

**PRACTICUM/INTERNSHIP HANDBOOK
2009-2010**

DEPARTMENT OF COUNSELOR EDUCATION

**Northeastern Illinois University
5500 N. St. Louis Avenue
Chicago, Illinois 60625-4695
Office: (773) 442-5550
Fax: (773) 442-5559
E-mail: www.counselor@neiu.edu
Home page: www.neiu.edu/~counselor**

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The *Practicum/Internship Handbook*, along with its companion the *Student Handbook*, is designed to help students understand the Counselor Education program and progress through it efficiently and successfully. Students are urged to read both handbooks carefully and refer to them often. Faculty advisors are assigned for the purpose of guiding students individually.

PREFACE

This *Handbook* is prepared so that students, on-site supervisors, and department faculty supervisors will have the policies, procedures, objectives, and evaluation criteria that pertain to the practicum and internship experience.

There are many procedures, sequences of courses, deadlines, and academic requirements that students need to know so they may proceed smoothly through the program. This *Handbook*, in conjunction with the *Student Handbook*, will provide the basic information and guidelines in planning one's program. Each student has an assigned advisor with whom she/he is expected to keep on-going consultation. The student is the one primarily responsible for knowing the information in this *Handbook* and keeping apprised of deadlines and on-going requirements and responsibilities.

We believe that our students and supervisors represent high standards of dedication and professional commitment, and we invite you to join us in a mutually stimulating and positive practicum and internship learning experience.

The Department of Counselor Education
Master of Arts in Counseling
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MISSION STATEMENT

The mission of the Department of Counselor Education at Northeastern Illinois University is to provide a quality graduate education curriculum in Community, Family, Rehabilitation, and School Counseling to passionate, responsible, effective, self-reflective, and diverse students. The program will equip these students to provide exceptional services to enrich the lives, and maximize the functioning of individuals, families, and their communities, by providing exemplary professional counseling services in a changing multicultural world.

Program Objectives

1. The Department of Counselor Education will recruit qualified applicants and will train counselors-in-training to be self-reflective, effective, and competent providers of services.
2. Program faculty will endeavor to include the most current evidence-based and/or outcome-based research in their course work
3. Syllabi will include current CACREP and CORE standards, as well as information from other sources to maintain an open, engaging curriculum that equips students to work in a variety of work settings.
4. The Department will conduct program evaluation including recommendations and feedback from advisory board meetings, program faculty, and current and former students. The information obtained will be reviewed annually and incorporated into the program as appropriate.

ACCREDITATION

Northeastern Illinois University is accredited by the Higher Learning Commission of the North Central Association. The College of Education and the Department of Counselor Education are also accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Illinois State Board of Education (ISBE). The Department's Community and School Counseling sequences and the Master of Arts in Family Counseling program are nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Department's Rehabilitation Counseling sequence is a candidate for accreditation by the Council on Rehabilitation Education (CORE).

KNOWLEDGE-BASED PROGRAM AREAS

The professional counselor works from an integrated understanding that combines theory and practice. The NEIU program includes objectives with a knowledge base and a range of counseling proficiencies. The knowledge objectives are formulated on the basis of eight core areas: human growth and development, social and cultural foundation, helping relationships, group work, lifestyle and career development, appraisal, research and evaluation and professional orientation. The counseling objectives reflect the CACREP (Council for Accreditation of Counseling and Relational Educational Programs) criteria as well as the conviction of this faculty that a program that aims to prepare effective counseling professionals must have a strong clinical orientation.

- **Knowledge-Based Objectives:** These objectives are formulated in reference to eight common-core areas:
 - **Professional Orientation:** The purpose is to orient students to the nature of professional counseling by: (1) introducing them to the history, goals, professional roles, ethical and legal standards, preparation standards, professional organizations, and credentialing processes of the field; and (2) helping them to measure their own strengths and limitations against the demands of the profession.
 - **Human Growth and Development:** The purpose is to help students see the individual within a developmental context by introducing them to the basic theories, concepts, and principles that comprise the body of knowledge about normal and abnormal human development.
 - **Social and Cultural Foundations:** The purpose is to acquaint students with the nature of social and cultural change within a pluralistic society and to prepare them to deal with the ramifications of ongoing change in their work as professional counselors.
 - **Helping Relationships:** The purpose is: (1) to introduce students to the major theories of counseling and psychotherapy; (2) to help students develop a working understanding of the relationship between theory and practice in their work as counselors; (3) to guide students as they formulate their own personal theory of counseling – an initial formulation that will be revised, modified, and reformulated as they grow and develop professionally; (4) to help students understand the role of the counselor in terms of the counselor/client relationship; (5) to help students understand the stages of counseling as defined by representative counseling models; and (6) to help students understand the counseling strategies and interventions that help to facilitate change in the client.
 - **Group Work:** The purpose is to introduce students to the principles of group dynamics, theories of group counseling, alternative leadership styles, and ethical considerations that comprise the body of knowledge about group counseling.

- **Career and Lifestyle Development:** The purpose is to help students understand the processes and counseling implications of career and lifestyle development by introducing them to the theories, informational systems, planning models, assessment instruments, and placement and evaluation strategies that characterize this area.
- **Appraisal:** The purpose is to acquaint students with the principles, theories, and methodologies of educational and psychological appraisal (including psychometric statistics and computer-assisted approaches) that are appropriate to their work as professional counselors.
- **Research and Evaluation:** One purpose is to help students understand social scientific research as a means of problem solving within the counseling field and require them to demonstrate their knowledge by designing and reporting on a relevant research project. The other purpose is to introduce a theoretical framework for meeting the counseling needs of target populations in a programmatic fashion by focusing on the processes of population identification, need assessment, goal formulation, intervention design, and program evaluation.
- **Counseling Proficiency Objectives:** These objectives are formulated
 - To involve students in the application of learning to practical situations by requiring within all didactic courses a range of self-assessment assignments, group process activities, case studies, and individual projects.
 - To help students acquire, through supervised laboratory practice, the verbal and nonverbal interaction skills that are basic to the helping process, including: appropriate physical orientation to the client; careful listening; communication of empathy through reflection of feeling and paraphrase; effective use of open and indirect questions, probing statements, summarization, and self-disclosure; and appropriate use of a range of counseling techniques.
 - To involve students in a range of group counseling activities by means of supervised counseling sessions in which they function as both group members and group leaders.
 - To require students to complete a minimum of 100 hours of supervised laboratory and practicum experiences in appropriate settings, in which they engage in ongoing counseling activities with both individuals and groups, using a range of counseling models, interpretive frameworks, and intervention strategies.
 - To require students to complete, under both university and site supervision, a 600-hour post-practicum internship in which they demonstrate their readiness for the professional counseling role by performing all of the activities that a counselor employed in that setting would be required to perform.

DESCRIPTION OF THE CURRICULUM

Required Core Courses for Community, School, and Family Counseling

A core curriculum of 27 credit hours provides a common knowledge base for the counseling profession and is required of all students pursuing a master's degree in community, school, or family counseling. The core courses include:

Core Courses	Hours
COUN-401 The Counseling Profession in a Pluralistic Society	3
COUN-402 Developmental Counseling	3
COUN-403 Frameworks for Counseling	3
COUN-404 Evaluation Techniques	3
COUN-405 Individual Counseling Skills	3
COUN-406 Group Counseling	3
COUN-408 Research Seminar	3
COUN-409 Career Development	3
COUN-430 Multicultural Counseling: Worldview & Systems Orientation	3
Total Hours	27

Required Courses in Community Counseling

Students in community counseling are required to take 18 credit hours, in addition to the core courses, to provide them with the entry-level knowledge and experience to work in community counseling settings.

Required Courses (Community)	Hours
COUN-407 Community Counseling	3
COUN-420 Introduction to Family Counseling	3
COUN-427 Diagnostic Systems for Counseling	3
COUN-444 Practicum I: Group Supervision in Community Counseling	3
COUN-464 Internship I: Community Counseling	3
COUN-474 Internship II: Community Counseling	3
Total Hours	18

Required Courses in School Counseling

Students in school counseling are required to take 12 credit hours, in addition to the core courses, to provide them with the entry-level knowledge and experience to become school counselors.

Note: Illinois State Board of Education guidelines allow two routes to obtain the Type 73 certificate as a school counselor:

(1) Students who hold current, valid Illinois initial or standard teaching certificates are eligible to obtain Type 73 School Counselor certification by completing the 48-hour school counseling program (along with passing the state examination).

(2) Students who do not hold current, valid Illinois initial or standard teaching certificates are eligible to obtain Type 73 School Counselor certification by completing the 48-hour school counseling program (along with passing the state examination) AND by completing an additional 12 graduate credit hours (4 courses) in the Departments of Educational Leadership and Special Education. These additional courses** are listed below:

Required Courses for all School Counseling Graduate Students		Hours
COUN-410	Seminar in School Counseling	3
COUN-442	Practicum I: Group Supervision in School Counseling	3
COUN-462	Internship I: School Counseling	3
COUN-472	Internship II: School Counseling	3
Total Hours		12

**Additional Required Courses for School Counseling Students Without Teacher Certification (must be completed prior to Practicum)		Hours
ELAD-EDFN 405	Development of Educational Thought	3
ELAD-EDFN 406	Human Development and Learning	3
ELAD-EDFN 407	Learning Theories and Educational Practice	3
SPED 404	Overview of the Field of Special Education	3
Total Hours		12

Note: Non-certified school counseling students who have taken similar courses to ELAD-EDFN 405, 406, 407, and SPED 404 may substitute those courses if: (1) the courses are determined to be equivalent, and (2) the courses have been taken within the last six years.

Required Courses in Family Counseling

Students in family counseling are required to take 27 credit hours, in addition to the core courses, to provide them with the entry-level knowledge and experience to work in family counseling settings.

Required Courses (Family)		Hours
COUN-407	Community Counseling	3
COUN-415	Children, Youth and their Systems	3
COUN-420	Introduction to Family Counseling	3
COUN-421	Advanced Marriage and Family Counseling	3
COUN-427	Diagnostic Systems for Counseling	3
COUN-431	Couple and Family Systems Study	3
COUN-445	Practicum I: Group Supervision in Couple & Family Counseling	3
COUN-465	Internship I: Group Supervision in Couple & Family Counseling	3
COUN-475	Internship II: Group Supervision in Couple & Family Counseling	3
Total Hours		27

Elective Courses

Students in *Community Counseling* are eligible to take *one elective course*, students in *Family Counseling* are eligible to take *two elective courses*, and students in *School Counseling* are eligible to take *three elective courses*. In consultation with an advisor, courses most appropriate for the sequence and the student's career objectives may be selected from the table below. Electives may also be taken from appropriate courses in other university programs with the approval of the student's advisor.

Also available are a limited number of *Independent Studies* and *Tutored Studies* in which a student creates a course with a special topic of interest under the direction of a faculty member. Credit hours vary. *Student Assistants* used as supervisors for clinical and other courses will receive 3 credits that may be used for elective credit or for additional credit beyond the 48 hours.

Elective Courses		Hours
COUN-407	Community Counseling **++	3
COUN-410	Seminar in School Counseling ##	3
COUN-414	Advanced Career Counseling	3
COUN-415	Children, Youth and their Systems ++	3
COUN-417	Middle School Advisory and Counseling	3
COUN-420	Introduction to Family Counseling**++	3
COUN-421	Advanced Marriage and Family Counseling ++	3
COUN-422	Grief Counseling	3
COUN-423	Counseling in Business and Industry	3
COUN-424	Stress Management	3
COUN-425	Addictions Counseling	3
COUN-426	Advanced Counseling for Chemical Dependency	3
COUN-427	Diagnostic Systems for Counseling**++	3
COUN-428	Advanced Individual Counseling: Case Conceptualization	3
COUN-431	Couple and Family Systems Study ++	3
COUN-432	Counseling Couples	3
COUN 433	Foundations of Rehabilitation Counseling	3
COUN 434	Medical & Psychosocial Aspects of Disability	3
COUN 435	Work & Disability	3
COUN 436	Case Management in Rehabilitation Counseling	3
COUN-466	Independent Study in Guidance and Personnel Work	3
COUN-468	Seminar in Counseling	3
COUN-468H	Student Personnel Work in Higher Education	3
COUN 468M	Seminar in Counseling: Psychopharmacology	3
COUN 468W	Seminar in Counseling: Integrative Therapies: Art & Yoga	3
COUN-490	Thesis Research	3
COUN-499	Clinical Supervision	3

** Required for Community Counseling ++ Required for Family Counseling
Required for School Counseling

ELIGIBILITY REQUIREMENTS FOR PRACTICUM AND INTERNSHIP

Successful completion of a graduate education program in counseling includes characteristics beyond grades and test scores. The faculty of the Department of Counselor Education periodically reviews the progress of its students. This review is designed to identify those students who are having academic difficulty, personal problems, or problems related to interpersonal skills and functioning.

Formal evaluations of students are conducted yearly, when they apply for candidacy, and before practicum and internship placement. Formal assessment of each student is conducted in the following areas:

- Academic performance (competencies and weaknesses)
- Professional development
- Personal development

Practicum Prerequisites

Each student applying for practicum and continuing into internship must meet the following requirements to be eligible for placement in a practicum or internship site:

- Minimum GPA – 3.0 out of 4.0.
- Successful completion of courses in the following manner:
 - Community Counseling: COUN 401, 402, 403, 404, 405, 406, 409, 420, 427, and 430. (COUN 407, 408, and an elective may be taken during the Practicum and Internship year.)
 - School Counseling: COUN 401, 402, 403, 404, 405, 406, 409, 410, and 430, and either 408 or an elective. (COUN 408 and/or two of the three electives may be taken during the Practicum and Internship year.) Students without teacher certification also must complete ELAD-EDFN 405, 406, 407, and SPED 404 or other approved courses as stated earlier.
 - Family Counseling: COUN 401, 402, 403, 404, 405, 406, 409, 415, 420, 421, 427, and 430, plus any two of the following courses: COUN 407, 408, 431, and/or two electives.
 - **Note: *Students may only take one additional course per term during Practicum/ Internship.***
- Candidacy – students apply for candidacy after COUN 401, 402, 403, 404, and 405 are completed. Applications can be obtained from the Graduate College.
- Substance abuse course(s) for students who are planning to be at a site dealing with substance abuse issues.
- Students will not be permitted to begin Practicum unless all requirements have been completed. It is the student's responsibility to ensure that these requirements are completed.

Internship Prerequisites

Students continuing into internship must meet the following requirements to be eligible:

- Successful completion of Practicum with a grade of A or B.
- Approval of department to begin Internship I.
- Successful completion of Internship I with a grade of A or B before being eligible to proceed to Internship II.

In some circumstances, a student may be advised that certain conditions need to be met before she/he is ready for practicum or internship, and/or the Department may recommend that the student pursue another field of study.

PREPARATION FOR SELECTING PRACTICUM AND INTERNSHIP SITES

Students should begin thinking about possible populations, issues, and agencies with whom they might work as soon as they enter the program. Students may do informational interviewing with agencies regarding services provided and whether practicum/internships are possible. Often this can be coordinated with various course assignments or done independently to gain knowledge of agencies and services provided in areas of possible interest to the student.

In addition, the Practicum/Internship Coordinator has lists that may suggest additional possibilities.

APPLICATION AND PLACEMENT PROCEDURES FOR THE CLINICAL FIELD EXPERIENCE

The Application

During the summer or early fall semester in the year **before** planning to do Practicum/Internship, students meet with their advisor to review readiness for practicum and to sign the application form.

Applications for clinical experience may be completed by securing an application from the department office or by printing the application from the department website. Applications for practicum/internship are **due November 1 for fall placements of the following year.** Students must then attend a **mandatory** practicum/internship orientation meeting, which is held approximately two weeks after the application deadline. The date and the place of the orientation meeting is posted on the department website, listserv and departmental bulletin boards.

At the orientation meeting, eligibility requirements are reviewed as well as the objectives of field placements, procedures for securing placement, appropriate procedures for arranging and interviewing potential sites and supervisors, and components of an effective resume.

Students will be given a list of recent placement sites to use as an initial guide in deciding possible sites of interest. Guidelines for deciding on a setting and population, and information and protocol needed in making contact with the sites will be provided and discussed at the orientation.

If the site supervisor and student concur after the interview, the student makes arrangements with the site supervisor to complete the **Cooperative Agreement for Practicum and Internship Placement** form and return it to the Coordinator. Students and site supervisors will negotiate days and times for student hours. Students can begin no earlier than the first day of the start of the fall semester in the month of August due to liability and university supervision issues.

Additional Information on Placement Procedures

- If the student applies to do an on-site practicum or internship, she/he must submit an outline of at least 3 new experiences other than that which is regularly a part of the student's job, signed by the student and the site supervisor. This is submitted to the Practicum/Internship Coordinator, along with the agreement form.
- If the student is terminated from the placement site, further placement will be at the discretion of the Department.

Time Line

September-November	Meet with academic advisor to review coursework and to sign application.
November 1	Application due.
Mid-November	Attend mandatory practicum/internship orientation meeting .
January	Arrange interviews with practicum/internship sites.
February-April	Interview with at least two sites. Student sends thank you notes to sites interviewed. Student notifies sites not accepted and sends thank you notes.
June 1	Completed and signed <i>Cooperative Agreement for Practicum and Internship Placement</i> form by site and student. Due to Practicum/Internship Coordinator
July	Student arranges with site supervisor initial starting date, days, and hours to be on-site.

THE PRACTICUM/INTERNSHIP CLINICAL EXPERIENCE

During the clinical experiences, students will be involved in a practicum semester, followed by two internship semesters. Although each has its own expectations and requirements, the clinical experience is viewed as a minimum of a 700 hours 'package'. As such, it is expected that both the practicum and internships will be completed at the same off-campus site.

Students in all programs are expected to begin Practicum no earlier than the first day of the fall semester and continue through the end of the summer semester (even if 700 hours are obtained prior to the end of the semester).

Students are required to tape sessions for review during supervision with on-site and university supervisors. Please review and be prepared with areas of concern, questions, feedback, and successful interventions.

NOTE: Students are required to have a standard size **tape recorder** that makes clear recordings for reviews.

THE CLINICAL EXPERIENCE: PRACTICUM AND INTERNSHIPS

The Practicum

The Department of Counselor Education requires students to complete a supervised practicum. It is a 100 clock hours (minimum), field-based experience that requires a minimum of 40 hours (50 for family) of direct service or clinical contact with clients and is a prerequisite for Internship. Students earn three credits for Practicum. It should be noted that Practicum is offered only during the **Fall** semester.

The practicum experience provides for the development of individual and group counseling skills under supervision. The practicum provides an opportunity to perform, on a limited basis and under supervision, some of the activities that a regularly employed staff member in the student's specific field of endeavor (community, family, or school) would be expected to perform.

Practicum meets once per week for three hours with the university supervisor. The focus is on group and individual supervision of clinical experiences as well as on the integration of the conceptual frameworks, counseling skills, assessment, planning, and intervention procedures within the context of legal and ethical guidelines. Practicum students will be working under the supervision of a site supervisor and university supervisor.

The objectives and clinical competencies for Practicum are described below and integrated into the discussion of the clinical experiences for Internship I and II because the clinical component (i.e., practicum and internships) is considered one experience at the same site for three semesters. The difference being that students participate in increasingly more responsibility and clinically related experiences during Internships I and II.

The primary objectives of Practicum include the following, as well as an increasing emphasis on the objectives described under Internships I and II:

- To acquaint counselors-in-training with important laws and ethical guidelines pertaining to their work with clients.
- To require counselors-in-training to conceptualize and present a case study of a client seen during the practicum experience.
- To assist counselors-in-training in preparing a professional disclosure statement to be given to the client, parent/guardian, staff, or family.
- To engage in one on-site supervisory session with the designated site supervisor for at least one hour per week.
- To engage in one on-site supervisory session with the designated university supervisor each semester.
- To engage in a supervisory session with the university supervisor every other week, in addition to class time.
- To submit at least four individual/group counseling tapes to the university supervisor for critiquing during the semester.

The Internship

The Department of Counselor Education requires students to complete a field-based supervised internship of 600 hours, with a minimum of 240 (250 for family) hours of direct service work with clientele appropriate to the student's specific field of endeavor (community, family, or school). The internship is begun only after successful completion of the student's practicum and upon approval of the Department. The internship provides an opportunity for the student to perform all of the activities that a regularly employed staff member in the setting would be expected to perform. Students earn a total of six credits for the internship experience. Internship I is a three credit hours class and is offered during the **Spring** semester. Internship II is a three credit hours class and is offered during the **Summer** semester.

Internships I and II focus on the implementation of the role of the counselor. Interns will be working under the supervision of a site supervisor and university supervisor. Interns will participate in a seminar on-campus every other week, for group supervision, focusing on case presentations, audiotape critiques, and acquisition of information and skills relevant to environmental concerns.

The objectives and clinical competencies for Internships I and II are described below. Within the field of experience for each internship, the student will:

- Document 300 hours of field related activities with 120 hours of direct service to clients. Family interns need 125 direct hours with couples and families.
- Engage in one on-site supervisory session with the designated site supervisor for at least one hour per week;

- Engage in one on-site supervisory session with the designated university supervisor each semester.
- Engage in supervisory session with the university supervisor every other week.
- Submit at least four individual/group counseling tapes to the university supervisor for critiquing during the semester.
- Become acquainted with an integrative counseling model to be used as a basis for understanding and working with clients.
- Develop an increasing knowledge of individual and cultural differences and of ethical decision-making.

In addition to the above, each sequence or specialty has several objectives specifically geared to its setting. Those are described below with the appropriate clinical experiences for each specialty (community, family, or school). Students should also refer to the appropriate syllabus for each practicum and internship course in community, family, and school counseling.

Community Counseling

The clinical experiences for community counseling are consistent with CACREP standards. The practicum and internship experiences should include opportunities for the student to acquire the skill to become a professional counselor in a community setting. The following is a description of the clinical experiences recommended for community counseling interns. The counselor intern should be involved in selected experiences in each area by the conclusion of the year. (Note: This is not meant to be a comprehensive list nor the only activities or experiences with respect to these areas.)

Field related activities are selected from, but not limited to, the following:

- The initial or intake interview.
- Client history taking.
- Using assessment instruments in the evaluation of clients.
- Using various diagnostic systems, including the DSM-IV.
- Negotiating counseling intervention goals.
- Designing counseling intervention programs.
- Participating in case staffings.
- Working under supervision of the on-site supervisor.
- Using structured group and classroom activities in which specifically relevant client-related topics are explored.
- Reviewing audio and video taped samples of the intern's interactions under the supervision of the university supervisor.
- Involvement with community, business, and government representatives as they relate to program activities and goals.
- Providing direct service to clients through informational, experiential, group, and individual counseling.
- Working with related staff, psychiatrists, and outside mental health support services to assist in achieving individual client and program goals.

- Acquiring additional specific knowledge pertaining to the special issues of clients serviced at the site.
- Designing, implementing, and interpreting evaluation efforts pertaining to individual and program success.
- Providing information and making recommendations regarding research findings that relate to client development and program issues.
- Recognizing field research opportunities and assisting colleagues in the design and execution of action-oriented research studies pertinent to the site.
- Participating in on-site or professionally related workshops or in-service training to improve professional skill development.
- Working closely with the university and on-site supervisor to identify areas of personal and professional growth.
- Phone contact and additional on-site supervision will be scheduled as needed.

Family Counseling

The clinical experiences for family counseling are consistent with CACREP standards. The practicum and internship experiences should include opportunities for the student to acquire the skill to become a professional couple and family counselor. The following is a description of the clinical experiences recommended for family counseling interns. The counselor intern should be involved in selected experiences in each area by the conclusion of the year. (Note: This is not meant to be a comprehensive list nor the only activities or experiences with respect to these areas.)

In addition to the general objectives of the Practicum and Internship experiences (see above), the objectives of the Family Counseling Practicum and Internship are:

Internship I:

- The initial or intake interview.
- Client history taking.
- Using assessment instruments in the evaluation of families and couples.
- Using various diagnostic systems, including the DSM-IV-TR.
- Negotiating counseling intervention goals.
- Designing counseling intervention programs.
- Participating in case staffing.
- Using structured group and classroom activities in which specifically relevant client-related topics are explored.
- Reviewing audio and videotaped samples of the interns' interactions under the supervision of the university supervisor.
- Involvement with agencies, schools and other organizations as they relate to achievement of a family's goals and objectives.
- Acquiring additional specific knowledge pertaining to the special issues of clients serviced at the site.
- Providing information and making recommendations regarding research findings that relate to client development and program issues.

- Recognizing field research opportunities and assisting colleagues in the design and execution of action-oriented research studies pertinent to the site.
- Participating in on-site or professionally related workshops or in-service training to improve professional skill development.
- Working closely with the university and on-site supervisor to identify areas of personal and professional growth.
- Reviewing audio and video taped samples of the interns' interactions. Phone contact and additional on-site supervision will be scheduled as needed.

School Counseling

The clinical experiences for school counseling are consistent with the National Standards for School Counseling Programs of the American School Counselor Association (ASCA). *The primary goal of a School Counseling Program is to promote and enhance student learning through the three broad and interrelated areas of student development* (ASCA). The three areas of student development include academic development, career development, and personal/social development. Support for these three student development areas are furnished through four major areas of service: counseling, consultation, coordination, and appraisal (John J. Schmidt, 2003). The practicum and internship experiences should include opportunities for the student to become involved in professional development and oriented to the professional role of the school counselor.

The following is a description of the clinical experiences recommended for school counseling interns. The counselor intern should be involved in selected experiences in each area by the conclusion of the year. (**Note:** This is not meant to be a comprehensive list nor the only activities or experiences with respect to these areas.)

Area I: Counseling. The basic process includes helping students, parents, and teachers collect information, explore options, and make appropriate decisions through individual and group counseling. The internship should offer students the opportunity to provide individual and group counseling with respect to some of the following issues:

- Academic Development
 - Attitudes and behaviors leading to successful learning.
 - Skills for improved learning (e.g., time management, strategies for reading, coping with test anxiety, and other study skills).
 - Using assessment results in educational planning and appropriate course selection.
 - Identifying post-secondary options consistent with interests, achievement, aptitude, and abilities.
 - Understanding the relationship between learning, school, and work.
- Career Development
 - Developing skills to locate, evaluate, and interpret career information.
 - Becoming aware of personal abilities, interests, values, and motivations.
 - Learning how to make decisions, set goals, and develop plans.
 - Using and interpreting career assessment techniques and instruments.

- Personal/Social Development
 - Distinguishing between appropriate and inappropriate behavior.
 - Coping with family and peer issues.
 - Coping with the school environment (e.g., relationships with teachers, peers, and responsibilities).
 - Identifying alternative solutions to problems.
 - Learning how to apply conflict resolution skills.
 - Learning techniques for managing stress and conflict.
 - Coping with the emotional and physical dangers of substance use and abuse.

Area II: Consultation. The basic process involves providing information, presenting instruction, giving suggestions for handling situations, and facilitating planning processes with respect to the three student development areas. This service can take place with students, parents, teachers, student services specialists, administrators, and community agency professionals. The internship should offer students the opportunity to provide consultation services with respect to the following:

- Information Services
 - Locating information in the school system and community to assist with student development.
 - Locating information with respect to career development from community, print, and computer sources.
 - Locating educational services, programs, and opportunities that complement and support students' overall development.
 - Providing information regarding financial resources for families and their children.
- Instructional Services
 - Developing and implementing classroom guidance activities in collaboration between counselors and teachers.
 - Developing and implementing parent education programs.
 - Developing and implementing teacher-in-service or professional development programs.
- Problem-Solving Services
 - Facilitating and/or participating in parent-teacher conferences.
 - Facilitating and/or participating in administrative conferences with respect to student and/or school-wide issues.
 - Coordinating, facilitating, and/or participating in student services team (e.g., school counselor, social worker, nurse, special education teacher, psychologist) conferences to follow cases of students and their issues (e.g., learning and behavioral problems).

Other School Services

- Collaborating with teachers to plan and infuse a guidance curriculum (i.e., developmental and prevention activities) in all subjects and daily instruction.
- Consulting with students, parents, and teachers around individual student planning concerns (e.g., crisis intervention, remedial services, reviewing student educational and career plans).
- Understanding the impact of environmental factors on student learning and advocating for healthy school climates.
- Consulting and planning with special events and projects (e.g., teacher-advisee programs, testing services, and peer leader programs).

Area III: Coordination. The basic process involves the coordination of other activities that directly or indirectly benefit the students and the school. The internship should offer students the opportunity to experience coordination services with respect to the following:

- Data Collection and Sharing
 - Organizing, scheduling, monitoring, and interpreting the application of tests, inventories, and other measurement procedures to help students, parents, teachers, and administrators with respect to educational and career decisions, as well as school-wide outcomes.
 - Consulting on appropriate and legal guidelines and procedures with respect to student records.
- Referrals and Follow-up
 - Coordinating referral and follow-up activities and services with community agencies and private practitioners/institutions to help students and their families.
- School-Wide Events
 - Planning, organizing, implementing, and evaluating school-wide events that focus on student developmental issues.
 - Collaborating with teachers to design recognition events and activities for students (e.g., academic, athletic, drama, art, music, and community service).
 - Planning and coordinating career awareness programs with student groups, parent volunteers, teachers, and community businesses and institutions (e.g., guest lecturers, infusion of activities in the curriculum, job fairs, and college days).
 - Coordinating, designing, training, and consulting/collaborating with teachers with respect to teacher-advisee programs.
 - Coordinating, designing, training, and consulting/collaborating with students with respect to peer leader programs.

Area IV: Appraisal. The basic process involves measuring students' needs, interests, intellectual functions, and academic performance, as well as the influence of environmental factors on students' development. The internship should offer students the opportunity to experience coordination services with respect to the following:

- Student Evaluation
 - Collaborating with teachers and other school professionals to assess students' abilities and academic achievement through individual and group standardized testing in order to design beneficial learning experiences for students.
 - Using questionnaires and inventories to help students with educational and career decisions.
 - Observing students in the classroom, interviewing students, parents, and teachers, and using other sources of information (e.g., students' academic and health records) to make recommendations about appropriate services for students.
- Environmental Evaluation
 - Gathering data (e.g., interviews, focus groups, and inventories) to evaluate and improve the physical environment, policies, programs, and other processes or procedures of the school.
 - Assessing home environments and family functioning (e.g., interviews, home visits, observations, and student records) in order to identify appropriate community services for the student (and possibly the family).
 - Assessing social peer groups and their relationships in the school.

Area V: Professional Development. The intern should identify opportunities to engage in professional development with respect to the following:

- Participating in training relevant to student development as a presenter and/or subscriber at local, state, regional, or national levels.
- Identifying areas of personal and professional growth that need to be pursued in order to become a more effective professional counselor.
- Serving on committees and holding office in professional organizations.

ROLE AND EXPECTATIONS OF THE UNIVERSITY, SITE, AND STUDENT

The Role of the University, Department of Counselor Education, and the University Supervisor

- The university's insurance plan will provide liability coverage for students in practicum and internship placements.
- The Department shall designate a faculty member who will serve as the university supervisor during the practicum and internship experience.
- The Department will evaluate the student's academic, personal, and interpersonal readiness for practicum and internship and recommend students for field experience.
- Major responsibility for maintaining communications between the Counselor Education Department and the agency/school rests with the Practicum and Internship Coordinator or university supervisor; however, the site is encouraged to initiate contacts when indicated.
- During the practicum experience, the university supervisor conducts a weekly seminar (two and one-half hours per week of group supervision at the university) for all students and provides the student with one hour, every other week, of individual supervision.
- During the practicum experience, the university supervisor will provide a minimum of one supervisory session at the practicum site with the student and on-site supervisor, with at least one telephone call at the end of each semester.
- During the internship experience, the university supervisor conducts seminars for all students every other week, providing the students with an average of two and one-half hours of group supervision per session meeting.
- The clinical practicum and internship grade will reflect the evaluation of both site and university supervisors, with the university supervisor having the final responsibility for grade assignment.

The Role of the Agency or School and Site Supervisor

- The site supervisor will submit a copy of her or his resume or biographical statement, along with the *Cooperative Agreement for Practicum and Internship Placement*, to the Practicum and Internship Coordinator in the Department of Counselor Education. CACREP requires the Department to keep these on file as proof of the site supervisor's qualifications to supervise practicum and intern students.
- Site supervisors are expected to attend the annual Orientation of Site Supervisors on the campus of Northeastern Illinois University during the fall semester. It is an opportunity for discussion and training around supervision issues. Site supervisors can receive continuing education units (CEUs and CPDUs) for attending the meeting.
- Site supervisors are eligible to receive one free course at NEIU for each semester of supervision. Information on vouchers are available by contacting the Practicum and Internship Coordinator. The vouchers are not transferable to another person and must be used during the following academic year.
- The site shall provide orientation for the student in regard to the site's purpose, function, and administrative procedures.
- The site shall be responsible for the assignment and administrative supervision of tasks within the student's capabilities that allow him/her to use and further develop her/his counseling knowledge, attitudes, values, and skills.
- The site will provide space, equipment, and supplies as needed by the student to carry out site assignments. This should include clerical service for agency records if this service is provided for other staff.

- The site will allow the student to gain supervised experience in the use of a variety of professional resources, such as appraisal instruments, computers, print and on-line media, professional literature, and research.
- The site will allow the student to obtain audio and/or videotapes, for use in supervision, of the student's interactions with clientele, with written permission of the clients involved.
- The site is responsible for all of the student's work under their supervision.
- The assigned supervisor will provide one hour per week of supervision for the student(s) and be available for consultation.
- The site supervisor will provide a mid-term and final written evaluation of the student's knowledge, skills, and personal and professional development during the practicum experience and during the internship semester. The forms will be provided by the Department of Counselor Education. The assigned grade will reflect the evaluation of both site and university supervisors, but is the responsibility of the university supervisor.
- The site supervisor is strongly encouraged to initiate contact with the university supervisor, or Practicum and Internship Coordinator, as soon as there are any questions or concerns regarding the students, expectations, or responsibilities.
- The site supervisor will participate in the development of the student's plan for the semester.

Expectations of the Student's Behavior and Performance

- The student shall assume responsibility for making and keeping his/her schedule with the practicum and internship site. She/he is required to work a minimum of 100 hours under supervision for the practicum experience, 40 (50 for family) of which are in direct service to clients; and a minimum of 600 hours under supervision for the internship experience, 240 (250 for family) of which are in direct service to clients.
- The student will be responsible for notifying the site supervisor and university supervisor of any emergency, anticipated absence, or necessary schedule change.
- The student will attend and participate in university and site supervision and coordination sessions with university and site supervisors.
- Students are expected to evidence increased counseling skills as demonstrated on a minimum of four audio-tapes that are submitted for critical feedback to the university supervisor each semester.
- The student will participate in weekly seminars on campus during practicum and bi-weekly seminars on campus during internship.
- The student shall assume responsibility in regard to:
 - the basic principles of counseling methods, especially the confidential nature of the work;
 - ethical relationships with the site supervisor, fellow workers, clients, and community;
 - adherence to the ACA/ASCA Ethical Standards;
 - appropriate dress and personal grooming.
- The student shall complete records and assignments as required by the site and the university supervisor.

- Throughout the practicum and internship experience, students are expected to:
 - be regular in attendance and participation in seminars and field work;
 - demonstrate professional behavior in interpersonal interactions in seminars and field work;
 - demonstrate quality in completed field work requirements;
 - demonstrate quality in completed seminar requirements;
 - be self-initiating;
 - be introspective, open, and receptive to feedback;
 - demonstrate flexibility by making appropriate changes in response to feedback;
 - evidence behavior in counseling relationships that reflect a non-judgmental attitude;
 - be genuine, sincere, and understanding;
 - convey positive regard;
 - be free of personal views and behavior;
 - be aware of and demonstrate behavior consistent with the ethical standards of ACA/ASCA and of a caliber necessary to maintain effective professional relationships;
 - demonstrate the ability to integrate and put into practice concepts and skills relevant to required role behaviors;
 - maintain acceptable written records and reports of professional activities as required by the campus and site supervisors.
- Students will formally evaluate their university and site supervisors at the conclusion of the internship experience.
- The student shall assist in continuous planning for the practicum and internship experience through:
 - discussion with appropriate site personnel;
 - discussion with university supervisor;
 - written evaluation of the site experience at the end of the last semester to be made available to the agency (upon request) and the Department of Counselor Education.

CRITERIA FOR SELECTION OF SITE SUPERVISORS

The criteria for the selection of site supervisors are based upon a combination of the following:

- Earned Master's or Ph.D. degree in counseling, social work, counseling psychology, or psychology.
- Have a minimum of two years of post master's experience.
- A Type 73 certification is necessary to supervise school interns.
- Respect for and understanding of students with the ability to designate appropriate assignments.
- Professional competence.
- Interest in and ability to teach and supervise.
- Background in training, supervision, and teaching is desirable.
- Ability to help students translate theoretical knowledge into practice.
- Ability to work cooperatively with the university, complete all required forms, and attend site visits.
- Availability of adequate time to supervise.

Interested persons are also required to submit a current copy of her or his resume or biographical statement to the Practicum and Internship Coordinator for consideration before being accepted as a supervisor for the Department of Counselor Education's nationally accredited program at Northeastern Illinois University.

GUIDELINES FOR SITE SUPERVISION AND EVALUATION

Phases of the Practicum and Internship Experience

For both practicum and internship, there are three phases of the experience.

- The *beginning phase* focuses on gaining information about the counselors' roles, the work setting, applicable rules and regulations, and duties and responsibilities of other staff.
- The *second phase* is a movement from information gathering to beginning practice as a cooperative effort with the supervisor or other professionals. For example, students might engage in co-therapy, or assist a social worker on home visits or intakes, or co-lead a group, or assist in parent conference, etc.
- Finally, *phase three* signals the students' assuming major responsibility for providing services with an emphasis on individual counseling. As must be evident, movement from one phase to the next is not discrete and overlapping will certainly occur.

Additionally, the actual time necessary in each phase will vary depending upon the student and requires professional judgment on the part of the supervisor as to the appropriateness of movement to the next phase. The student will need clear expectations of his/her roles and responsibilities during each phase.

Supervision, Relationship, and Contract

Following the first meeting between student and site supervisor, both need to have clear expectations about supervision and the student's activities and responsibilities during the semester. A written contract should be developed, taking into consideration the following:

- How frequently will you meet, how long, and where?
- How will you use audiotapes, videotapes, case notes, etc., in supervision? For example, will you review one videotape in supervision together and take two audiotapes to review yourself between sessions? Will the tapes reviewed in-session be the same or different clients each week? How should the supervisee prepare a tape for in-session supervision (e.g., pre-select segments; complete a standard evaluation form for each session)? How will confidentiality of the client be assured?
- What structure or procedure will you follow each supervision session? For example, will you begin with a brief review of each client, an audiotape, or the supervisee's specific requests/questions?
- How will you handle "emergency" situations (e.g., suicidal clients)? How can your supervisee reach you? What does the supervisee do if you are unavailable?
- How will the supervisee be evaluated? What criteria will be used?
- What roles will the student observe the supervisor in, or any other professionals' roles on-site which seem appropriate?
- How and when will the student engage in co-counseling, co-consultation, co-referral, or other activities in which both the supervisor and student can undertake?
- With what type of clients will the supervisee work? Who does the screening and assignment of clients? Can the supervisee express preferences (e.g., career clients, adolescents, couples)? What happens if there is an insufficient number of clients to provide the supervisee with enough experience to fulfill practicum or internship requirements?

In initial sessions, the supervisor should assess the supervisee's performance, counseling skills, cognitive counseling skills, and developmental level. This data will help establish learning goals and appropriate supervision interventions.

The site supervisor will meet with the university supervisor and supervisee within the first month of placement to clarify and negotiate the specific requirements, expectations, goals, evaluation procedures, and contract between the supervisors. The university supervisor is responsible for setting up this meeting at the placement site at a time that is convenient to the three parties.

Assessment of Supervisee

Before the first supervision meeting, the supervisor will also want to consider how she/he will assess the supervisee's counseling skills. Assessing the student's *counseling performance skills*, *cognitive counseling skills*, and *developmental level* are included in this process. The initial assessment will probably span several supervisory sessions, will include both supervisor's evaluation and supervisee's self-evaluation, and will serve as the basis for a joint statement of learning goals for supervision. The more concrete it is, the easier it will be to translate the assessment statements into goal statements, monitor progress, and evaluate changes.

Counseling performance skills. Counseling performance skills refer to what the counselor does during a session or his/her counseling behaviors. Included are the basic helping or facilitative skills (e.g., warmth, genuineness, concreteness, primary and advanced empathy, self-disclosure, confrontation, and immediacy), theoretically-based techniques (e.g., two-chair exercise, systematic desensitization, reframing), more procedural skills (e.g., opening and closing a session), and those that are issue specific (e.g., assessing lethality of suicidal clients).

Cognitive counseling skills. Cognitive counseling skills refer to how the counselor thinks about the client and chooses interventions.

Developmental level. Assessment of developmental level can help identify professional and personal issues a supervisee is facing and suggest appropriate supervision interventions. The amount of experience is a first step in assessing a supervisee's developmental level. The supervisee's individual attributes, such as needs, motivations, and cognitive-developmental level, will influence the rate of growth through the developmental states. Research has indicated that experience level and developmental level are not equivalent.

Criteria for Evaluation of Student Performance

Overall, students are expected to adhere to the criteria described in the section, *Expectations of the Student's Behavior and Performance*. University and site supervisors should refer to that section when evaluating students and assigning grades.

Students are given separate grades for Practicum, Internship I, and Internship II. Mid-term and final evaluations of the intern's progress and proficiency will be conducted by campus supervisors in conjunction with site supervisors each semester. If a student does not receive a grade of **A or B** in any practicum or internship course, the student is unable to proceed in the program. If a student receives a **C or below**, and upon the recommendation of the Department, she/he will have to repeat the course in the following year.

PROCEDURES FOR PROBLEM RESOLUTION AND TERMINATION FROM SITE

Supervisors need to make sure that there is, and has been, due process regarding the parameters of the supervision experience. The student should know what is expected of her/him to do well. Supervisors must monitor the student's progress closely and offer intervention if the student is not performing well personally, interpersonally, and/or professionally. Periodic feedback, preferably in writing that both student and supervisor sign, is recommended.

If the student is not responding to feedback regarding responsibilities, personal, interpersonal, and/or professional behavior and skills, the site supervisor should contact the university supervisor and discuss the problem(s). A joint meeting with both supervisors and the student will then take place. Areas that need improvement, along with methods to bring about change within a specified and reasonable time should be specified in writing.

If students are unable to demonstrate improvement after the established time frame, and the client's welfare or the student's own personal and/or professional well-being is at stake, the site and university supervisor may terminate the student from the placement.

Site supervisors may terminate a student immediately, upon conferring with the university supervisor, for unethical behavior.

Termination of the student within a field placement can also occur for the following reasons:

- Inadequate provisions on the part of the site as outlined in the manual.
- Inadequate performance of the student's responsibilities in the seminar.
- In extreme cases, termination from the site can occur for other reasons. Supervisors need to document the reasons for the termination from the site.

The following issues need to be clarified prior to discussion of a student's termination from placement:

- What is the problem(s)?
- Who is involved?
- Who sees it as a problem?
- How long has it existed?
- What has been attempted to solve the problem?
- What has to be different for the problem to be solved?
- What would be small signs of progress in the solution of this problem?

**Department of Counselor Education
Northeastern Illinois University
Cooperative Agreement for Practicum and Internship Placement**

The following are the agreement conditions for Northeastern Illinois University Department of Counselor Education for _____
(name of student)

to complete internship experiences at _____
(cooperating field site)

(street, city, state, zip) (telephone)

beginning on _____ and ending on _____
(Date) (Date)

I. NEIU Department of Counselor Education

- a. The Department of Counselor Education shall designate a faculty member who will serve as the university supervisor for field experience.
- b. The Department of Counselor Education will carefully select students recommended for field experience who have completed their core coursework toward their Master's Degree in Counseling in methods and practice.
- c. Major responsibility for maintaining communications between the Department of Counselor Education and the field site rests with the practicum coordinator or university supervisor; however, the field site should initiate contacts when indicated.
- d. The university supervisor conducts an on-going seminar for all students in field experience. Responsibility for the students' final grade rests with the university supervisor.
- e. The assigned university supervisor will arrange periodic individual conferences with the students to focus on skill development and personal growth.
- f. Northeastern Illinois University will provide liability insurance for the student while he or she is registered for the clinical experience. Any clinical experience that goes past the time limit will need to be reported to the clinical coordinator.

II. The Agency/School

- a. The field site shall provide orientation for the student in regard to agency or school purpose, function, and administrative procedures.

- b. The field site shall be responsible for the assignment and administrative supervision of tasks within the students' capabilities which allow him/her to use and further develop counseling knowledge, attitudes, values, and skills. These tasks should include a minimum of 280 (300 for family) hours of direct work with clients or students. Of the 280 direct service hours, students in the Community Counseling program need at least 40 hours of direct service offering group counseling. Of the 300 direct service hours, students in the Couple and Family Counseling need to provide at least 150 hours of direct service to couples and/or families. This translates into approximately 6-8 hours of direct service to clients a week. The remaining indirect hours can be completed with other administrative duties (please refer to the Student Practicum and Internship Handbook for a more complete description of direct and indirect hour requirements).
- c. The field site will provide space, equipment, and supplies as needed by the student to carry out field site assignments. This should include clerical service for field site records if this service is provided for other staff.
- d. The assigned field site supervisor will hold at least a master's degree in counseling or a closely related field with at least two years of professional experience in the field.
- e. The field site supervisor will provide one hour of supervision per week for the students and be available for consultation as needed.
- f. The field site will provide one midterm and one final written evaluation of the student's progress during practicum and at the end of each internship semester..
- g. The field site supervisor may meet with the university supervisor and student within the first few weeks of the semester to review expectations. Additional meetings can be scheduled as needed.
- h. The field site is responsible for all of the student's work under their supervision.
- i. The field site shall allow the student to use audio and/or televised taping of individuals or group counseling for purposes of supervision with written permission of clients or their guardians.

III. The Student

- a. The student shall assume responsibility for making and keeping his/her schedule with the field site. She/he is required to have a minimum of clinical hours (see below) during the semester. He/she will be responsible for notifying the on-site supervisor and university supervisor of any emergency, anticipated absence or necessary schedule change.
- b. The student shall assume responsibility in regard to: 1) the basic principles of counseling methods, especially the confidential nature of the work; 2) ethical behavior and relationships with the field site supervisor, fellow workers, clients, and community; and 3) appropriate dress and personal grooming.
- c. The student shall complete records and assignments as required by the field site and the university supervisor.
- d. The student shall assist in continuous planning for the experience through: 1) discussion with appropriate field site personnel; 2) discussion with the university supervisor; 3) written evaluation at the end of the semester, which can be made available to the field site upon request.

IV. General

- a. Periodic conferences may be held between the university supervisor, coordinator, and the appropriate field site personnel to evaluate the field experience, to implement improvements, or to provide mutual assistance.
- b. Any additions, deletions, or other changes of this agreement can only be implemented with the written consent of the field site and the Department of Counselor Education.

_____	_____
(Student Signature)	(Date)
_____	_____
(Student-Print Name)	(Date)
_____	_____
(Site Supervisor Signature)	(Date)
_____	_____
(Site Supervisor-Print Name)	(Date)
_____	_____
(Site Supervisor-Title)	(Site Supervisor-Email)
_____	_____
(Executive Director or Principal's Signature)	(Date)
_____	_____
(Executive Director or Principal-Print Name)	(Executive Dir/Principal-Email)
_____	_____
(Northeastern Illinois University Clinical Coordinator's Signature)	(Date)

**Department of Counselor Education
Northeastern Illinois University
Site Supervisor Evaluation of Student
School Counseling**

Name of Student _____ Name of Site Supervisor _____

Name of Site _____ Name of University Supervisor _____

Semester/Year _____ Midterm _____ End-of-Semester _____ Date _____

Rating Scale:

- 1 Needs Much Improvement
- 2 Needs Some Improvement
- 3 Acceptable Performance
- 4 A Strength
- 5 A Major Strength
- I/O Insufficient Opportunity to Observe
- NE Not Evaluated

Professional Knowledge and Skills

Counseling. The basic process includes helping students, parents, and teachers collect information, explore options, and make appropriate decisions through individual and group counseling.

- | | | | | | | | |
|---|---|---|---|---|-----|----|--|
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Helping students with academic/educational development. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Helping students with career development. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Helping students with personal/social development. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Chooses and uses appropriate counseling techniques for students. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Able to develop counseling goals. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Intervenes appropriately with students in a crisis. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Establishes and maintains rapport with students. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Communicates empathy to students. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Reflects a non-judgmental attitude in counseling relationships. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Able to be genuine, sincere, and understanding in helping. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Maintains the privacy and confidentiality of information. |

Consultation. The basic process involves providing information, presenting instruction, giving suggestions for handling situations, and facilitating planning processes with students, parents, teachers, student services specialists, administrators, and community agency professionals.

- | | | | | | | | |
|---|---|---|---|---|-----|----|---|
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Consults with parents/teachers/others regarding strategies to help students. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Participates in multi-disciplinary team meetings or case staffings. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Uses structured group and classroom activities to meet student needs. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Works with school and others to meet a family's goals and objectives. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Locates/uses information from school, outside sources, internet, etc., to assist in student educational, career, and personal/social development. |

Coordination. The basic process involves the coordination of other activities that directly or indirectly benefit the students and the school.

- | | | | | | | | |
|---|---|---|---|---|-----|----|--|
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Serving on committees. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Organizing/scheduling/monitoring/interpreting the application of tests, inventories, and other measurement procedures. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Coordinating referral/follow-up activities/services with school/agencies to help students and their families. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Planning/organizing/implementing/collaborating with others with respect to school-wide activities. |

Appraisal. The basic process involves measuring students' needs, interests, intellectual functions, and academic performance, as well as the influence of environmental factors on students' development.

- | | | | | | | | |
|---|---|---|---|---|-----|----|--|
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Using assessment/testing instruments in the evaluation of students. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Collaborating with teachers/school professionals to assess students' abilities and academic achievement. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Using questionnaires/inventories to help students with educational and career decisions. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Observing students in classroom; interviewing students/parents/teachers; using other sources of information to make recommendations about appropriate services for students. |

Professional Characteristics and Development

- | | | | | | | | |
|---|---|---|---|---|-----|----|--|
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Communicates effectively with students, parents, teachers, and others. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Is perceived positively by others in the school. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Has a professional appearance. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Recognizes own limitations and makes appropriate referrals. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Respects individual and cultural differences. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Acquires additional knowledge about special issues facing students. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Maintains written records/reports of professional activities. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Participates in professionally related workshops or in-service training to improve professional skill development. |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Demonstrates commitment to values/ethics of school counseling profession. |

Supervision

- 1 2 3 4 5 I/O NE Regularly attends and is prepared for supervision with site supervisor.
- 1 2 3 4 5 I/O NE Accepts constructive criticism and recommendations.
- 1 2 3 4 5 I/O NE Open and honest in supervisory sessions.
- 1 2 3 4 5 I/O NE Recognizes own limitations and seeks help and direction.

Personal Characteristics and Development

- 1 2 3 4 5 I/O NE Shows initiative.
- 1 2 3 4 5 I/O NE Is introspective, open, and receptive to feedback.
- 1 2 3 4 5 I/O NE Demonstrates flexibility by making appropriate changes in response to feedback.
- 1 2 3 4 5 I/O NE Demonstrates motivation for current and future roles as a school counselor.
- 1 2 3 4 5 I/O NE Is cooperative and collaborative.
- 1 2 3 4 5 I/O NE Actively seeks new learning experiences.
- 1 2 3 4 5 I/O NE Punctual.
- 1 2 3 4 5 I/O NE Dependable, reliable, and trustworthy.
- 1 2 3 4 5 I/O NE Responsible and accountable for own behavior.

Additional Comments: Please feel free to comment about any of the factors described above or add any other comments that would be helpful in evaluating the student’s strengths and weaknesses. Any comments about the student’s overall potential for success as a school counselor would also be appreciated.

Site Supervisor’s Signature

Date

Intern’s Signature

Date

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

**Department of Counselor Education
Northeastern Illinois University
Site Supervisor Evaluation of Student
Community Counseling
Family Counseling**

Name of Student _____ Name of Site Supervisor _____

Name of Site _____ Name of University Supervisor _____

Semester/Year _____ Midterm _____ End-of-Semester _____ Date _____

Rating Scale

- 1 Needs Much Improvement
- 2 Needs Some Improvement
- 3 Acceptable Performance
- 4 A Strength
- 5 A Major Strength
- I/O Insufficient Opportunity to Observe
- NE Not Evaluated

Personal and Professional Characteristics

- | | | | | | | | |
|---|---|---|---|---|-----|----|--|
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Prompt, dependable, responsible and accountable for own behavior |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Shows initiative and cooperation |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Has a professional appearance |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Respects individuals and cultural differences |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Demonstrates ethical behavior |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Communicates effectively with clients and staff |

Professional Knowledge and Skills

- | | | | | | | | |
|---|---|---|---|---|-----|----|--|
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Develops counseling goals |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Chooses and uses appropriate counseling techniques |
| 1 | 2 | 3 | 4 | 5 | I/O | NE | Communicates empathically |

1	2	3	4	5	I/O	NE	Reflects a non-judgmental attitude in counseling relationships
1	2	3	4	5	I/O	NE	Maintains the privacy and confidentiality of information
1	2	3	4	5	I/O	NE	Applies theoretical frameworks to usable clinical skills
1	2	3	4	5	I/O	NE	Collaborates to meet clients/families goals and objectives

Professional Development

1	2	3	4	5	I/O	NE	Maintains written records/reports of professional activities
1	2	3	4	5	I/O	NE	Participates in professional related workshops and in-service trainings
1	2	3	4	5	I/O	NE	Actively seeks to acquire additional knowledge about issues facing clients

Use of Supervision

1	2	3	4	5	I/O	NE	Is prepared for supervision and attends regularly
1	2	3	4	5	I/O	NE	Is receptive to feedback
1	2	3	4	5	I/O	NE	Is open and honest in supervisory sessions
1	2	3	4	5	I/O	NE	Recognizes own limitations and seeks help and direction
1	2	3	4	5	I/O	NE	Accepts constructive criticism and recommendations
1	2	3	4	5	I/O	NE	Is specific in dealing with problem areas

Additional Comments

Please feel free to comment about any of the factors described above or add any other comments that would be helpful in evaluating the student's strengths and weaknesses. Any comments about the student's overall potential for success as a counselor would also be appreciated.

Site Supervisor Signature

Date

Intern's Signature

Date

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

**Department of Counselor Education
Northeastern Illinois University
University Supervisor Evaluation of Student**

Name of Student _____ Midterm _____ Final _____

Name of University Supervisor _____ Semester/Year _____

Key: 0=Insufficient opportunity to observe
1=Needs much improvement
2=Needs some improvement
3=Meets expectation
4=Superior

A. Personal Attributes: The counselor-in-training demonstrates

	<u>Circle One</u>
1. motivation	0 1 2 3 4
2. openness and receptiveness to feedback	0 1 2 3 4
3. flexibility by making appropriate changes in responses to feedback	0 1 2 3 4
4. ability to accurately assess own strengths and weaknesses	0 1 2 3 4
5. ability to perceive others as able and worthy	0 1 2 3 4
6. ability to contribute to the growth of others by bringing a broad range of skills to interaction with others	0 1 2 3 4
7. initiative: ability to identify what needs to be done to follow through	0 1 2 3 4
8. sense of humor and adoptability	0 1 2 3 4

Comments:

B. Counseling Skills: The counselor-in-training demonstrates the ability to

1. establish rapport	0 1 2 3 4
2. provide structure to counseling sessions	0 1 2 3 4
3. communicate empathic understanding	0 1 2 3 4
4. help the client to set goals and develop plans of action	0 1 2 3 4
5. assess the client's ability, willingness, and confidence to deal with individual issues	0 1 2 3 4
6. assess the client's strengths, weaknesses, and progress towards goals	0 1 2 3 4
7. access a range of counseling modalities	0 1 2 3 4
8. deal with termination issues	0 1 2 3 4
9. interpret standardized tests	0 1 2 3 4
10. demonstrate ethical behaviors	0 1 2 3 4

Comments:

C. Conceptual Proficiency: The counselor-in-training will demonstrate the ability to

- | | | | | | |
|--|---|---|---|---|---|
| 1. prepare a professional disclosure statement | 0 | 1 | 2 | 3 | 4 |
| 2. plan for sessions | 0 | 1 | 2 | 3 | 4 |
| 3. formulate regular progress notes | 0 | 1 | 2 | 3 | 4 |
| 4. develop a comprehensive written case study | 0 | 1 | 2 | 3 | 4 |
| 5. develop a written group counseling report | 0 | 1 | 2 | 3 | 4 |
| 6. present all written work in an organized, concise, and Meaningful way | 0 | 1 | 2 | 3 | 4 |

Comments:

D. Effective Use of Supervision: The counselor-in-training demonstrates commitment to professional growth by

- | | | | | | |
|--|---|---|---|---|---|
| 1. keeping appointments with university supervisor | 0 | 1 | 2 | 3 | 4 |
| 2. being prepared with audio tapes, issues for discussion, and questions | 0 | 1 | 2 | 3 | 4 |
| 3. being willing to disclose areas of concern and examine vulnerabilities as well as strengths | 0 | 1 | 2 | 3 | 4 |

Comments:

E. Seminar Participation: The counselor-in-training will demonstrate

- | | | | | | |
|--|---|---|---|---|---|
| 1. active participation by attending sessions, listening, and providing Feedback | 0 | 1 | 2 | 3 | 4 |
| 2. willingness to share joys, defeats, successes, and unmet challenges | 0 | 1 | 2 | 3 | 4 |
| 3. openness to varying viewpoints | 0 | 1 | 2 | 3 | 4 |
| 4. knowledge of assigned readings | 0 | 1 | 2 | 3 | 4 |

Comments:

**Department of Counselor Education
Northeastern Illinois University
Student Evaluation of Site Supervisor**

This evaluation form should be completed by the practicum/internship student at the end of the practicum/internship experience. Discussion of the form with the site supervisor being evaluated is encouraged by not required.

Name of Site Supervisor _____ Date _____

Name of Site _____

Name of Student _____ Semester/Year _____

DIRECTIONS: Circle the number which best represents how you, the student, perceive the supervision received at your site:

- Key: 0 = Insufficient opportunity to observe/experience
 1 = Needs much improvement
 2 = Needs some improvement
 3 = Meets expectations
 4 = Superior

My site supervisor:

Circle One:

- | | | | | | |
|---|---|---|---|---|---|
| 1. gives time and energy in observing, tape processing, and case conferences. | 0 | 1 | 2 | 3 | 4 |
| 2. accepts and respects me as a person | 0 | 1 | 2 | 3 | 4 |
| 3. recognizes and encourages further development of my strengths and capabilities. | 0 | 1 | 2 | 3 | 4 |
| 4. gives me useful feedback when I do something well. | 0 | 1 | 2 | 3 | 4 |
| 5. provides me the freedom to develop flexible and effective counseling styles. | 0 | 1 | 2 | 3 | 4 |
| 6. encourages and listens to my ideas and suggestions for developing my counseling skills. | 0 | 1 | 2 | 3 | 4 |
| 7. provides suggestions for developing my counseling skills. | 0 | 1 | 2 | 3 | 4 |
| 8. helps me to understand the implications and dynamics of the counseling approaches I use. | 0 | 1 | 2 | 3 | 4 |
| 9. encourages me to use new and different techniques when appropriate. | 0 | 1 | 2 | 3 | 4 |
| 10. is spontaneous and flexible in the supervisory sessions. | 0 | 1 | 2 | 3 | 4 |
| 11. helps me to define and achieve specific concrete goals for myself during the practicum/internship experience. | 0 | 1 | 2 | 3 | 4 |

- | | | | | | |
|--|---|---|---|---|---|
| 12. gives me useful feedback when I do something inappropriate. | 0 | 1 | 2 | 3 | 4 |
| 13. allows me to discuss problems I encounter in my practicum/internship setting. | 0 | 1 | 2 | 3 | 4 |
| 14. focuses on both verbal and nonverbal behavior in me and in my clients. | 0 | 1 | 2 | 3 | 4 |
| 15. helps me define and maintain ethical behavior in counseling and case management. | 0 | 1 | 2 | 3 | 4 |
| 16. encourages me to engage in professional behavior. | 0 | 1 | 2 | 3 | 4 |
| 17. maintains confidentiality in material discussed in supervisory sessions. | 0 | 1 | 2 | 3 | 4 |
| 18. deals with both content and affect when supervising. | 0 | 1 | 2 | 3 | 4 |
| 19. focuses on the implications, consequences, and contingencies of of specific behaviors in counseling and supervision. | 0 | 1 | 2 | 3 | 4 |
| 20. helps me organize relevant case data in planning goals and strategies with my client. | 0 | 1 | 2 | 3 | 4 |
| 21. helps me to formulate a theoretically sound rationale of human behavior. | 0 | 1 | 2 | 3 | 4 |
| 22. offers resource information when I request or need it. | 0 | 1 | 2 | 3 | 4 |
| 23. helps me develop increased skill in critiquing and gaining insight from my counseling tapes. | 0 | 1 | 2 | 3 | 4 |
| 24. allows and encourages me to evaluate myself. | 0 | 1 | 2 | 3 | 4 |
| 25. explains his/her criteria for evaluation clearly. | 0 | 1 | 2 | 3 | 4 |
| 26. applies his/her criteria fairly in evaluating my counseling performance. | 0 | 1 | 2 | 3 | 4 |

Additional Comments and/or Suggestions:

Student's Signature _____ Date _____

**Department of Counselor Education
Northeastern Illinois University
Student Evaluation of Site Experience**

Name of Student _____ Semester/Year _____

Name of Site _____ Site Phone _____

Site Address _____

Name of Site Director _____

Immediate Site Supervisor(s) Name _____ Title _____
Name _____ Title _____

EVALUATION

Circle the number that best represents your site experience in the categories below:

Key: 0=Insufficient opportunity to experience 3=Meets expectations
1=Needs much improvement 4=Superior Experience
2=Needs some improvement

	<u>Circle One</u>
1. Orientation upon arrive to site	0 1 2 3 4
2. Facilities and space	0 1 2 3 4
3. Exposure to variety of client problems	0 1 2 3 4
4. Exposure to variety of professional activities	0 1 2 3 4
5. Quality of supervision	0 1 2 3 4
6. Summary rating of your experience	0 1 2 3 4

Would you recommend this organization to other counselors for field experience?

YES NO (circle one)

What could be done to improve the clinical experiences at this site?

Additional Comments _____

If you need more space to write, please use the other side of this page.

**Department of Counselor Education
 Practicum/Internship Weekly Time Log
 Community Counseling
 Family Counseling**

Name of Student _____

Week of _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							

Direct Service Hours

_____ Individual Counseling
 _____ Group Counseling
 _____ Family Counseling
 _____ Consulting

Indirect Service Hours

_____ Coordinating (e.g. data gathering
 referrals, events, scheduling,
 meeting, preparing, planning,
 coordinating)
 _____ Appraisal (e.g., testing, observing,
 data gathering)
 _____ Professional Development
 _____ Supervision (on-site and university)
 _____ University Seminar

Totals

This Week:

_____ Total Direct
 _____ Individual
 _____ Group
 _____ Family
 _____ Total Indirect
 _____ Total Hours

Semester-to-Date

_____ Total Direct
 _____ Individual
 _____ Total Indirect
 _____ Total Hours

Year -to-Date

_____ Total Direct
 _____ Total Indirect
 _____ Total Hours

**Department of Counselor Education
Northeastern Illinois University
Practicum/Internship Weekly Time Log
School Counseling**

Name of Student _____

Week of _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							

Direct Service Hours

- _____ Individual Counseling
- _____ Group Counseling
- _____ Consulting (with major stakeholders)
- _____ Large group guidance
- _____ Presentations

Indirect Service Hours

- _____ Coordinating (e.g. data gathering referrals, events, scheduling, meeting, preparing, planning, coordinating)
- _____ Appraisal (e.g., testing, observing, data gathering)
- _____ Professional Development
- _____ Supervision (on-site and university)
- _____ University Seminar

Totals

This Week:
 _____ Total Direct
 _____ Total Indirect

_____ **Total Hours**

Semester-to-Date

Semester-to-Date
 _____ Total Direct
 _____ Total Indirect

_____ **Total Hours**

Year-to-Date

_____ Total Direct
 _____ Total Indirect
 _____ Total Hours

**Department of Counselor Education
Northeastern Illinois University
Practicum/Internship Summary of Hours
Community Counseling
Family Counseling**

Student Name _____ Date _____

Name of Site _____ Semester/Year _____

Site Supervisor _____ University Supervisor _____

	Practicum	Internship I	Internship II	TOTAL
DIRECT SERVICE HOURS				
1. Individual Counseling	_____	_____	_____	_____
2. Group Counseling	_____	_____	_____	_____
3. Family Counseling	_____	_____	_____	_____
TOTAL DIRECT HOURS	_____	_____	_____	_____
SUPERVISION				
1. Individual	_____	_____	_____	_____
Site Supervisor	_____	_____	_____	_____
University Supervisor	_____	_____	_____	_____
TOTAL SUPERVISOR HOURS	_____	_____	_____	_____
INDIRECT SERVICE				
Professional development, meetings, report writing and administrative duties.	_____	_____	_____	_____
TOTAL INDIRECT HOURS	_____	_____	_____	_____
TOTAL OF ALL HOURS	_____	_____	_____	_____

Students will submit two copies of this form at the end of each semester. One copy will be placed in the student's file. It is recommended that the student retain a copy.

**Department of Counselor Education
Northeastern Illinois University
Practicum/Internship Summary of Hours
School Counseling**

Name of Student _____ Date _____

Name of Site _____ Semester/Year _____

Site Supervisor _____ Name of University Supervisor _____

	Practicum	Internship I	Internship II	TOTAL
<u>DIRECT SERVICE HOURS</u>				
1. Individual Counseling	_____	_____	_____	_____
2. Group Counseling	_____	_____	_____	_____
3. Consulting	_____	_____	_____	_____
TOTAL DIRECT HOURS	_____	_____	_____	_____
<u>INDIRECT SERVICE</u>				
1. Coordinating	_____	_____	_____	_____
2. Appraisal	_____	_____	_____	_____
3. Professional Development	_____	_____	_____	_____
4. Supervision	_____	_____	_____	_____
5. University Seminar	_____	_____	_____	_____
TOTAL INDIRECT HOURS	_____	_____	_____	_____
TOTAL DIRECT + TOTAL INDIRECT	_____			

Students will submit 2 copies (one for university supervisor and one for student file) at the end of each semester. Retain copy for self.

**Department of Counselor Education
Northeastern Illinois University
Informed Consent for Case Study**

I give permission for my son/daughter _____
(Print Student's Name)

to participate in this Case Study. I understand that the purpose of this case study is to provide the intern (counselor-in-training) with experience in studying and understanding the adjustment of students to the school environment. In order to become as familiar as possible with the student's development, the intern will have a series of interviews with the student. The intern is also encouraged to meet with one of the student's parents or guardians, interview faculty and staff who know the student, and read the student's file. I understand that the case study will be discussed in the intern's seminar with her/his professor at the university. All discussions are for the purposes of training future school counselors and will be held in strict confidence. I further understand that every precaution will be used to hide the student's identity if so chosen by the parent/guardian and student.

(Signature of Parent or Guardian)

(Date)

(Signature of Student)

(Date)

(Signature of Intern)

(Date)