DEPARTMENT OF COUNSELOR EDUCATION

PRACTICUM/INTERNSHIP HANDBOOK
For the 2014-2015 Academic Year

Northeastern Illinois University
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The Practicum/Internship Handbook is designed to help students understand the Counselor Education practicum and internship experience and progress through it efficiently and successfully. Students are urged to read this handbook carefully and refer to it 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. The site supervisor is respectfully requested to review these requirements, policies, and procedures to assure a positive growth experience for all involved. Of particular interest to site supervisors are pages 17 to 33 and forms found in the back of this manual. The goal of this experience is to support the personal and professional development of counseling interns consistent with standards outlined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and/or the Council on Rehabilitation Education (CORE).

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 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
October 2013
MISSION STATEMENT

The mission of the Department of Counselor Education at Northeastern Illinois University is to provide a quality graduate education curriculum in Community, Clinical Mental Health, 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, Clinical Mental Health, and School Counseling programs 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 program is accredited 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 Counseling program includes objectives with a knowledge base and a range of counseling proficiencies. The knowledge objectives are formulated on the basis of ten core areas: professional orientation, human growth and development, social and cultural foundations, counseling frameworks, helping relationships, group work, career and lifestyle development, appraisal, research and evaluation, and ethics. The counseling objectives reflect the criteria and standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Council on Rehabilitation Education (CORE), and related professional associations (American Counseling Association, American School Counseling Association, National Rehabilitation Association). In addition, the objectives reflect 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 ten 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.

  - **Counseling Frameworks**: 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.

  - **Helping Relationships**: The purpose is (1) 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; (2) to help students understand the role of the counselor in terms of the counselor/client relationship; (3) 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.

• **Ethics:** The purpose is to help students integrate knowledge and understanding of relevant ethical codes of conduct and legal requirements into the practice of counseling.

• **Counseling Proficiency Objectives:**

  • 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, Clinical Mental Health, School, Family, and Rehabilitation 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, Clinical Mental Heath, Family, School, and Rehabilitation Counseling. The core courses include:

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 401 Professional Orientation &amp; Legal/Ethical Practices*</td>
<td>3</td>
</tr>
<tr>
<td>COUN 402 Developmental Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 403 Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 404 Assessment &amp; Evaluation in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 405 Individual Counseling Skills</td>
<td>3</td>
</tr>
<tr>
<td>COUN 406 Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 408 Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>COUN 409 Career Development</td>
<td>3</td>
</tr>
<tr>
<td>COUN 430 Social &amp; Cultural Diversity in Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

*Students in Rehabilitation Counseling take COUN 433 Foundations of Rehabilitation Counseling instead of COUN 401.

| 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.

<table>
<thead>
<tr>
<th>Required Courses (Community)</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 407 Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 420 Introduction to Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 427 Diagnostic Systems for Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 444 Practicum: Ethical/Legal Issues in Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 464 Internship I: Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 474 Internship II: Mental Health Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total Hours | 18 |
### Required Courses in Clinical Mental Health Counseling

Students in Clinical Mental Health Counseling are required to take 33 credit hours, in addition to the core courses, to provide entry-level knowledge and experience to work in community mental health settings.

<table>
<thead>
<tr>
<th>Required Courses (Clinical Mental Health)</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 407 Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 415 Children &amp; Youth in School and Family Systems</td>
<td>3</td>
</tr>
<tr>
<td>COUN 420 Introduction to Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 427 Diagnostic Systems for Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 429 Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>COUN 438 Crisis and Trauma Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 439 Case Conceptualization &amp; Treatment Planning</td>
<td>3</td>
</tr>
<tr>
<td>COUN 444 Practicum: Ethical/Legal Issues in Community Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 464 Internship I: Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 474 Internship II: Mental Health Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours**: 33

### 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 Professional Educator License (PEL) with the School Counselor Endorsement:

1. Students who hold a current, valid Illinois Professional Educator License (PEL) are eligible to obtain the School Counselor Endorsement by completing the 48-hour School Counseling program (along with passing the state examination).

2. Students who do not hold a current, valid Illinois PEL are eligible to obtain the PEL with a School Counselor Endorsement by completing the 48-hour School Counseling program (along with passing the state examination) AND by completing an additional 12 credit hours (4 courses) in the Departments of Educational Inquiry and Curriculum Studies and Special Education. These additional courses** are listed below:

<table>
<thead>
<tr>
<th>Required Courses for all School Counseling Graduate Students</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 410 Seminar in School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 442 Practicum: School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 462 Internship I: School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 472 Internship II: School Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours**: 12
**Additional Required Courses for School Counseling Students Without a PEL (must be completed prior to Practicum)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 405</td>
<td>Development of Educational Thought</td>
<td>3</td>
</tr>
<tr>
<td>EDFN 406</td>
<td>Human Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDFN 407</td>
<td>Learning Theories and Educational Practice</td>
<td>3</td>
</tr>
<tr>
<td>SPED 404</td>
<td>Overview of the Field of Special Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**Note:** School Counseling students who do not hold a PEL and who have taken similar courses to EDFN 405, 406, 407, and SPED 404 may substitute those courses if: (1) the courses are equivalent graduate-level courses as determined by their advisor, 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 30 credit hours, in addition to the core courses, to provide them with the entry-level knowledge and experience to work in family counseling settings.

<table>
<thead>
<tr>
<th>Required Courses (Family)</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 407 Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 415 Children &amp; Youth in School/Family Systems</td>
<td>3</td>
</tr>
<tr>
<td>COUN 420 Introduction to Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 421 Advanced Marriage and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 427 Diagnostic Systems for Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 431 Couple and Family Systems Study</td>
<td>3</td>
</tr>
<tr>
<td>COUN 432 Counseling Couples</td>
<td>3</td>
</tr>
<tr>
<td>COUN 445 Practicum: Grp Supervision in Couple and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 465 Internship I: Grp Supervision in Couple and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 475 Internship II: Grp Supervision in Couple and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>
**Required Courses in Rehabilitation Counseling**
Students in Rehabilitation Counseling are required to take 21 credit hours, in addition to the core courses, to provide them with the entry-level knowledge and experience to work in rehabilitation counseling settings.

<table>
<thead>
<tr>
<th>Required Courses (Rehabilitation)</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 427 Diagnostic Systems</td>
<td>3</td>
</tr>
<tr>
<td>COUN 434 Medical and Psychosocial Aspects of Disability</td>
<td>3</td>
</tr>
<tr>
<td>COUN 435 Work and Disability</td>
<td>3</td>
</tr>
<tr>
<td>COUN 436 Case Management for Rehabilitation Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 446 Practicum I: Rehabilitation Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 463 Internship I: Rehabilitation Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 473 Internship II: Rehabilitation Counseling</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

**Elective Courses**
Students in *Community Counseling* are eligible to take *one elective course*, students in *Family Counseling* are eligible to take *one elective course*, and students in *School Counseling* are eligible to take *three elective course*. Students in Rehabilitation Counseling may take elective courses beyond the 48 hour program requirement, such as drug and alcohol counseling, if desired, to further enhance their preparation for work in the rehabilitation counseling field. 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* in which a student creates a course with a special topic of interest under the direction of a faculty member. Students interested in writing a thesis may do so within the scope of an independent study. 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.
<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN- 07 Mental Health Counseling <strong>++^</strong></td>
<td>3</td>
</tr>
<tr>
<td>COUN 410 Seminar in School Counseling ##</td>
<td>3</td>
</tr>
<tr>
<td>COUN 411 College Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 414 Advanced Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 415 Children &amp; Youth in School/Family Systems</td>
<td>3</td>
</tr>
<tr>
<td>COUN 420 Introduction to Family Counseling <strong>++^</strong></td>
<td>3</td>
</tr>
<tr>
<td>COUN 421 Advanced Marriage and Family Counseling ++</td>
<td>3</td>
</tr>
<tr>
<td>COUN 422 Grief Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 423 Counseling in Business and Industry</td>
<td>3</td>
</tr>
<tr>
<td>COUN 424 Stress Management</td>
<td>3</td>
</tr>
<tr>
<td>COUN 425 Addictions Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 426 Advanced Counseling for Chemical Dependency</td>
<td>3</td>
</tr>
<tr>
<td>COUN 427 Diagnostic Systems for Counseling <strong>++xx^</strong></td>
<td>3</td>
</tr>
<tr>
<td>COUN 428 Advanced Individual Counseling: Case Conceptualization</td>
<td>3</td>
</tr>
<tr>
<td>COUN 429 Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>COUN 431 Couple and Family Systems Study ++</td>
<td>3</td>
</tr>
<tr>
<td>COUN 432 Counseling Couples++</td>
<td>3</td>
</tr>
<tr>
<td>COUN 433 Foundations of Rehabilitation Counseling xx</td>
<td>3</td>
</tr>
<tr>
<td>COUN 434 Medical &amp; Psychosocial Aspects of Disability xx</td>
<td>3</td>
</tr>
<tr>
<td>COUN 435 Work &amp; Disability xx</td>
<td>3</td>
</tr>
<tr>
<td>COUN 436 Case Management in Rehabilitation Counseling xx</td>
<td>3</td>
</tr>
<tr>
<td>COUN 437 Introduction to Integrative and Expressive Techniques</td>
<td>3</td>
</tr>
<tr>
<td>COUN 466 Independent Study in Guidance and Personnel Work</td>
<td>3</td>
</tr>
<tr>
<td>COUN 468H Student Personnel Work in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>COUN 478 Advanced Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 490 Thesis Research</td>
<td>3</td>
</tr>
<tr>
<td>COUN 499 Clinical Supervision</td>
<td>3</td>
</tr>
</tbody>
</table>

** Required for Community Counseling    ++ Required for Family Counseling
^ Required for Clinical Mental Health Counseling    ## Required for School Counseling
xx Required for Rehabilitation 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, and before practicum and internship placement is approved. Formal assessment of each student is conducted in the following areas:

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

In March or April, prior to practicum and internship placement, the Counselor Education faculty conducts a formal review of all students who have applied for Practicum/Internship in the upcoming school year. Student reviews will include an evaluation of areas of ethical and multicultural competencies, and attitudes and behaviors required of a professional counselor. If the faculty assessment indicates a significant concern regarding readiness to begin practicum, the faculty advisor and coordinator of clinical experiences will develop a remediation plan with the student. Any area that is rated ‘unsatisfactory’ requires a remediation plan to provide the intern with due process and the opportunity to remedy deficits.

The remediation plan may include, but may not be limited to, steps to increase academic and/or personal development, i.e, require academic counseling, personal counseling, meeting with instructors, and other steps. These remediation steps would be stated in writing. Prior to authorizing the student to register for practicum, a review of the remediation plan would take place to evaluate if the plan had been successfully achieved. Achievement of the plan will be assessed by the faculty advisor and the Coordinator of Clinical Experiences, with faculty input as appropriate. If the student does not successfully complete the remediation plan, approval of practicum may be denied and/or the student may be dismissed from the program. A termination decision may be appealed to the Dean of the College of Education within 60 days of the termination decision.

Liability Insurance

Proof of liability insurance is required prior to the start of practicum. Students are required to obtain their own liability insurance that will cover them for the duration of the clinical experience. **Proof of liability insurance is due to the Clinical Experiences Coordinator’s mailbox by July 1.**

**Please note: Students will not be allowed to register for practicum class without proof of liability insurance. If you have questions about the liability insurance, contact your advisor.**
Options for obtaining liability insurance:

1. The American Counseling Association provides **free** liability insurance for graduate student members. Go to [www.counseling.org](http://www.counseling.org) and join as a student member. You may also join the Illinois Counseling Association ([www.ilcounseling.org](http://www.ilcounseling.org)) and obtain the same benefit. Once you are a member, you can request the statement of your liability insurance coverage to provide with your contract.

2. School interns can join ASCA. Student membership automatically provides liability insurance with membership. [http://www.schoolcounselor.org](http://www.schoolcounselor.org).

3. [http://www.hpso.com/index.jsp](http://www.hpso.com/index.jsp) provides insurance for graduate students in the mental health counseling profession at reasonable rates.

**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.)
  - **Clinical Mental Health Counseling**: COUN 401, 402, 403, 404, 405, 406, 407, 409, 420, 427, 430, 415, 425, 429, 438, and 439. (COUN 408 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 a Professional Educator License 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, 430, and 432, plus any two of the following courses: COUN 407, 408, 431, and/or two electives.
  - **Rehabilitation Counseling**: COUN 402, 403, 404, 405, 406, 409, 433, 434, 435, and 436. COUN 427 and 430 are typically taken during Practicum and must be successfully completed before the student is authorized for Internship I. COUN 408 may be taken during Practicum or Internship I but must be successfully completed before beginning Internship II.
  - **Note**: Students (with the exception of Rehabilitation counseling students who take 2 courses during Practicum) may only take one additional course per term during Practicum/Internship.
• Substance abuse course(s) for students who are planning to be at a site dealing with substance abuse issues. In order to satisfy IADDACPCA (Illinois Alcohol and Other Drug Abuse Professional Certification Association) requirements for the Certified Alcohol and Drug Abuse Counselor (CADC) credentials, students must additionally complete COUN 425 Addictions Counseling and 429 Psychopharmacology AND secure a practicum and/or internship site that addresses such. DISCLAIMER: Students should be advised that the CADC credential must be coordinated independent of the Rehabilitation Counseling program and the Department of Counselor Education by the individual student. The NEIU Department of Counselor Education and the Rehabilitation Counseling program have no formal collaboration, no formal agreement, nor any accreditation relationship nor understanding with IADDAPCA. These documents, statements, and guidelines should not be construed as an endorsement or guarantee of any sort that the CASC credential is automatic or inherent in these guidelines.
• Students will not be permitted to begin Practicum unless all requirements are complete. 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 the 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.
• For students in Rehabilitation Counseling, COUN 427 and COUN 430 must be successfully completed before beginning Internship I.
• Practicum, Internship I, and Internship II must be completed with a grade of A or B. Grades of C,D, or F are not acceptable.

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.

**GENERAL EXPECTATIONS**

**Conflict of Interest**

Students will seek placements where no conflict of interest occurs to assure interns receive an experience that is free of bias and external influence. Students should not seek placements where family members or significant others receive service, are employed, or serve on boards.

**Attendance**

Regular attendance is required at the internship site and in the internship seminar class. A pattern of excessive absences, early departures, or late arrivals is considered unprofessional and
can impact the successful completion of a Practicum/Internship. The university supervisor, site supervisor, and Coordinator of Clinical Experiences will make decisions on extending or repeating the experience on an individual basis.

When an absence is unavoidable (e.g. illness) the intern is responsible for contacting the site supervisor before the scheduled work day. A planned absence for an extended period (surgery, pregnancy, etc.) should be discussed far enough in advance with the University supervisor to determine how the internship requirements will be met. Dental, medical, and other appointments should be scheduled at times that do not conflict with scheduled work hours.

**Professional Dress Code**

Interns shall maintain a professional appearance and dress in such a way as not to interfere with or disrupt the therapeutic process or environment. The following should be avoided:

1. Wearing t-shirts, shorts, sweatpants, sweatshirts, or gym shoes.
2. Wearing hats or caps (other than for religious or medical reasons), or sunglasses indoors.
3. Wearing flip-flops.
4. All tattoos will be properly covered.
5. Wearing tongue studs or other facial piercings.

**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 Clinical Experiences 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 orientation meeting, which is held approximately two weeks after the application deadline. The date and the place of the orientation meeting are posted on the Department website, listserv and Departmental bulletin boards.
Rehabilitation Counseling students have a 2 step application process since they have 2 required courses to complete during practicum. Students in Rehabilitation Counseling must be approved for Internship I in November of their Practicum/Internship year. In November, the Coordinator of Clinical Experiences will send the names of current Rehabilitation practicum students to their respective advisors. The advisors will verify progress in currently enrolled classes for these students. If progress is satisfactory, the advisor will approve the students for enrollment in Internship I. The Coordinator of Clinical Experiences will then provide the authorization to register for Internship I to those students.

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 the student returns it to the Coordinator by June 1. 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 university supervision issues.

Additional Information on Placement Procedures

- If the student applies to do an on-site practicum or internship at a current place of employment, she/he must submit an outline of at least 5 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 Clinical Experiences Coordinator, along with the cooperative agreement form.
- If the student is terminated from the placement site, or if a student leaves a placement site, further placement will be at the discretion of the Department.
### Time Line

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>September - November</td>
<td>Meet with academic advisor to review coursework and to sign application. Include your resume.</td>
</tr>
<tr>
<td>November 1</td>
<td>Application due to Clinical Experiences Coordinator.</td>
</tr>
<tr>
<td>Mid-November</td>
<td>Attend mandatory Practicum/Internship orientation meeting.</td>
</tr>
<tr>
<td>January</td>
<td>Arrange interviews with Practicum/Internship sites.</td>
</tr>
<tr>
<td>February - April</td>
<td>Interview with at least two sites. Student sends thank you notes to sites interviewed. Student notifies sites not accepted and sends thank you notes.</td>
</tr>
<tr>
<td>June 1</td>
<td>Completed and signed <em>Cooperative Agreement for Practicum and Internship Placement</em> form by site and student due to Coordinator of Clinical Experiences</td>
</tr>
<tr>
<td>July 1</td>
<td>Student arranges with site supervisor initial starting date, days, and hours to be on-site. Proof of malpractice insurance due to Clinical Experiences Coordinator.</td>
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### 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 for students in the Community, Clinical Mental Health, Family and School, and Family tracks. For students in the Rehabilitation track, these experiences may or may not be at the same site. There are advantages to both strategies. By switching sites between practicum and internship, the Rehabilitation student may gain a wider range of services to persons with a disability or acquire more experience with a different population or service delivery-type. On the other hand, by remaining at the same site throughout, the counselor-in-training may better understand the continuum of services from intake to closure.

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, activities that a regularly employed staff member in the student’s specific field of endeavor (Community, Clinical Mental Health, 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 as a whole – a capstone experience applying knowledge and skills in the field. As students move through the three semester Practicum/Internship experience, they participate in increasingly more responsible and clinically related experiences.

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 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, Clinical Mental Health, Family, School, or Rehabilitation.). 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 600 hours of field related activities with 240 hours of direct service to clients. Family interns need 250 direct hours, 150 of which must involve direct work 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, site supervisor and student each semester.
- Engage in supervisory session with the university supervisor every other week.
- Submit 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, advocacy, legal concerns, disability rights and ethical decision-making.
- Submit appropriate documentation on time, in proper format, and to appropriate supervisory personnel.

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, Clinical Mental Health, Family, School, or Rehabilitation). Students should also refer to the appropriate syllabus for each Practicum and Internship course in Community, Clinical Mental Health, Family, School, and Rehabilitation Counseling.
Community Counseling and Clinical Mental Health Counseling
The clinical experiences for Community Counseling and Clinical Mental Health 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 and Clinical Mental Health 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 skills 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, the National Model of School Counseling of the American School Counselor Association (ASCA) and the Illinois Model and state standards for school counseling. 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): academic development, career development, and personal/social development. 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 1: Foundation The philosophy and mission of the school counseling program should relate to the specific goals of both the school and the counseling department. In this area, students should:

- Know both the school’s and the counseling department’s mission.
- Understand how the school and counseling department missions relate to the goals and objectives of the counseling program, the school, and the state department of education.
- Use the mission to provide focus and direction to programming decisions.
- Participate in the review and establishment of goals and objectives needed to implement the mission.
- Understand the ASCA National Standards for Student Competencies and how they relate to the department’s goals and objectives.

Area 2: Delivery System This area focuses on providing direct services to individuals in the school system and includes such things as individual and group counseling, consultation with teachers, parents and administrators, and providing developmental classroom lessons to students. The counselor intern’s focus should be in three main areas: academic, career, and personal/social development and should include, but not be limited to, some of the following types of 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.

Students should have the opportunity to develop competencies in the following functions:

**Responsive services:** Competencies in this area include:

- **Counseling:** Providing individual and group counseling to help students collect information, explore options and make appropriate decisions in academic, career and personal/social aspects of their lives.
- **Consultation:** This involves providing information, giving suggestions for handling situations, and facilitating planning or conflict resolution. This can take place with students, parents, teachers, student services specialists, administrators and community agency professionals. Counselor interns should be involved in 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).
- **Referral:** This involves seeking information about resources in the school system and the community to assist students and families with academic, career and personal/social issues.
- **Peer support programs:** Help to develop, implement and monitor peer support programs within the school.

**Guidance Curriculum:** Competencies in this area include developing and implementing developmentally appropriate classroom guidance activities in collaboration between counselors and teachers, and developing parent education and in-service programs for school personnel

**Individual Student Planning:** Competencies in this area include working with students and other appropriate persons to establish personal goals and future plans. Counselor interns should be involved in 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:
• **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.

**Systems Support:** Counselor interns should participate in planning, organizing, implementing, and evaluating school-wide events that focus on student development issues. This may include the following activities:
  - 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.

Additionally, 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.
Area 3: Management Systems Counselor interns need to understand and work within the organizational processes of the school and district to effectively use their time to accomplish the school and department goals. To that end and to the extent possible, counselor interns should be involved in the following:

- **Management agreements**: Interns should be included in conversations with administrators to define the scope of the department’s functions and the specific goals and objectives for counseling programs.
- **Advisory Council**: Interns should participate in meetings with an advisory group of teachers, parents, students, administrators and community participants to develop and evaluate counseling programs.
- **Use of data**: Interns need to participate in the collection and analysis of data (needs assessment, student achievement information and other data) to understand needs and problems, develop programs, and evaluate the effectiveness of counseling activities.
- **Action plans**: Interns need to develop specific action plans that are tied to student competencies, measurable, and specific.
- **Use of time**: Interns need to maintain records of and analyze how they use their time in relation to the ASCA model.
- **Use of calendars**: Interns should develop a weekly calendar of activities and should participate in the development of annual Departmental calendar of programs and activities.

Area 4: Accountability Counselor interns need to be able to demonstrate the effectiveness of counseling programs using measurable data. To that end, counselor interns should participate in the development and presentation of reports, using specific data, to evaluate immediate, intermediate, and long-range goals of counseling programs.

Rehabilitation Counseling
The clinical experiences for Rehabilitation Counseling are consistent with CORE (Council on Rehabilitation Education) standards. The Practicum and Internship experiences should include opportunities for the student to acquire the skill to become a professional counselor in a rehabilitation setting. The following is a description of the types of disabilities and services that a Rehabilitation Counseling intern should experience. (Note: This is not meant to be a comprehensive list nor the only activities or experiences with respect to these areas.)

These are provided as guidelines for the student and site supervisor to formulate Learning Objectives in the Cooperative Agreement.

Desired types of disabilities interactions and tasks:
1. Sensory Disabilities
2. Developmental Disabilities
3. Neurological Disorders
4. Physical Disabilities
5. Psychiatric Disabilities
6. Learning Disabilities
7. Substance Dependencies
8. Others may include chronic disease, dually diagnosed
Desired professional services provided include
1. Counseling
2. Case management
3. Client assessment
4. Service planning for individuals with disabilities
5. Rehabilitation services coordination
6. Job analysis
7. Job development/placement
8. Advocacy

Examples of activities, tasks, and knowledge areas may include:

- **Counseling:**
  - interpersonal communications
  - direct one-to-one experience with persons with and without disabilities (PWD)
  - individual and group counseling, group facilitation or skills training
  - development of communication/counseling skills
  - motivational interviewing

- **Case management:**
  - knowledge of the continuum of care from referral to closure or stabilization
  - documentation and report writing; benefits planning and analysis
  - utilization of management information systems
  - acquisition of services, assistive technology

- **Client assessment:**
  - screening and assessment of ability, aptitude, interests, values, temperament, adaptive living
  - information gathering which may include formal paper and pencil assessment, functional aspects of assessment and situational or community-based assessments

- **Service planning and coordination:**
  - knowledge and procedures for interacting with a variety of available community resources;
  - the process of referral to such service providers as Illinois DRS, juvenile court, Social Security, literacy training, vocational training, attainment of GED/HSE
  - eligibility for and cost of services

- **Advocacy:**
  - informed consent
  - HIPAA
  - Olmstead (Least Restrictive Environment or LRE)
  - confidentiality
  - duty to warn
  - security
  - Daubert issues of expert testimony
  - workers compensation laws/regulations
  - accreditation and credentialing
  - restraining orders, commitments, and guardianships
- **Job development and placement:**
  - career exploration
  - job seeking skills training
  - training, education
  - job maintenance skills training
  - labor market surveys
  - individual plans for employment
  - vocational evaluations
  - job analysis
  - work adjustment
  - job development, placement
  - work readiness
  - supported employment
  - on-the-job-training (OJT programs)

**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 and program personnel 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 each student with regular individual supervision throughout the semester.
- 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 Coordinator of Clinical Experiences in the Department of Counselor Education. CACREP and CORE require the Department to keep these on file as proof of the site supervisor’s qualifications to supervise practicum and intern students. This information is kept confidential except to reviewing accreditation entities.

- 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 tuition-free course at NEIU for each semester of supervision. Information on vouchers are available by contacting the Coordinator of Clinical Experiences. The vouchers are not transferable to another person and must be used within one year of issuance.

- The site shall provide orientation for the student in regard to the site’s purpose, function, and administrative procedures during the first week of the intern’s attendance.

- 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 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 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 which serves as the basis for intern performance evaluations.
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 audio-tapes and/or by documentation and evaluations of the site and university supervisors 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/ARCA Ethical Standards;
  - adherence to the policies and procedures of the host site unless in conflict with relevant ethical codes and local, state and federal laws.
  - 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/NRA 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 (or a related field such as deaf services or communication disorders for Rehabilitation students).

• Have a minimum of two years of post master’s experience.

• A Type 73 certification is necessary to supervise school interns.

• For rehabilitation interns, a CRC (Certified Rehabilitation Counselor) credential is preferred, but not required for the site supervisor. However, the supervisor must have expertise in the provision of services to persons with disability, delivery systems, and an ethical commitment to the rights afforded to persons with disability.

• 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. This documentation is necessary for the accreditation process for the counseling programs of 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-therapy 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. The site supervisor evaluation form can serve as a useful tool in this process and can be found in the appendix of this handbook. 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. The site supervisor evaluation forms are included in the Appendix on pages 37 to 45 and should form the basis of this discussion. 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 specific this discussion, 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* and on the site supervisor evaluation. University and site supervisors should refer to that section and the evaluation form 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  
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 Coordinator of Clinical Experiences.
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. During Practicum, these tasks must include a minimum of 40 hours (50 for marriage and family students) of direct work with clients and 60 hours (50 for Marriage and Family students) of indirect experience for a total minimum of 100 hours. In Internship I and II, these tasks should include a minimum of 240 (250 for family) hours of direct work with clients or students and 360 (350 for family) hours of indirect experience for a total of 600 hours. Of the 300 total direct service hours in practicum and internship, students in the Marriage and Family counseling track need to provide at least 150 hours of direct service to couples and/or families. Students need to secure approximately 6-8 hours of direct service to clients a week to meet the total direct service hours for practicum and internship. 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. For rehabilitation students, the Certified Rehabilitation Counselor credential is preferred. For addictions counseling-oriented sites, the Certified Alcohol and Drug Counselor credential is necessary.
   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 reviewed with the student in one-to-one consultation.
   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 and within legal and ethical guidelines including HIPPA, site and university policy.

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.

e. The student shall purchase malpractice insurance to cover the period of the Practicum/Internship year.

f. The Practicum/Internship experience begins at the start of the NEIU academic year. Any orientation or other on-site experiences pursued by the student before the start of the academic year are considered to be volunteer work and are not counted toward the completion of Practicum/Internship requirements.

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)
Specific Learning Objectives
When students intern at their current place of employment, it is expected that they will have new, counseling-related learning experiences as part of the internship. In collaboration with the university and site supervisor, a minimum of five specific counseling learning objectives that are outside of the person’s current job responsibilities should be identified. Goals should be reasonable, attainable, and measurable.

#1 Learning Objective: At the end of the Practicum/Internship experience, the student will have:

____________________________________________________________________
____________________________________________________________________

#2 Learning Objective: At the end of the Practicum/Internship experience, the student will have:

____________________________________________________________________

#3 Learning Objective: At the end of the Practicum/Internship experience, the student will have:

____________________________________________________________________

#4 Learning Objective: At the end of the Practicum/Internship experience, the student will have:

____________________________________________________________________

#5 Learning Objective: At the end of the Practicum/Internship experience, the student will have:

____________________________________________________________________
Department of Counselor Education  
Site Supervisor Evaluation of Student  
School Counseling

Student Name: ______________________ Site Supervisor Name: ______________________

Site: _______________________________ NEIU 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:
Is punctual. 1 2 3 4 5 I/O NE
Is in regular attendance. 1 2 3 4 5 I/O NE
Maintains a professional appearance. 1 2 3 4 5 I/O NE
Demonstrates effective interpersonal relationships with students. 1 2 3 4 5 I/O NE
Demonstrates effective interpersonal relationships with parents/guardians. 1 2 3 4 5 I/O NE
Demonstrates effective interpersonal relationships with school staff. 1 2 3 4 5 I/O NE
Communicates effectively. 1 2 3 4 5 I/O NE
Is perceived positively by others in the school. 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
Makes appropriate changes in response to feedback. 1 2 3 4 5 I/O NE
Actively seeks new learning experiences. 1 2 3 4 5 I/O NE
Responsible and accountable for own behavior. 1 2 3 4 5 I/O NE
Maintains privacy and confidentiality of information. 1 2 3 4 5 I/O NE
Demonstrates commitment to values/ethics of the counseling profession. 1 2 3 4 5 I/O NE
**Foundation:** This area involves helping the intern understand the mission of the school and the counseling program and how they relate to the specific goals of both the school and the counseling Department.

Knows the school’s and Department’s missions

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Understands the relationship between the mission and Departmental goals and programs

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**Delivery System:** This area focuses on providing direct services to individuals in the school system and includes such things as individual and group counseling, consultation with teachers, parents/guardians, and administrators, and providing developmental classroom lessons to students. The counselor intern’s focus should be in three main areas: academic, career, and personal/social development.

**Guidance Curriculum:**

Uses structured group and classroom activities to meet student needs.

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Provides developmentally appropriate materials and instructional methods

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**Individual Student Planning:**

Assists students to make appropriate educational plans.

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Collaborates with parents/guardians and educational personnel to help students with educational planning.

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Collaborates with school staff to assess students’ abilities/achievement.

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Accurately administers, uses and interprets assessment and other data.

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Collects/analyzes information through observation, interviews, and other sources to make recommendations for services for students.

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**Responsive Services**

Provides individual counseling to students with identified needs.

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Provides group counseling to students with identified needs.

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Develops appropriate counseling goals.

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Intervenes appropriately in a crisis.

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Communicates empathy to students.

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Reflects a non-judgmental attitude in counseling relationships.

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Consults with parents/guardians, teachers, administrators and other service-providers to help students.

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Participates in multi-disciplinary team meeting or case staffings.

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Locates/uses information about community/other resources to assist students in academic, career, and personal/social areas.

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 Appropriately refers to community/other resources.

| 1 | 2 | 3 | 4 | 5 | I/O | NE |
**System Support**

Plans/organizes, implements, collaborates with others with respect to school-wide activities.

Serves on committees.

Participates in professional development activities.

**Management System:** Counselor interns need to understand and work within the organizational processes of the school and district to effectively use their time to accomplish the school and Department goals.

Uses a master calendar to plan activities throughout the year.

Uses time effectively.

Maintains accurate records of activities.

Maintains records of and analyzes time spent providing services to students.

Knows and uses district-and site-specific student achievement data to measure student progress, identify needs, and make decisions about individual students and program modifications.

**Accountability:** Counselor interns need to be able to demonstrate the effectiveness of counseling programs using measurable data, and should participate in the development and presentation of reports, using specific data, to evaluate immediate, intermediate, and long-range goals of counseling programs.

Promotes academic success of every student.

Collaborates with teachers, parents/guardians, and the community to promote academic success of students.

Collects and analyzes data to determine success of counseling interventions and programs

**Additional Comments:**

_____________________________________________  ________________________

Site Supervisor’s Signature      Date

_____________________________________________  ________________________

Intern’s Signature       Date

My signature indicates that I have read and discussed the above report with my supervisor. It does not indicate that I agree with the report in part or in whole.
## Site Supervisor Evaluation of Student

### Community Counseling

- **Name of Student**: __________________________
- **Name of Site Supervisor**: ____________________
- **Name of Site**: _____________________________
- **Name of University Supervisor**: _______________
- **Semester/Year**: ____________
- **Midterm**: ____________
- **End-of-Semester**: ____________
- **Date**: ____________

### Rating Scale

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<th>Rating</th>
<th>Description</th>
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<td>1</td>
<td>Needs Much Improvement</td>
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<td>2</td>
<td>Needs Some Improvement</td>
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<td>3</td>
<td>Acceptable Performance</td>
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<td>4</td>
<td>A Strength</td>
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<td>5</td>
<td>A Major Strength</td>
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<td>I/O</td>
<td>Insufficient Opportunity to Observe</td>
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<td>NE</td>
<td>Not Evaluated</td>
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### Personal and Professional Characteristics

- **Prompt, dependable, responsible and accountable for own behavior**
- **Shows initiative and cooperation**
- **Has a professional appearance**
- **Respects individuals and cultural differences**
- **Demonstrates ethical behavior**
- ** Communicates effectively with clients and staff**

### Professional Knowledge and Skills

- **Develops counseling goals**
- **Chooses and uses appropriate counseling techniques**
- **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
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
University Supervisor Evaluation of Student
Community Counseling
Clinical Mental Health Counseling
Family Counseling
Rehabilitation Counseling

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

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Comments:

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

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Department of Counselor Education
7. access a range of counseling modalities  
8. deal with termination issues  
9. interpret standardized tests  
10. demonstrate ethical behaviors  
11. think systemically

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:
Department of Counselor Education
Student Evaluation of Site Supervisor
Community Counseling
Clinical Mental Health Counseling
Family Counseling
Rehabilitation Counseling

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

Additional Comments and/or Suggestions:

Student’s Signature _______________________________ Date_____________
Department of Counselor Education
Student Evaluation of Site Experience
Community Counseling
Clinical Mental Health Counseling
Family Counseling
Rehabilitation Counseling

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

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.
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**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
    - Group
    - Family
  - Total Indirect
  - Total Hours
- Year-to-Date
  - Total Direct
    - Individual
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    - Family
  - Total Indirect
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**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, coordinating)
- 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**
- Total Direct
- Total Indirect
- Total Hours

**Year-to-Date**
- Total Direct
- Total Indirect
- Total Hours
Department of Counselor Education  
Practicum/Internship Summary of Hours  
Community Counseling  
Clinical Mental Health Counseling  
Family Counseling  
Rehabilitation Counseling  

<table>
<thead>
<tr>
<th></th>
<th>Practicum</th>
<th>Internship I</th>
<th>Internship II</th>
<th>TOTAL</th>
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<td><strong>DIRECT SERVICE HOURS</strong></td>
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<td>2. Group Counseling</td>
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<td>3. Family Counseling</td>
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<td><strong>TOTAL DIRECT HOURS</strong></td>
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<td><strong>INDIRECT SERVICE</strong></td>
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<td>1. Professional development, meetings, report writing and administrative duties.</td>
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<td>2. Supervision</td>
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<td>a. Site Supervisor</td>
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<td>b. Indiv Supervisor at University</td>
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<td>c. University Seminar</td>
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<td><strong>TOTAL OF ALL HOURS</strong></td>
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Students will submit two copies of this form at the end of each semester. One copy will be placed in the student’s file and one will be kept by the professor. Students should keep a copy of this form.
Department of Counselor Education  
Practicum/Internship Summary of Hours  
School Counseling

Name of Student__________________________________________ Date________________

Name of Site__________________________________________ Semester/Year__________

Site Supervisor_________________________ Name of University Supervisor__________

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Internship I</th>
<th>Internship II</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>DIRECT SERVICE HOURS</td>
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<td>1. Individual Counseling</td>
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<td>2. Group Counseling</td>
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<td>3. Consulting</td>
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<td>TOTAL DIRECT HOURS</td>
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<td>INDIRECT SERVICE</td>
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<td>1. Coordinating</td>
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<td>2. Appraisal</td>
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<td>3. Professional Development</td>
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<td>4. Supervision</td>
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<td>5. University Seminar</td>
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<td>TOTAL DIRECT + TOTAL INDIRECT</td>
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Students will submit 2 copies (one for university supervisor and one for student file) at the end of each semester. Retain copy for self.
I give permission for __________________________________________ (Print Client/ Student’s Name)
to participate in a Case Study conducted by __________________________, a counselor intern
_________________________________________   _______________________    
(Print Intern’s Name)  
_________________________________________   _______________________    
from Northeastern Illinois University. 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 the individual to the environment (school, work, home, community). In order to
become as familiar as possible with the individual’s development, the intern will have a series of
interviews with the client or student. The intern also may meet with the client’s family,
interview others who know the person, and may read the person’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 counselors and will be held in strict confidence. I
further understand that every precaution will be used to hide the client’s or student’s identity in
these discussions.

_________________________________________   _______________________    
(Signature of Parent or Guardian if client/student is under 18)       (Date)

_________________________________________   _______________________    
(Signature of Client/ Student)       (Date)

_________________________________________   _______________________    
(Signature of Intern)       (Date)

_________________________________________   _______________________    
(Signature of Site Supervisor)       (Date)
Department of Counselor Education
Student Review Prior to Practicum

Name of Student: _______________________________ Advisor: ____________________
Date of Review: _______________________________

A check mark next to an attribute or skill listed below indicates an area of concern sufficient to prevent the student from successfully initiating an internship. A remediation plan must be developed and reviewed for successful completion by the advisor and coordinator of clinical experiences before the student can be authorized to begin practicum.

<table>
<thead>
<tr>
<th>Personal Attributes:</th>
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<tbody>
<tr>
<td>Has regular attendance/punctuality</td>
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<tr>
<td>Open and receptive to feedback; flexible in making appropriate changes to feedback</td>
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<td>Communicates effectively orally and in writing</td>
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<tr>
<td>Able to accurately assess own strengths and weaknesses; seeks help and direction</td>
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<td>Maintains privacy and confidentiality</td>
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<td>Sensitive to multicultural issues; comfortable with people from diverse backgrounds</td>
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<td>Able to collaborate and work cooperatively</td>
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<td>Open to varying viewpoints</td>
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<td>Active participant in learning/professional development</td>
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Provide specific description of observations in area(s) of concern:

<table>
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<tr>
<th>Counseling Skills</th>
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<tbody>
<tr>
<td>Able to establish rapport with others</td>
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<td>Able to communicate empathic understanding</td>
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<td>Chooses and uses a range of counseling modalities/techniques</td>
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<td>Demonstrates a non-judgmental attitude</td>
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<tr>
<td>Demonstrates ethical behavior</td>
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Provide specific description of observations in area(s) of concern:

Action to be taken:
Department of Counselor Education
Student Review Prior to Practicum
Remediation Plan

Date of Meeting: _______________________

Persons in Attendance: ___________________________________________________________

Specific behaviors/skills to be developed or actions to be taken:

Criteria for evaluating if behaviors/skills have been developed or actions successfully completed:

When will this plan be reviewed? ______________

Recommendation after Review of Remediation Plan

Review Date: ______________________________
Recommended action:

Reviewed by: ______________________________
(Advisor signature)  (Student signature)

________________________
(Coordinator Clinical Experiences signature)
CRCC documentation/reporting to obtain CRC credential. The CRCC will require that you report the following information regarding your Internship experience:

TYPES OF DISABILITIES SERVED
Estimated percentage of time with each

<table>
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<tr>
<th>Types of Disabilities</th>
<th>% of Total Case Load</th>
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<td>Sensory Disabilities</td>
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<td>Developmental Disabilities</td>
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<td>Neurological Disorders</td>
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<td>Physical Disabilities</td>
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<td>Psychiatric Disabilities</td>
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<td>Learning Disabilities</td>
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<td>Substance Dependencies</td>
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<td>Other</td>
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<td>(Total may exceed 100% due to dual diagnoses)</td>
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PROFESSIONAL SERVICES PROVIDED
What frequency have you, the intern, performed the functions below? Check as many as you feel apply.

Key:  D = Daily    W = Weekly    M = Monthly    N = Not Performed in this position

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<th>Professional Services Provided</th>
<th>D</th>
<th>W</th>
<th>M</th>
<th>N</th>
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<tr>
<td>1. Counseling</td>
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<td>2. Case management</td>
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<td>3. Client assessment</td>
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<td>4. Service planning for individuals with disabilities</td>
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<td>5. Rehabilitation services coordination</td>
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<td>6. Job analysis</td>
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<td>7. Job development/placement</td>
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<td>8. Advocacy</td>
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Note: The university-based internship supervisor must certify that the CRC applicant received systematic and periodic evaluations of the quality of delivery of services as a rehabilitation counselor while under their supervision.
Self and Peer/Instructor Review of Taped Interviews

Tape Review for __________________ (student name)  By: ______________

COUN: 446  463  473 (circle one)  (indicate ‘self” instructor, or peer)
DATE: __________________________

<table>
<thead>
<tr>
<th>Summary of client situation</th>
<th>Focus of interview being shared (what was your goal for the client/for yourself in this interview? Client issues to consider in taping. What did you do well? What would you like to do better?)</th>
<th>What is your supervision question? What specific feedback would you like about this tape?</th>
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1 = most proficient;  3 = standard, expectation;  5 = least proficient (see rating rubric below)

**Feedback/Comments:**

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<tr>
<th>Skill Demonstrated</th>
<th>Self Assessment</th>
<th>Instructor’s or Peer Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to connect with the client</td>
<td></td>
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<tr>
<td>Accuracy of reflections/paraphrases/summaries</td>
<td></td>
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<tr>
<td>Skill in directing the interview to meaningful issues</td>
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<tr>
<td>Keenness of client observations</td>
<td></td>
<td></td>
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<tr>
<td>Sensitivity to and ability to reflect feelings/meaning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill in facilitating client awareness, growth, decision-making</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Score</td>
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<td></td>
</tr>
</tbody>
</table>

Total Score