



PHOENIX SEMINARY

SCHOLARSHIP WITH A SHEPHERD'S HEART



MAC – Internship Handbook Fall 2019

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INTRODUCTION TO COUNSELING FIELD EDUCATION

CF593 COUNSELING PRE-PRACTICUM, CF594 PRACTICUM

CF596 INTERNSHIP I & CF597 INTERNSHIP II

Counseling Field Education

MAC students must complete three semesters of field education for a total of nine credit hours. Typically this is done in three consecutive semesters at one location. Licensing regulations in Arizona require a minimum of 240 hours of direct client contact and a total of 700 hours of field education.

Practicum and Pre-Practicum Options

MAC students may take either CF593 Pre-Practicum or CF594 Practicum as their first field education course. Once the pre-practicum or practicum is started the student must finish the entire field education sequence based on that track.

Standard Track

Students will complete all three consecutive field education courses at one site. The 240 direct client contact hours and 700 total hours are spread across the three semesters – roughly 80-100 direct client contact hours and 250-300 total hours per semester. Students must complete the entire semester even if they meet or surpass the required hours earlier in the semester. There is no penalty for completing more hours but students cannot pass their field education without completing the required hours. In some instances students may need or elect to fulfil their obligation over four semesters instead of three semesters. This requires prior approval from the Counseling Program Director.

Most sites limit the number of students they accept and they may have specific times when they admit students. Students should begin their exploration of potential sites three to six months before they hope to start their field education (one to two semesters). Students should apply to sites the semester before they start. Sites have specific application processes and timeframes and the student is responsible to adhere to these.

CF594 Practicum

CF596 Internship I

CF597 Internship II

Alternative Track

In some cases students may be able to complete their field education requirements at two sites instead of one. The advantage of this is having a broader experience of treatment approaches, population

served, supervision, and professional experiences. The difficulty with this track is it is very demanding for any site to invest in bringing a new student on for just one semester. It is challenging to orient a new student, assign them clients, allow for adequate time to engage in the treatment process, and terminate clients all within a 10 (summer) to 15 week (fall and spring) semester. Historically programs that have tried this have found sites assigning students to job shadow or “baby sit” clients without assigning them meaningful work. Phoenix Seminary has a limited number of sites which have proven capable of accommodating a one-semester placement. The State provides very clear and precise requirements for a one semester pre-practicum.

CF593 Pre-Practicum may be taken as part of the core program requirements and the beginning of the field education experience. MAC students may take CF593 Pre-Practicum in lieu of CF594 Practicum. By statute the pre-practicum is a minimum of 100 hours plus stringent requirements on 40 hours of direct client contact. The only current placements that fulfill the pre-practicum requirements are Scottsdale Bible Counseling Ministries (SBC) and Psychological Counseling Services (PCS). The practicum option has more flexibility accruing hours across a longer period of time.

After completing the pre-practicum students apply to complete their internship at a separate site. The total hours of pre-practicum and internship must still reach 240 direct client contact and 700 total hours. If a student starts a pre-practicum at a site s/he may not finish her/his internship at the same site.

Application & Registration. In addition to registering for pre-practicum through the Seminary, students will need to fill out a site application, submit a resume, and complete an interview prior to being accepted by the site. Neither SBC nor PCS are required to accept Phoenix Seminary counseling students. Students must apply and be accepted by SBC or PCS before they can complete their pre-practicum there. SBC and PCS reserve the right to deny admission to any student that does not meet their criteria for practicum students.

SBC: Students also need to get three general letters of reference (pastoral, personal, and academic) to be turned in with the completed application. Complete site paperwork, which may include a background check.

SBC and PCS: Must be prepared to show proof of liability insurance (see Need for Liability Insurance below).

SBC: It is difficult for students to be assigned new clients later in the semester as there needs to be adequate time for new clients to have a meaningful experience. Consequently new clients are typically not assigned after the eighth week of the semester. Ideally, a student would be assigned four clients who would come in for ten weeks thus completing the direct contact requirement. However, clients often cancel appointments, do not show up for appointments, may only come in every other week, or terminate prematurely. Premature terminations are a common experience, especially for new counselors. Consequently just because a student is assigned three or four cases early in the semester it should not be assumed that he/she will be able to easily accrue the needed direct client contact hours.

It is important for students to be conscientious about acquiring clients early in the semester to alleviate a rush at the end to try and come up with ways to accrue direct contact hours.

PCS: You will be shadowing clients in the intensive outpatient program (IOP). The staff therapists will introduce you as a co-therapist, please participate as you are comfortable.

CF593 Pre-Practicum

CF596 Internship I

CF597 Internship II

The Field Education Experience

Field Education is a summative experience for the counseling students at Phoenix Seminary. This experience combines knowledge of Scripture, knowledge of counseling theory, counseling skills, biblical character, and gifts of the Spirit into a unified, coherent experience. Students bring together these different skills and are matched with actual clients in a real life counseling setting. It is an opportunity for students to begin to put into practice what they have learned from different courses and to receive guided instruction through supervision and class time to understand the process of working with clients.

Expectations

Since students will be working with actual clients it is important that the field education experience be approached respectfully and diligently. Students need to commit themselves to this experience as both a ministry experience and a professional work experience. While students are not paid for their time, clients are coming in with real life issues hoping to be helped. Students should dress appropriately, be on time for appointments, and be able to consistently attend supervision groups, preceptor class, and client appointments.

Time Commitment

A typical semester requires 100-300 hours on site. Counseling students will need to be prepared to travel to their site several times during the week. Most students have found that they are not able to complete all their requirements just one day a week. In addition to seeing clients, there will be weekly group supervision which students are required to attend. This typically lasts for 3 hours, but the day of the week and the time may vary from semester to semester and site to site. Students need to understand the time commitment the site requires before consenting to their pre-practicum, practicum, or internship site. Students will need to make themselves available to clients during the site's normal business hours in order to accumulate their direct contact hours. Evening and weekend hours are typically not available and there may be a shortage of office space during high demand times. In order to be matched with the number of clients required to meet the contact hour requirement, students need to make themselves available for appointments as often as possible,

typically at least ten (10) hours a week for the pre-practicum and 12-20 hours a week for practicum and internship.

Preceptor Group – The Class Component

There is a class component to the field education experience. This is typically scheduled on Thursday evenings from 6-7:30 pm at Phoenix Seminary although it is possible that scheduling conflicts will necessitate a different time or night of the week. Students will meet with a preceptor from Phoenix Seminary (Dr. Chung or Dr. Smith) who will provide the traditional classroom portion of the course. Students will receive their direct clinical supervision from the site supervisor. Preceptors are available for general direction and guidance in terms of the students' own growth as counselors. The preceptor experience is a time for students to focus on their development as counselors, how they are progressing in meeting the objectives of the pre-practicum, practicum, or internship course, how they are navigating the difficulties of starting their counseling experience, and how they are growing as counselors spiritually, emotionally, and cognitively.

Ethics Requirement

Students must complete at least 24 counseling hours including CF500 Counseling Skills, CF501 Counseling Theories, CF509 Integration of Psychology and Christianity, CF520 Professional and Ethical Issues in Counseling, CF521 Clinical Assessment and Evaluation, CF527 Cognitive and Biological Basis of Behavior, and CF528 Individual Counseling Experience (individual counseling must have started prior to beginning pre-practicum or practicum and must be completed prior to enrolling for internship) prior to enrolling for either pre-practicum or practicum. Students will have to acquire and read the ethics codes of several organizations. Students need to be familiar with relevant ethical and legal guidelines in meeting with clients including: regulations concerning dual relationships; romantic relationships and involvement with clients; mandatory reporting laws for abuse and neglect; legal and ethical responsibilities for individuals at risk of suicide or homicide; crisis management and so on.

Need for Liability Insurance

All students are required to have student liability insurance at the level of one million dollars per incidence and three million dollars total policy. Students can get this coverage from a variety of agencies. In the past students have obtained coverage through the American Counseling Association (<http://www.acait.com>). Typical cost for such coverage is about \$35-\$45. Students will need to have proof of coverage by the first day of the semester.

MAC Students

Students in the MAC program need to be able to document that they have completed 240 direct client contact hours and a total of 700 hours of field education. The pre-practicum or practicum experience is a requirement of the master's program and students must complete the pre-practicum or practicum before they are eligible to take the internship. If students do not complete the required direct contact

and indirect contact hours they will not be able to get licensed in the state of Arizona. Consequently it is very important that students are diligent about working at accruing the hours and communicating with their site supervisor and their preceptor at the Seminary about their progress and any difficulties they are having in accumulating hours.

The next phase of field placement is the Internship: CF596 & CF597

MAC Internships

In the standard track field education is completed at one site and the student accumulates a minimum of 700 total hours and 240 direct client contact hours over the three semesters. If a pre-practicum is used fewer hours are completed during the first semester (100 clock hours) and then during the second placement 600 clock hours are accumulated over two semesters. In both cases the internship provides the student the opportunity to perform all of the activities of a professional counselor. An internship is under direct supervision at the field placement site and under the supervision of a faculty member from Phoenix Seminary in a weekly field placement class. Most students commit to and start their internship through their practicum. The expectation of the student and site is that all three field education courses will be completed in one consecutive experience at one location. Any changes to this process must be brought immediately to the attention of the Assistant Director of Field Education.

There are a number of behavioral health sites that will meet the requirements for internship. The student is responsible for procuring the placement and ensuring that the placement requirements can be met (available hours, required hours per week, required meetings, etc.). Phoenix Seminary has a list of potential sites. The application process for internship should begin the semester before the desired start date. Contact the Assistant Director of Field Education for additional information.

M.Div. and Diploma Students

Master of Divinity and Diploma students should register for CF591 Counseling & Family Internship. Students who may want to pursue a license-eligible degree in the future will not be able to include the CF591 experience in their future graduate work. Some students have attempted to meet the requirements of the pre-practicum in the hopes that they would later switch into the MAC program only to discover this experience has not been accepted by a licensing board. It is important that students be aware up front of what the limitations of which course they take as a diploma or M.Div. student.

CF598 Professional Qualifying Exam (PQE)

During the internship students need to schedule and pass an oral exam with a panel of faculty and clinicians. Students submit a written summary of a case from their internship. During the exam

they should be prepared to discuss and defend their assessment, diagnosis, treatment plan, and interventions.

CF599 Comprehensive Written Exam (Counselor Preparation Comprehensive Exam – CPCE)

Students must pass a comprehensive written exam. The exam is offered each semester. It should be taken when the eight core content area courses have been completed. It is recommended that the exam be taken during the first semester of internship (CF596). The CPCE is a nationally administered and normed exam that covers eight topic areas:

- helping skills (CF500),
- human development (CF505),
- ethics (CF520),
- assessment (CF521),
- cultural issues (CF522),
- group counseling (CF523),
- research (CF525), and
- career counseling (CF526)

The CPCE consists of 160 multiple-choice items with 20 items per area. Students will have four hours to complete the examination. The CPCE national norms are used to determine the minimum passing score. The minimum passing score varies each year and is based on the national mean.

Character Requirements

The ability to serve as a pre-practicum, practicum and internship student requires more than just knowledge and skill. Counselors must demonstrate godly character and a personality which models integrity and humility. Effective counselors bring a range of clinical skills and knowledge to the counseling process, but those skills and knowledge must be transmitted through the person and character of the counselor. Consequently it is imperative that students display a genuine interest in the welfare of their clients; a humility about the experience both as a student and for the clients; a teachable spirit; a desire to learn; a desire to try new things; a willingness to stretch themselves in areas where they have not performed before; an openness to examine themselves; a self-awareness about their actions, reactions, and behaviors; an ability to critically examine their own actions and behaviors, and the way in which they relate to others. MAC students need to be able to navigate the intricacies of having a professional, caring relationship which is different than just a friendship.

Sometimes the desire of the helper to “help” gets in the way of the counselor being effective. Counselors need to be able to assist clients in coming to decisions themselves, learning that they can impact their environment in productive ways, learning how to problem solve, learning to take control of their own lives, particularly in areas where taking control may mean learning to behave in new ways in relationships with others. Typically in the counseling process it is not helpful for the

counselor to try to solve problems for their clients or to help clients to such an extent that they are doing the work for the client.

Person of the Therapist

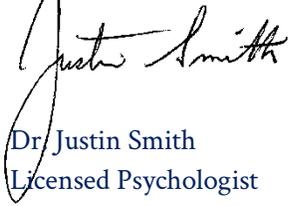
One hallmark of counseling is the ability to focus on others despite whatever might be going on in the life of the counselor. Pre-practicum and internship students may find at times they are experiencing stress or difficulties in their personal life and yet it is important that they are able to faithfully attend sessions and be an active presence for their clients. Jesus valued his time with the Father in prayer as he had his needs met, and yet he was also available to minister to others. Even as Jesus faced his own imminent death he was able to focus on the needs of his disciples and their preparation for the future.

Effective helpers navigate the range of emotions that occur when the relationship with clients becomes troubled or the issues that the client struggles with begin to manifest in the relationship with the counselor. Counselors need to have a good awareness of their own emotional strengths and limitations and a willingness to approach and use supervision in order to address difficulties and to be transparent about the dynamics that are taking place in counseling sessions. Counseling often requires a lot of self-reflection and thoughtfulness on the part of the counselor. Supervision is not a replacement for therapy nor can it become therapy, but it is important that counselors are able to address thoughts, feelings, and behaviors that are evoked through the counseling process in supervision. Most adverse reactions can be resolved through supervision and personal reflection. Should these reactions persist and become significant enough to begin to impair the functioning of the counselor, students should be prepared to seek out their own psychotherapy to address those issues. Seeking out personal counseling should not be seen as a sign of weakness, rather it should be understood as a sign of strength and an ability to appropriately seek out assistance when and where it is needed.

Starting Your Ministry as a Counselor

I feel privileged to engage in the ministry of counseling others. It is a solemn responsibility, but it is also a very rewarding opportunity to be able to work with others and to be a conduit of God's grace into the lives of those who are experiencing pain and distress. It is my hope that each of you will find the pre-practicum, practicum, and internship experience rewarding and enjoyable even though it will be challenging and stretching at times. I hope that each of you find a sense of confirmation that this is God's call on your life and that you will sense God working in your own life and through your work as a counselor-in-training. The staff and faculty involved in field education are very interested in your success as well as helping the clients. If there are things that we can do to assist, please do not hesitate to contact your supervisor, myself, or your preceptor. I hope that you see this experience as a chance for you to stretch your wings as a new counselor and for you to catch a glimpse of what the ministry may be like that the Lord has called you to. It is my prayer that God will grant you encouragement, guidance, wisdom, and strength to see you through this semester. May God richly bless and watch over you during your practicum and internship experience.

Sincerely,

A handwritten signature in black ink that reads "Justin Smith". The signature is written in a cursive style with a large, looping initial "J".

Dr. Justin Smith

Licensed Psychologist

Associate Professor, Professional and Pastoral Counseling

Director, Counseling Program

Phoenix Seminary

02-07-17

Phoenix Seminary - Field Education Log

Pre-Practicum ___ Practicum ___ Internship I ___ Internship II ___

Student Name: _____ Semester: _____ Year: _____

Site Supervisor: _____ Faculty Preceptor: _____

Time is calculated by 1/4 hour

ACTIVITIES	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Totals
Direct Service Hours								
Intake Session								
Individual Session								
Couple Session								
Family Session								
Group Session								
Crisis Intervention								
Live supervision (record here)								
Other: (Specify)								
							<i>DS Hrs:</i>	
Indirect Service Hours								
Individual Supervision								
Group Supervision								
Staff Meetings								
In-Service Trainings/Conferences								
Session Preparation								
Peer Consultation								
Reviewing video/audiotapes								
Attending Pre-Practicum Class								
Case Notes								
Other: (Specify)								
							<i>IS Hrs:</i>	

Total DS Hours to Date: _____

Total Hours to Date: _____

Site Supervisor Signature Date

Student Signature Date

Faculty Preceptor Signature Date

Phoenix Seminary - Field Education Log

Pre-Practicum ___ Practicum ___ Internship I ___ Internship II ___

Student Name: _____ Semester: _____ Year: _____

Site Supervisor: _____ Faculty Preceptor: _____

Time is calculated by 1/4 hour

ACTIVITIES	Wk8	Wk9	Wk10	Wk11	Wk12	Wk13	Wk14	Totals
Direct Service Hours								
Intake Session								
Individual Session								
Couple Session								
Family Session								
Group Session								
Crisis Intervention								
Live supervision (record here)								
Other: (Specify)								
							<i>DS Hrs:</i>	
Indirect Service Hours								
Individual Supervision								
Group Supervision								
Staff Meetings								
In-Service Trainings/Conferences								
Session Preparation								
Peer Consultation								
Reviewing video/audiotapes								
Attending Pre-Practicum Class								
Case Notes								
Other: (Specify)								
							<i>IS Hrs:</i>	

Total DS Hours wk 8-14: _____

Total Semester DS Hours: _____

Total Hours wk 8-14: _____

Total Semester Hours: _____

Site Supervisor Signature Date

Student Signature Date

Faculty Preceptor Signature Date

Phoenix Seminary
Field Education
Professional Learning Plan

<i>Skill</i>	<i>Starting ability</i>	<i>Goal</i>	<i>Progress</i>
Attending			
Active Listening			
Restatements			
Questions			
Challenging			
Reflection of Feelings			
Appropriate Self Disclosure			
Assessment			
DSM 5 Diagnosis			
Selecting interventions			
Implementing interventions			
Case management			
Termination issues			
Case formulation			

Using supervision			
Documentation			
Treatment Planning			
Other			
Other			

It is not realistic to consciously work on all these skills during one semester. You should initially evaluate yourself in each area and then again at the end of the field placement. You should establish measurable goals in 3-5 areas and review your progress monthly. Goals can be updated or changed as needed.

Example

1). Skill:	<i>Challenging</i>
Goal:	<i>Effectively challenge clients without losing the therapeutic relationship (i.e. w/o coming across as judgmental, harsh, or threatening). Foster growth and change through appropriate challenging.</i>
Measurable Outcomes:	<ul style="list-style-type: none"> <i>a) use connect-the-islands statements once each session</i> <i>b) use "I wonder" statement after an empathy statement once in each session</i> <i>c) use immediacy once during a session</i>
May evaluation	<ul style="list-style-type: none"> <i>a) I used connect-the-islands during each session this month (two). During the initial session it worked great! It flowed naturally and helped the client see what they were doing. During the second session it seemed fake and awkward.</i> <i>b) I used the "I wonder" statement several times each session. Sometimes it felt stiff.</i> <i>c) I did not use immediacy. It didn't seem to fit and I could not find an appropriate time to use it.</i>

1). Skill:	
Goal:	

Measurable Outcome:	
4 week evaluation	
8 week evaluation	
12 week evaluation	
2). Skill:	
Goal:	
Measurable Outcome:	
4 week evaluation	
8 week evaluation	
12 week evaluation	

3). Skill:	
Goal:	
Measurable Outcome:	
4 week evaluation	
8 week evaluation	
12 week evaluation	

4). Skill:	
Goal:	
Measurable Outcome:	
4 week evaluation	
8 week evaluation	
12 week evaluation	

 Student Signature and Date:

 Supervisor Signature and Date

Clinical Documentation: SOAP Notes

During the pre-practicum experience, you will be expected to write clinical case notes using the SOAP format. The SOAP format outlines four primary components for a clinical case note: subjective information, objective information, assessment, and plan. The tables below, taken from “Learning to Write Case Notes Using the SOAP Format” (Cameron & turtle-song, 2002), provide a brief overview of the SOAP format. The full article can be retrieved at: <http://education.ufl.edu/Counselor/PracticumInternship/Files/SOAPNotes.pdf>

You will receive ongoing clinical documentation training as a part of your pre-practicum experience.

A Summarization of SOAP Definitions and Examples

Section	Definitions	Examples
Subjective (S)	What the client tells you What pertinent others tell you about the client Basically, how the client experiences the world	Client's feelings, concerns, plans, goals, and thoughts Intensity of problems and impact on relationships Pertinent comments by family, case managers, behavioral therapists, etc. Client's orientation to time, place, and person Client's verbalized changes toward helping
Objective (O)	Factual What the counselor personally observes/witnesses Quantifiable: what was seen, counted, smelled, heard, or measured Outside written materials received	The client's general appearance, affect, behavior Nature of the helping relationship Client's demonstrated strengths and weaknesses Test results, materials from other agencies, etc., are to be noted and attached.
Assessment (A)	Summarizes the counselor's clinical thinking A synthesis and analysis of the subjective and objective portion of the notes	For counselor: Include clinical diagnosis and clinical impressions (if any). For care providers: How would you label the client's behavior and the reasons (if any) for this behavior?
Plan (P)	Describes the parameters of treatment Consists of an action plan and prognosis	Action plan: Include interventions used, treatment progress, and direction. Counselors should include the date of next appointment. Prognosis: Include the anticipated gains from the interventions.

Guidelines for Subjective, Objective, Assessment, Plan (SOAP) Noting

Do	Avoid
Be brief and concise. Keep quotes to a minimum. Use an active voice. Use precise and descriptive terms. Record immediately after each session. Start each new entry with date and time of session. Write legibly and neatly. Use proper spelling, grammar, and punctuation. Document all contacts or attempted contacts. Use only black ink if notes are handwritten. Sign-off using legal signature, plus your title.	Avoid using names of other clients, family members, or others named by client. Avoid terms like seems, appears. Avoid value-laden language, common labels, opinionated statements. Do not use terminology unless trained to do so. Do not erase, obliterate, use correction fluid, or in any way attempt to obscure mistakes. Do not leave blank spaces between entries. Do not try to squeeze additional commentary between lines or in margins.

Cameron, S., & turtle-song, i. (2003). Learning to write case notes using the SOAP format. *Journal of Counseling and Development*, 80, 286-292.

PRE-PRACTICUM/PRACTICUM & INTERNSHIP SITE EVALUATION

Supervisor: _____ Date: _____

I am taking this course as a: M.Div. CF MAC

Instructions: Read each statement carefully and decide how you would rate your supervisor on each issue.

Check the appropriate box, if desired, comment on your rating in the space provided. Thank you.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
1. The supervisor oversees supervision in a well-organized way. <i>Comment:</i>						
2. The supervisor clarifies abstract ideas. <i>Comment:</i>						
3. The supervisor motivates me to want to learn more about the subject. <i>Comment:</i>						
4. The supervisor encourages questions and discussion in supervision. <i>Comment:</i>						
5. The supervisor expresses concern for the students. <i>Comment:</i>						
6. The supervisor is available to the students outside of supervision. <i>Comment:</i>						
7. The supervisor's evaluations and feedback are fair. <i>Comment:</i>						
8. I felt the workload and expectations were represented in the syllabus and during orientation. <i>Comment:</i>						
9. The supervisor demonstrates competency in the subject. <i>Comment:</i>						
10. The supervisor integrates spiritual practices and concerns with psychological theories and techniques. <i>Comment:</i>						
11. The supervisor provided practical and helpful guidance with my cases. <i>Comment:</i>						

1. Evaluate the supervisor:
 - A. Strengths:

 - B. Recommendations:

2. Evaluate the pre-practicum experience:
 - A. Strengths:

 - B. Recommendations:

3. How has this experience contributed to your spiritual growth and/or personal ministry?

4. How has this experience enlarged your biblical/theological understanding? Counseling knowledge and skill?

5. Any other comments?

Signature

Date

CF593 Pre-practicum/CF594 Practicum Evaluation Form & Assessment Rubrics

STUDENT NAME: _____

Please evaluate carefully the areas below. Students need to have accurate feedback in order to grow. Areas of “Undeveloped/Novice” skill by the end of the semester should have been reviewed with the student prior to the end of the semester. Most students are expected to reach Basic Competence by the end of the semester in most categories. Please only give a student a Proficient or Mastery ranking if they are performing at that level. The evaluation should be reviewed with the student and the student should sign it.

Category	Undeveloped/Novice (1 – 2)	Basic Competence (3 – 5)	Proficient (6 – 8)	Mastery/Advanced (9 – 10)	Your Evaluation Comments & Ranking Scores
Skills Evaluation					
a. Active Listening	Fails to use or does not accurately use empathy, reflection of feelings, checks out what was said and that the main points were heard.	Sporadically but accurately uses empathy, reflects feelings, checks out what was said, and communicates that the main points were heard.	Regularly uses empathy, reflects feelings, checks out what was said, and communicates that the main points were heard.	Consistently uses empathy, reflects feelings, checks out what was said/hear, and communicates that the main points were heard.	Ranking Score: ()
b. Questions	Does not use or inaccurately uses probes, prompts, and open and closed questions.	Sporadically but accurately uses probes, prompts, and open and closed questions.	Regularly uses probes, prompts and open and closed questions. May miss some opportunities.	Consistently uses probes, prompts, and open and closed questions appropriately.	Ranking Score: ()
c. Challenging	Does not use or misuses immediacy, self-disclosure, connecting islands, confrontation, tentativeness and care or gentleness.	Sporadically but fairly accurately uses self-disclosure, immediacy, connecting islands, confronting, and care/tentativeness	Regularly uses self-disclosure, immediacy, connecting islands, confrontation, and care/tentativeness accurately.	Consistently uses self-disclosure, immediacy, connecting islands, confrontation, and care/tentativeness with high accuracy.	Ranking Score: ()
d. Problem-Solving	Does not help think of options and strategies, and is not helpful in selecting realistic options and strategies.	Sporadically helps generate options and strategies and can assist in selecting realistic options and strategies.	Regularly help generate options and strategies and can assist in selecting realistic options and strategies.	Consistently is helpful in generating options and strategies and assists in selecting realistic options and strategies.	Ranking Score: ()
Case Formulation					

a. Assessment	Unable to coherently describe or explain how to assess a case.	Describes or demonstrates the major components of assessment although inconsistently and with some omissions.	Describes and demonstrates the major components of assessment although with some omission or minor errors.	Consistently describes and demonstrates the major components of assessment.	Ranking Score: ()
Category	Undeveloped/Novice (1 – 2)	Basic Competence (3 – 5)	Proficient (6 – 8)	Mastery/Advanced (9 – 10)	Your Evaluation Comments & Ranking Scores
b. DSM Diagnosis	Unable to coherently explain or accurately assign diagnosis to common counseling problems.	Coherently explains and accurately assigns diagnosis to some common counseling problems. Has difficulty with some common diagnosis.	Coherently explains and accurately assigns diagnosis to all common counseling problems. Has difficulty with minor or uncommon diagnosis.	Coherently explains and accurately assigns diagnosis to common and uncommon counseling problems.	Ranking Score: ()
c. Treatment Plan	Unable to coherently explain or put together a treatment plan on common or simple counseling cases.	Able to coherently explain and write simple treatment plans. May require some assistance.	Able to coherently explain and write simple treatment plans independently. More complex plans may require assistance.	Able to coherently explain and write simple and complex treatment plans independently.	Ranking Score: ()
d. Interventions	Unable to select or implement an intervention appropriately or in a manner that is helpful.	Selects and implements interventions with assistance. May not always be helpful to the client.	Selects and implements basic interventions independently. More complex interventions may require assistance.	Consistently selects and implements interventions skillfully and independently. Clients frequently find interventions helpful.	Ranking Score: ()
e. Case Management	Regularly runs over time in sessions, has difficulty preparing for termination, does not document actions, does not make use of	Often manages time well, documents actions appropriately, prepares clients for termination, and uses supervision and other resources appropriately but	Regularly manages time well, documents actions appropriately, prepares clients for termination, and makes good use of supervision and other	Consistently manages time well, documents actions appropriately, prepares clients for termination, and makes good use of supervision and other resources.	

	supervision or other resources.	needs reminders and support.	resources. Lapses are occasional or minor.		Ranking Score: ()
Spiritual Integration					
a. Spiritual Assessment	Unable to coherently describe or explain client's spiritual practices, beliefs, values used in decision making, knowledge of scripture, responsiveness to God, or level of religious commitment.	Describes or demonstrates the major components of spiritual assessment although inconsistently and with some omissions.	Describes the process and demonstrates the ability to ascertain the client's spiritual practices, beliefs, values used in decision making, knowledge of scripture, responsiveness to god, and level of religious commitment with some omissions or minor errors.	Consistently describes and demonstrates a thorough assessment o the client's spiritual practices, beliefs, values used in decision making knowledge of scripture, responsiveness to God and level or religious commitment.	Ranking Score: ()
Category	Undeveloped/Novice (1 – 2)	Basic Competence (3 – 5)	Proficient (6 – 8)	Mastery/Advanced (9 – 10)	Your Evaluation Comments & Ranking Scores
b. Treatment/ Spiritual Resources	Struggles to incorporate spiritual assessment with selecting and implementing appropriate interventions including appropriate use of spiritual resources.	Makes use of a few spiritual resources. May introduce or execute awkwardly. Use of interventions may not be clearly guided by spiritual assessment.	Regularly uses some spiritual resources with evidence of some skill. Use of spiritual resources is usually guided by clinical utility after a thorough assessment.	Consistently uses a range of spiritual resources skillfully and as clinically indicated.	Ranking Score: ()
Professionalism					
a. Dependability	Has a pattern of missing, being late or unprepared for appointments and meetings, and is often late with assignments and paperwork.	Periodically is late or unprepared for appointments and meetings. Requires reminders for assignments and paperwork.	Rarely is late or unprepared for meetings or appointments. May require an occasional reminder for paperwork or assignments.	Consistently attends appointments on time, is well prepared, completes paperwork on time without reminders, and follows through with assignments.	Ranking Score: ()

Overall Evaluation Comments:

I attest to having supervised this student and to being familiar with the student's clinical skills. This evaluation is an accurate reflection of this student's abilities at this time.

Site Supervisor's Signature

Date

I have reviewed this evaluation with my supervisor and have had a chance to ask questions and comment on this evaluation.

Student's Signature

Date

STUDENT NAME: _____

Please evaluate carefully the areas below. Students need to have accurate feedback in order to grow. Areas of “Undeveloped/Novice” skill by the end of the semester should have been reviewed with the student prior to the end of the semester. Most students are expected to reach Basic Competence by the end of the semester in most categories. Please only give a student a Proficient or Mastery ranking if they are performing at that level. The evaluation should be reviewed with the student and the student should sign it.

Category	Undeveloped/Novice (1 – 2)	Basic Competence (3 – 5)	Proficient (6 – 8)	Mastery/Advanced (9 – 10)	Your Evaluation Comments & Ranking Scores
Skills Evaluation					
a. Active Listening	Fails to use or does not accurately use empathy, reflection of feelings, checks out what was said and that the main points were heard.	Sporadically but accurately uses empathy, reflects feelings, checks out what was said, and communicates that the main points were heard.	Regularly uses empathy, reflects feelings, checks out what was said, and communicates that the main points were heard.	Consistently uses empathy, reflects feelings, checks out what was said/hear, and communicates that the main points were heard.	Ranking Score: ()
b. Questions	Does not use or inaccurately uses probes, prompts, and open and closed questions.	Sporadically but accurately uses probes, prompts, and open and closed questions.	Regularly uses probes, prompts and open and closed questions. May miss some opportunities.	Consistently uses probes, prompts, and open and closed questions appropriately.	Ranking Score: ()
c. Challenging	Does not use or misuses immediacy, self-disclosure, connecting islands, confrontation, tentativeness and care or gentleness.	Sporadically but fairly accurately uses self-disclosure, immediacy, connecting islands, confronting, and care/tentativeness	Regularly uses self-disclosure, immediacy, connecting islands, confrontation, and care/ tentativeness accurately.	Consistently uses self-disclosure, immediacy, connecting islands, confrontation, and care/ tentativeness with high accuracy.	Ranking Score: ()
d. Problem-Solving	Does not help think of options and strategies, and is not helpful in selecting realistic options and strategies.	Sporadically helps generate options and strategies and can assist in selecting realistic options and strategies.	Regularly help generate options and strategies and can assist in selecting realistic options and strategies.	Consistently is helpful in generating options and strategies and assists in selecting realistic options and strategies.	Ranking Score: ()
Case Formulation					
a. Assessment	Unable to coherently describe or explain how to assess a case.	Describes or demonstrates the major components of	Describes and demonstrates the major components of	Consistently describes and demonstrates the major components of assessment.	

		assessment although inconsistently and with some omissions.	assessment although with some omission or minor errors.		Ranking Score: ()
Category	Undeveloped/Novice (1 – 2)	Basic Competence (3 – 5)	Proficient (6 – 8)	Mastery/Advanced (9 – 10)	Your Evaluation Comments & Ranking Scores
b. DSM Diagnosis	Unable to coherently explain or accurately assign diagnosis to common counseling problems.	Coherently explains and accurately assigns diagnosis to some common counseling problems. Has difficulty with some common diagnosis.	Coherently explains and accurately assigns diagnosis to all common counseling problems. Has difficulty with minor or uncommon diagnosis.	Coherently explains and accurately assigns diagnosis to common and uncommon counseling problems.	Ranking Score: ()
c. Treatment Plan	Unable to coherently explain or put together a treatment plan on common or simple counseling cases.	Able to coherently explain and write simple treatment plans. May require some assistance.	Able to coherently explain and write simple treatment plans independently. More complex plans may require assistance.	Able to coherently explain and write simple and complex treatment plans independently.	Ranking Score: ()
d. Interventions	Unable to select or implement an intervention appropriately or in a manner that is helpful.	Selects and implements interventions with assistance. May not always be helpful to the client.	Selects and implements basic interventions independently. More complex interventions may require assistance.	Consistently selects and implements interventions skillfully and independently. Clients frequently find interventions helpful.	Ranking Score: ()
e. Case Management	Regularly runs over time in sessions, has difficulty preparing for termination, does not document actions, does not make use of supervision or other resources.	Often manages time well, documents actions appropriately, prepares clients for termination, and uses supervision and other resources appropriately but needs reminders and support.	Regularly manages time well, documents actions appropriately, prepares clients for termination, and makes good use of supervision and other resources. Lapses are occasional or minor.	Consistently manages time well, documents actions appropriately, prepares clients for termination, and makes good use of supervision and other resources.	Ranking Score: ()
Spiritual Integration					
a. Spiritual Assessment	Unable to coherently describe or explain client's spiritual practices, beliefs, values used in decision making, knowledge of scripture, responsiveness to	Describes or demonstrates the major components of spiritual assessment although inconsistently and with some omissions.	Describes the process and demonstrates the ability to ascertain the client's spiritual practices, beliefs, values used in decision making, knowledge of scripture, responsiveness to	Consistently describes and demonstrates a thorough assessment of the client's spiritual practices, beliefs, values used in decision making knowledge of scripture,	

	God, or level of religious commitment.		god, and level of religious commitment with some omissions or minor errors.	responsiveness to God and level or religious commitment.	Ranking Score: ()
Category	Undeveloped/Novice (1 – 2)	Basic Competence (3 – 5)	Proficient (6 – 8)	Mastery/Advanced (9 – 10)	Your Evaluation Comments & Ranking Scores
b. Treatment/Spiritual Resources	Struggles to incorporate spiritual assessment with selecting and implementing appropriate interventions including appropriate use of spiritual resources.	Makes use of a few spiritual resources. May introduce or execute awkwardly. Use of interventions may not be clearly guided by spiritual assessment.	Regularly uses some spiritual resources with evidence of some skill. Use of spiritual resources is usually guided by clinical utility after a thorough assessment.	Consistently uses a range of spiritual resources skillfully and as clinically indicated.	Ranking Score: ()
Professionalism					
a. Dependability	Has a pattern of missing, being late or unprepared for appointments and meetings, and is often late with assignments and paperwork.	Periodically is late or unprepared for appointments and meetings. Requires reminders for assignments and paperwork.	Rarely is late or unprepared for meetings or appointments. May require an occasional reminder for paperwork or assignments.	Consistently attends appointments on time, is well prepared, completes paperwork on time without reminders, and follows thorough with assignments.	Ranking Score: ()

Overall Evaluation Comments:

I attest to having supervised this student and to being familiar with the student’s clinical skills. This evaluation is an accurate reflection of this student’s abilities at this time.

Site Supervisor's Signature

Date

I have reviewed this evaluation with my supervisor and have had a chance to ask questions and comment on this evaluation.

Student's Signature

Date

SITE SUPERVISOR EVALUATION OF PHOENIX SEMINARY STUDENT

Pre-Practicum ___ Practicum ___ Internship I ___ Internship II ___

Site Supervisor: In order to provide students with feedback regarding their professional competencies and to keep the seminary informed as to the level at which our students are performing in their practicum placement, please complete this form and discuss the results with the students and return it to Phoenix Seminary.

Student Name

Period Covered By Evaluation

Site Location

Site Supervisor

SCALE:

0 = Not observed.

1 = Student needs remediation in this area.

3 = Average for a person of her/his training and experience.

5 = Highly skilled for a person of her/his training and experience.

Site Supervisor: Please rate the student on the following items:

Fundamental counseling skills (listening, empathy, interviewing).

0 1 2 3 4 5

Theoretical understanding of counseling and client dynamics.

0 1 2 3 4 5

Diagnostic and assessment skills.

0 1 2 3 4 5

Knowledge and practice of the professional code of ethics.

0 1 2 3 4 5

Overall rating of student's counseling skills and abilities.

0 1 2 3 4 5

Demonstrates a personal commitment in developing professional competencies.

0 1 2 3 4 5

Demonstrates and openness to personal growth and constructive feedback.

0 1 2 3 4 5

Self-revealing: Willing to “open up” and appropriately reveal how he/she thinks and feels.	0	1	2	3	4	5
Sensitivity: Mindful of others’ feelings. Treats others with respect and operates from a position of goodwill.	0	1	2	3	4	5
Self-directed: Motivated and committed to learning and professional preparation.	0	1	2	3	4	5
Emotional Maturity: Emotional reactions are appropriate to the situation. Does not react with undue anger or anxiety.	0	1	2	3	4	5
Behavioral Maturity: Behaviors are appropriate & consistent. Does not engage in unethical conduct, academic dishonesty, use of alcohol/illegal drugs, or criminal acts.	0	1	2	3	4	5
Listening skills: Is emphatic, warm, and genuine. Avoids the use of communication roadblocks such as advising, lecturing, judging, blaming, analyzing, etc.	0	1	2	3	4	5
Group Membership Skills: Demonstrates an ability to participate effectively as a group member,	0	1	2	3	4	5
Thinking Skills: Intellectually competent. Can think critically, logically, problem solve, and make decisions.	0	1	2	3	4	5
Verbal Skills: Is able to express self (thoughts, concepts, ideas) clearly orally. Demonstrates good vocabulary.	0	1	2	3	4	5

Writing Skills: Is able to express self (thoughts, concepts, ideas) clearly in writing, at a graduate level.

0 1 2 3 4 5

Self-evaluation: Accurately evaluates own strengths and limitations, sets goals for self-improvement.

0 1 2 3 4 5

Indicate two or more areas in which the student demonstrated noticeable strengths or progress during her/his placement.

1. _____
2. _____

Indicate two or more areas of development you would suggest the student focus on in future placements.

1. _____
2. _____

Overall Evaluation Comments:

Signature

Date

Informed Consent: Field Education Student/Counseling Intern

I have met with my supervisor and had the opportunity to ask any questions I might have. I understand the expectations of me as a student and I unreservedly agree to these standards.

Specifically, I agree to:

- I. Conduct myself professionally.** I will treat clients and staff respectfully. I will dress professionally and modestly, keeping in mind the need of clients not to be distracted by my attire or demeanor. I will be prompt for appointments and meetings. I will complete tasks, including required paperwork on time. I will ask for assistance if I need help or direction on any matter.
- II. Conduct myself ethically.** I will know and adhere to the ethical standards of my profession. I will utilize supervision to provide the best treatment possible for my clients. I will avoid dual relationships and will hold everything I hear or learn about clients in the strictest of confidence.
- III. Attend to my growth as a person and as a professional.** I will seek to understand myself and will explore my reactions and opinions to help me understand my strengths, weaknesses, and biases. I will solicit feedback from others including my supervisor, clients, and fellow students. I will examine my ability to establish and maintain therapeutic relationships with my clients and will consider what factors I might contribute that impede this process. I will seek to resolve any issue that impedes my ability to function as a counselor. I will seek professional help should I be unable to resolve issues that adversely impact my counseling.
- IV. Actively work to create a safe learning community in supervision and preceptor group.** I will support and encourage my fellow students and their growth.
- V. Ascribe value and worth to others.** I will respect all individuals as persons created in the image of God. I will extend grace to others, understanding that in their pain and brokenness they may not be as understanding, patient, or forgiving of others as they need me to be of them. I will experience God's grace, forgiveness, and restoration personally, and this will provide the basis upon which I can facilitate healing and comfort in others. "I will not rush to try and "rescue" people from feeling badly. I will understand that this means being able to sit with messiness and discomfort rather than trying to "fix" others. I will see what others may not see in the midst of their woundedness – that God is actively at work redeeming their brokenness. I will be patient with others, knowing that God is at work and has a plan for each individual He brings to me. I will have healthy boundaries as I work with men and women who have poor boundaries." (adapted from C. Tracy's (n.d.) *Am I Ready to be a Facilitator?* Door of Hope Ministries). I will respect each individual and what God is doing in that person's life by seeking to understand their spiritual journey. I will not rush clients into a conversion experience but will assess their spiritual and religious beliefs seeking to understand what God is doing in their lives. I will address spiritual issues and beliefs in sessions as warranted by careful assessment and as guided by ethical practice and the guidelines of my placement site.

I have read this Informed Consent and I unreservedly agree to these expectations.

Student Name

Date

Dr. Kuo-Yi Chung, MAC - Preceptor
Licensed Psychologist

Date

Psychological Counseling Services

7530 E. Angus Drive

Scottsdale, AZ

85251

Tel – 480 947-5739

Fax – 480 946-7795

pcs@pcsearle.com

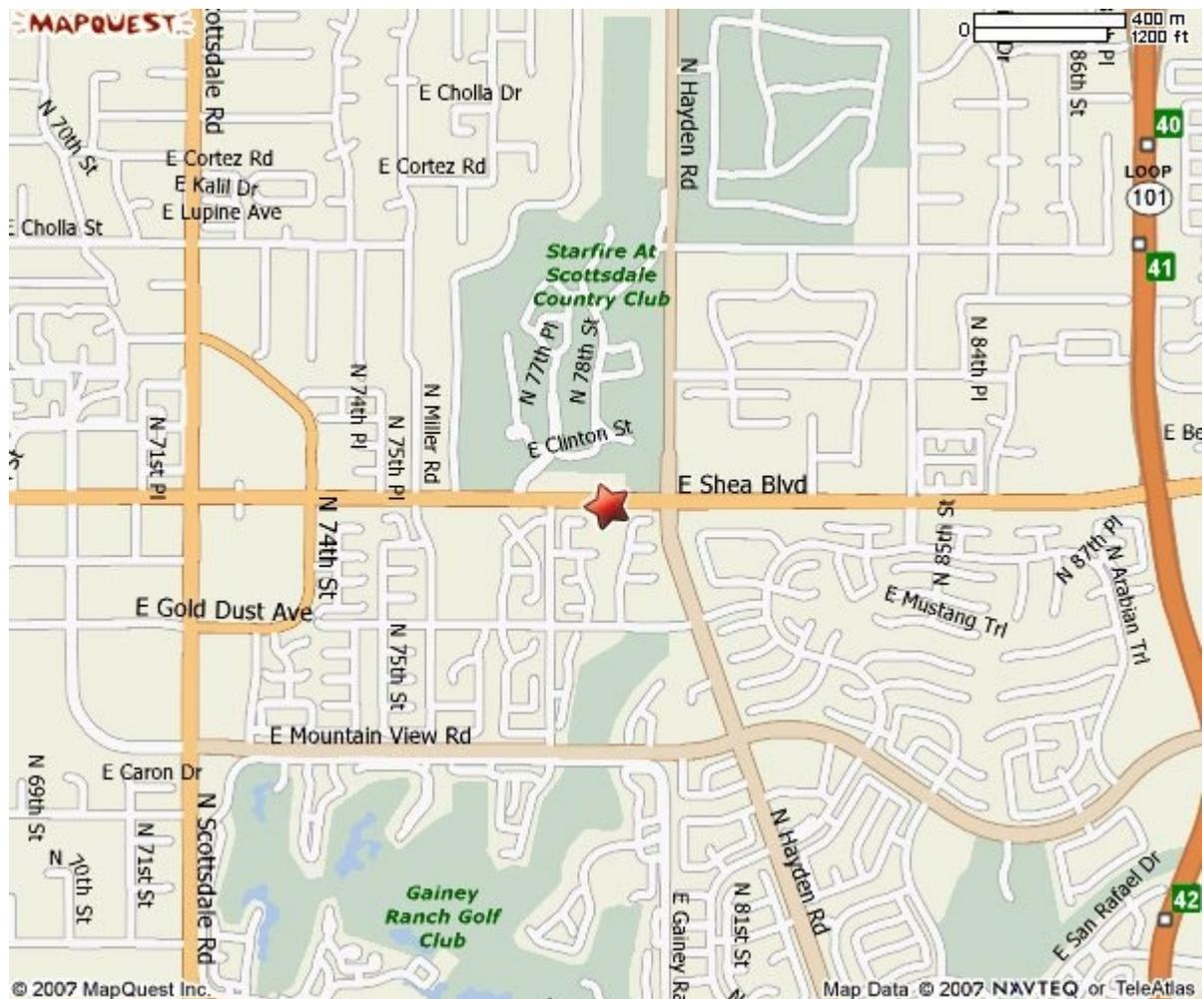
Directions to SBC Counseling Ministries

The SBC Counseling Center is located at the Scottsdale Bible Chapel, 7901 East Shea Boulevard—two blocks east of the main campus on the south side of Shea.

Main Office Phone

480.824.7239

Scottsdalebiblechurch.com





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(602) 850-8000 or toll free at (888) 443-1020

Fax: (602) 850-8080

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