. Applies his/her criteria fairly in evaluating my counseling performance.	1	2	3	4	5	6

Additional Comments and/or Suggestions

My signature indicates that I have read the above report and have discussed the content with my supervisee. It does not necessarily indicate that I agree with the report in part or in whole.

Supervisor's Signature and Date

This form has been adapted from Scott, Boylan and Jungers, Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy. Pp. 309-310.

APPENDIX XIV

Site Evaluation Form

Directions for Student: Please complete this form at the end of your internship and return it to the Clinical Director of Internships. Your report will be made available to other students in their Internship search.

Name: _____ Site: _____

Dates of Placement: _____ Supervisor: _____

Rate the following questions about your site and experiences using the following scale:

A. *Very Satisfactory* B. *Moderately Satisfactory* C. *Moderately Unsatisfactory* D. *Very Unsatisfactory*

1. _____ Amount of on-site supervision
2. _____ Quality and usefulness of on-site supervision
3. _____ Usefulness and helpfulness of faculty liaison
4. _____ Relevance of experience to career goals
5. _____ Exposure to and communication of school/agency goals
6. _____ Exposure to and communication of school/agency procedures
7. _____ Exposure to professional roles and functions within the school/agency
8. _____ Exposure to information about community resources
9. Rate all applicable experiences that you had at your site:
 - a. _____ Report writing
 - b. _____ Intake interviewing
 - c. _____ Administration and interpretation of tests
 - d. _____ Staff presentation/ case conferences
 - e. _____ Individual counseling
 - f. _____ Group counseling
 - g. _____ Family/couple counseling
 - h. _____ Psychoeducational activities
 - i. _____ Consultation
 - j. _____ Career counseling
 - k. _____ Other
10. _____ Overall evaluation of the site

Comments: Include any suggestions for improvements in the experiences you have rated *moderately unsatisfactory* (C) or *very unsatisfactory* (D). _____
