

**Department of Counseling & Development  
College of Education, Information and Technology  
LIU Post/LIU Brentwood**

**MENTAL HEALTH COUNSELING  
INTERNSHIP EVALUATION**

**SPRING/ SUMMER/ FALL 2020**  
**(circle semester)**

<b>Name of Internship Student:</b>	<b>Date:</b>
<b>Internship Site:</b>	
<b>University Professor:</b>	<b>Course: EDC</b>

**Site Supervisor: Please review the following statements and rate the student using the ratings below:**

	Fully Agree	Partially Agree	Neutral	Somewhat Disagree	Disagree	No Opportunity To Observe
1. Shows a commitment to personal & professional growth	5	4	3	2	1	_____
2. Shows a commitment to the profession	5	4	3	2	1	_____
3. Shows a commitment to professional identity	5	4	3	2	1	_____
4. Shows a commitment to high ethical standards	5	4	3	2	1	_____
5. Shows a commitment to ongoing professional development	5	4	3	2	1	_____
6. Student is receptive to supervisor feedback	5	4	3	2	1	_____
7. Evidences knowledge of individual counselling theories	5	4	3	2	1	_____
8. Evidences knowledge of current mental health issues	5	4	3	2	1	_____
9. Evidences knowledge of mental health issues most seen in internship sites	5	4	3	2	1	_____
10. Evidences knowledge of theoretically appropriate developmental stages	5	4	3	2	1	_____
11. Evidences knowledge of central aims of your program	5	4	3	2	1	_____
12. Carries out assignments under supervision	5	4	3	2	1	_____
13. Contributes constructively to team projects	5	4	3	2	1	_____

## MHC INTERN SITE SUPERVISOR RUBRIC

The *Intern Site Supervisor Rubric* is designed to provide a measure of your clinical mental health counselor intern's Effectiveness in performing his or her responsibilities under your supervision. Please place a check in the box that best describes their effectiveness in each of the categories described in the left column. Total the scores up at the bottom for each level of effectiveness. By adding each column's total score together, you will reach the **Sum Total**. Put that score under the rubric on the line as indicated. Your cooperation in performing this evaluation is greatly appreciated.

**Student's Name**

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**Site Supervisor's Name**

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**Course Number**

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**Semester**

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	<u>Exceeds Standards</u> (no errors)  4	<u>Meets Standards</u> (one or two errors)  3	<u>Below Standards</u> (several errors)  2	<u>Significantly Below Standards</u> (repeated errors)  1
<b>1) Crisis intervention and suicide prevention models, including the use of psychological first aid strategies (CACREP – CORE G.5.g.)</b>	Excellent in crisis intervention and suicide prevention models, including the use of psychological first aid strategies	Competent in crisis intervention and suicide prevention models, including the use of psychological first aid strategies	Falls below acceptable standards in crisis intervention and suicide prevention models, including the use of psychological first aid strategies	Falls significantly below acceptable standards in crisis intervention and suicide prevention models, including the use of psychological first aid strategies
<b>2) Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision (CACREP – CMHC A.5.)</b>	Excellent in their understanding of a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision	Competent in their understanding of a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision	Falls below acceptable standards in their understanding of a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision	Falls significantly below acceptable standards in their understanding models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision
<b>3) Knows the principles, models, and documentation formats of biosocial case conceptualization and treatment planning (CACREP – CMHC C.7.)</b>	Has a high level of understanding the principle, models and documentation formats of biosocial case conceptualization and treatment planning	Has a competent level of understanding the principle, models and documentation formats of biosocial case conceptualization and treatment planning	Falls below acceptable standards in their understanding the principle, models and documentation formats of biosocial case conceptualization and treatment planning	Falls significantly below acceptable standards in their understanding the principle, models and documentation formats of biosocial case conceptualization and treatment planning
<b>4) Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities (CACREP – CMHC D.3.)</b>	Excellent in performing tasks regarding promoting human wellness and mental health through prevention, education, and advocacy activities	Competent in performing tasks regarding promoting human wellness and mental health through prevention, education, and advocacy activities	Falls below acceptable standards in performing tasks regarding promoting human wellness and mental health through prevention, education, and advocacy activities	Falls significantly below acceptable standards in performing tasks regarding promoting human wellness and mental health through prevention, education, and advocacy activities

<b>5) Applies effective strategies to promote client understanding of and access to a variety of community resources (CACREP –CMHC D.4.)</b>	Excellent performance in the application of effective strategies to promote client understanding of access to a variety of community resources	Competent performance in the application of effective strategies to promote client understanding of access to a variety of community resources	Falls below acceptable standards in the performance of the application of effective strategies to promote client understanding of access to a variety of community resources	Falls significantly below acceptable standards in the performance of the application of effective strategies to promote client understanding of access to a variety of community resources
<b>6) demonstrates the ability to use procedures for assessing and managing suicide risk (CACREP – CMHC D.6.)</b>	Excellent in demonstrating the ability to use procedures for assessing and managing suicide risk	Competent in demonstrating the ability to use procedures for assessing and managing suicide risk	Falls below acceptable level in demonstrating the ability to use procedures for assessing and managing suicide risk	Falls significantly below acceptable standards in demonstrating the ability to use procedures for assessing and managing suicide risk
<b>7) Applies current record keeping standards to clinical mental health counseling (CACREP – CMHC D.7.)</b>	Excellent in applying current record keeping standards to clinical mental health counseling	Competent in applying current record keeping standards to clinical mental health counseling	Falls below acceptable standards in applying current record keeping standards to clinical mental health counseling	Falls significantly below acceptable standards in applying current record keeping standards to clinical mental health counseling
<b>8) Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations (CACREP – CMHC F.3.)</b>	Excellent in demonstrating the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations	Competent in demonstrating the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations	Falls below acceptable standards in demonstrating the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations	Falls significantly below acceptable standards in demonstrating the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations
<b>9) Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders (CACREP – CMHC D.8.)</b>	Excellent in providing appropriate counseling strategies when working with clients with addiction and co-occurring disorders	Competent in providing appropriate counseling strategies when working with clients with addiction and co-occurring disorders	Falls below acceptable standards in providing appropriate counseling strategies when working with clients with addiction and co-occurring disorders	Falls significantly below acceptable standards in providing appropriate counseling strategies when working with clients with addiction and co-occurring disorders
<b>10) Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate (CACREP – CMHC D.9)</b>	Excellent in demonstrating the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate	Competent in demonstrating the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate	Falls below acceptable standards in demonstrating the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate	Falls significantly below acceptable standards in demonstrating the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate
<b>11) Maintains information regarding community resources to make appropriate referrals (CACREP – CMHC F.1.)</b>	Excellent in maintaining information regarding community resources to make appropriate referrals	Competent in maintaining information regarding community resources to make appropriate referrals	Falls below acceptable standards in maintaining information regarding community resources to make appropriate referrals	Falls significantly below acceptable standards in maintaining information regarding community resources to make appropriate referrals

<b>12) Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients (CACREP – CMHC F.2.)</b>	Excellent in advocating for policies, programs, and services that are equitable and responsive to the unique needs of clients	Competent in advocating for policies, programs, and services that are equitable and responsive to the unique needs of clients	Falls below acceptable standards in advocating for policies, programs, and services that are equitable and responsive to the unique needs of clients	Falls significantly below acceptable standards in advocating for policies, programs, and services that are equitable and responsive to the unique needs of clients
<b>13) Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols (CACREP – CMHC H.1.)</b>	Excellent in selecting appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols	Competent in selecting appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols	Falls below acceptable standards in selecting appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols	Falls significantly below acceptable standards in selecting appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols
<b>14) Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management (CACREP – CMHC H.2.)</b>	Excellent in demonstrating skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management	Competent in demonstrating skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management	Falls below acceptable standards in demonstrating skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management	Falls significantly below acceptable standards in demonstrating skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management
<b>15) Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders (CACREP – CMHC H.3.)</b>	Excellent in screening for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders	Competent in screening for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders	Falls below acceptable standards in screening for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders	Falls significantly below acceptable standards in screening for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders
<b>16) Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care (CACREP – CMHC H.4.)</b>	Excellent in applying the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care	Competent in applying the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care	Falls below acceptable standards in applying the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care	Falls significantly below acceptable standards in applying the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care
<b>17) Applies relevant research findings to inform the practice of clinical mental health counseling (CACREP – CMHC J.1.)</b>	Excellent in applying relevant research findings to inform the practice of clinical mental health counseling	Competent in applying relevant research findings to inform the practice of clinical mental health counseling	Falls below acceptable standards in applying relevant research findings to inform the practice of clinical mental health counseling	Falls significantly below acceptable standards in applying relevant research findings to inform the practice of clinical mental health counseling

<b>18) Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments (CACREP – CMHC L.1.)</b>	Excellent in demonstrating appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments	Competent in demonstrating appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments	Falls below acceptable standards in demonstrating appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments	Falls significantly below acceptable standards in demonstrating appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments
<b>19) Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals (CACREP – CMHC L.2.)</b>	Is excellent in the ability to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals	Is competent in the ability to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals	Falls below acceptable standards in the ability to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals	Falls significantly below acceptable standards in the ability to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals
<b>20) Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events (CACREP – CMHC L.3.)</b>	Is excellent in the ability to differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events	Is competent in the ability to differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events	Falls below acceptable standards in the ability to differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events	Falls significantly below acceptable standards in the ability to differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events
<b>Total =</b>	<b>Total =</b>	<b>Total =</b>	<b>Total =</b>	<b>Total =</b>

Sum Total = \_\_\_\_\_ (80 is the highest possible score and 20 is lowest possible score)



5. Please explain how the student prepared a therapy plan and provided mental health counseling under supervision.

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6. Ability to contribute constructively and carry out assignments under supervision, indicating briefly what responsibilities the intern has been able to assume:

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7. Major strengths and areas in need of improvement:

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Cooperating Counselor's Name \_\_\_\_\_ Signature \_\_\_\_\_  
(print)

Practicum Student's Name \_\_\_\_\_ Signature \_\_\_\_\_  
(print)

University Professor's Name \_\_\_\_\_ Signature \_\_\_\_\_  
(print)

Supervisor reviewed Evaluation with Student:  YES  NO DATE: \_\_\_\_\_

University Professor has read this evaluation. DATE: \_\_\_\_\_

**REVISED APPLICATION FOR CREDIT EDC 683, 684, 685, 686, 690 and 691**  
**MENTAL HEALTH COUNSELING INTERNSHIP**

**Department of Counseling & Development**  
**College of Education, Information and Technology**

**Cooperating Counselor (Site Supervisor):** The application for counselor credit must be returned to the University Professor by the student before the completion of the semester in which you have served as the cooperating counselor. The name submitted for counselor credit must be the name of the cooperating counselor.

*Counselor credit letters (tuition voucher) are not awarded to cooperating counselors at LIU Post or LIU Brentwood.*

Semester/Year: **SPRING/ SUMMER/ FALL 2020 (CIRCLE SEMESTER)**

**PLEASE PRINT ALL INFORMATION**

**Must be completed by the Cooperating Counselor:**

Name of Counseling Student Intern: \_\_\_\_\_  
(Name of Student supervised)

Name of Cooperating Counselor: \_\_\_\_\_

Name of School/Agency/Site: \_\_\_\_\_

**Credit letters will be sent to the School/Agency/Site (not the home address)**

Address of School/Agency/Site: \_\_\_\_\_  
Address of School/Agency/Site Line 1

Address of School/Agency/ Site Line 2

Telephone number of School/Agency/Site: \_\_\_\_\_

Number of credits applying for \_\_\_\_\_

If the student has:

- Spent the entire semester in one placement with one cooperating counselor (300 hours), request 3 credits
- Had two placements/two cooperating counselors (150 hours each), request 1 ½ credits

Number of total internship hours completed under your supervision \_\_\_\_\_

**I do not want to receive the credit voucher** \_\_\_\_\_

**Signature of Cooperating Counselor:** \_\_\_\_\_  
(Signature of Cooperating Counselor)

**Must be completed by the University Professor:**

EDC 683 \_\_\_\_\_ 684 \_\_\_\_\_ 685 \_\_\_\_\_ 686 \_\_\_\_\_ 690 \_\_\_\_\_ 691 \_\_\_\_\_

Name and LIU ID# of student \_\_\_\_\_  
Name of Student \_\_\_\_\_ Student's LIU ID # \_\_\_\_\_

**Signature of University Professor:** \_\_\_\_\_  
(Signature of University Professor)