



**Practicum/Internship Forms and Report
Formats**

Counseling & Development Program

Graduate Studies in Education

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PURDUE UNIVERSITY CALUMET
Counseling and Development
Practicum/Internship Information Sheet

Name: _____

Address: _____

email address: _____

Phone (Home): _____

Practicum/Internship Site: _____

School: Elementary ___ Middle ___ High ___

District: _____ **State:** _____

Address: _____

Phone: _____

Supervisor: _____

Supervisor email: _____

Agency Director/ School Principal:

Internship schedule:

M ___ T ___ W ___ TR ___ F ___ S ___ Su ___

Time:

ETHICS STATEMENT
Purdue University Calumet
Graduate Studies in Education
Counseling & Development Program

_____ *EDPS 61000: Practicum*

_____ *EDPS 69500: Internship*

This is to verify that I have read, understood, and will follow the American Counseling Association's *Code of Ethics* (2005) and/or the American School Counselor Association's *Code of Ethics* (2010). This includes the Preamble, Purpose, and all Sections.

If any ethical issues occur during my candidacy, I will immediately contact my University Supervisor, and give him/her all necessary information and process progressions as the ethical issue moves to resolution.

Additionally, I have not been coerced in any manner by my supervisor or any University employee to comply with the ACA's *Code of Ethics* (2005) and/or the ASCA's *Code of Ethics* (2010) or to sign this form. I do this by my own volition and willingness to promote professionalism in counseling.

Signature of Candidate

Printed Name of Candidate

Date

**Counseling Practicum/Internship Contract
Purdue University Calumet**

_____ **EDPS 61000**

_____ **EDPS 69500**

Note: The student is to complete this form in duplicate, retain one copy, and submit one copy to the PUC practicum/internship professor.

1. I hereby attest that I have read and understand the American Counseling Association and/or the American School Counselor Association ethical standards and will practice my counseling in accordance with these standards. Any breach of these ethics or any unethical behavior on my part will result in my removal from practicum/internship and receipt of a failing grade. Documentation of such behavior will become part of my counseling program record.
2. I understand that I may be required to become familiar with additional codes of ethics from related professions and am expected to adhere to these specific ethical codes.
3. I agree to adhere to the administrative policies, rules, standards and practices of the practicum/internship site and will conduct myself in a professional manner with a professional demeanor.
4. I understand that my responsibilities include keeping my practicum professor and site supervisor informed regarding my practicum/internship experiences.
5. I understand that I will not be issued a passing grade in practicum/internship unless I demonstrate a satisfactory level of counseling skills, knowledge, and competence and complete the course requirements.
6. I affirm that I possess professional liability insurance that provides coverage for my work as a practicum/internship student at the site that is approved for my practicum/internship experience.

Signature: _____

Date: _____

PURDUE UNIVERSITY CALUMET
Counseling and Development
Practicum/Internship Agreement

Student Name _____ Phone _____

Address _____

Semester/Year _____

Practicum/Internship location _____

Site supervisor _____

Title _____ Phone _____

Email address _____

Address _____

Degree: _____ Field: _____ Years of Counseling Experience: _____

Practicum/Internship Experience Summary

On the next page **concisely** outline the proposed practicum or internship experience. The agreement should make clear the chief responsibilities of the student. You may take advantage, however, of new opportunities when they arise, after consulting with your instructor and your site supervisor.

The agreement should cover the duties that you will perform. List each of the duties and indicate an approximate time that will be devoted to each. A practicum or internship student should have the opportunity to engage in the activities that are performed by a staff member of the site.

After the practicum or internship agreement is completed and signed by the student, site supervisor, and practicum or internship supervisor, copies for the site supervisor and student should be made. The original is to be given to the University supervisor.

When developing the practicum or internship agreement, the student and site supervisor should keep in mind the basic clinical requirements for the program. If this is a practicum, the total experience should equal **100 hours**, with a minimum of **40 hours** of direct client contact. For an internship, the total experience for each semester should equal **300 hours**, with a minimum of **120 hours** of direct client contact. Direct client contact includes the application of counseling, consultation, or human development skills and includes the following activities:

- individual counseling
- group counseling
- marriage/family counseling
- consultation with other professionals and/or parents
- psycho-educational groups or classroom guidance
- crisis intervention
- intakes and assessments

All other activities are considered non-direct hours.

Practicum or Internship Agreement Outline:

Student _____ Date _____

Site Supervisor _____ Date _____

University Supervisor _____ Date _____

PURDUE UNIVERSITY CALUMET
Counseling and Development
Supervisor Contract

As the cooperating counseling professional who will have direct responsibility for this practicum or internship student, I will be responsible for:

Assistance in Developing the Practicum or Internship Agreement

I will meet with the practicum or internship student to discuss and complete the practicum or internship agreement. During this meeting, I will collaborate with the student in developing their goals for the clinical experience (i.e. what they want to learn, strengthen, gain, etc). I will provide suggestions and guidance in terms of realistic goals and activities that can be completed within the time constraints of this clinical experience. Examples of the expected activities:

1-Individual Counseling
2-Group Counseling
3-Intake Interviewing
4-Testing
5-Report Writing
6-Consultation

7-Psycheducation
8-Career Counseling
9-Individual Supervision
10-Group/Peer Supervision
11-Case Conferences and/or Staff Meetings

The student will be provided with adequate work space, telephone, office supplies, and staff to conduct professional activities;

Orientation

I will provide an orientation to the practicum or internship site/position. This orientation will include general information about the site, an overview of the administrative structure, and the role of the counseling office within the overall helping community. I will also make sure to introduce the practicum or internship student to other staff at the site and individuals in other areas with whom the student will interact.

Supervision

I hold the appropriate credentials necessary for providing supervision, including a Master's level degree and appropriate licensing. I will spend a minimum of one hour a week in direct supervision of the practicum or internship student. Initially, sessions may cover such topics as review of the practicum or internship agreement, orientation to the workplace, and start-up work on outlined activities. As the clinical experience progresses, I will spend time reviewing the student's progress in meeting the specific requirements of the agreement, consultation concerning on-going caseload, discussion of professional concerns as they affect the workings of the site, or other relevant topics. I will provide the practicum or internship student with constructive feedback on his or her performance and share insights and experience with the student for the practicing professional.

Role Modeling

I will serve as a professional role model for the practicum or internship student in job performance, personal growth, and professional and ethical behavior. As a site supervisor it is expected that I possess appropriate training, knowledge, and experience in a recognized helping profession, preferably counseling.

Taping

I will assist in facilitating the practicum or internship student’s need to tape as part of their clinical training. I understand that this process facilitates the professional development of students and assists in quality control of services delivered to clients. I will help students identify clients that will be amenable to audio or video taping of sessions for training and University supervision purposes. I will review audio or video tapes as is appropriate and needed during our weekly one hour supervision sessions.

Contact

I recognize that communication with the University is required regarding all internship students. I will meet with the instructor to review student performance and any concerns. As a practicum site, I realize contact may be by phone or a site visit, to be determined, based on need, by the University course instructor. I may contact the University Supervisor if there is any need to discuss the student’s performance.

Evaluation

I will provide on-going feedback to the student concerning his or her performance of agreed upon duties, as well as his or her overall performance and behavior at the practicum or internship site.

I will participate in the practicum or internship student’s written mid-semester self-evaluation. I will set-up a conference with the student to assess his or her work toward goals that were established at the beginning of the semester. I will conduct a formal final evaluation with the student at the end of the semester and submit to the practicum/internship instructor at PUC a copy of this final evaluation after reviewing it with the student.

Verification of Practicum/Internship Hours

I understand the Counseling & Development Program’s need for my signature on all Practicum and Internship forms filed by students. This is a CACREP requirement that was put into effect in Spring, 2012. The faculty cannot accept Weekly Activity Reports without the Site Supervisor’s signature. I agree to cooperate in this very important step to strengthen the C & D Program.

Site Supervisor Signature

Date

GUIDELINES FOR BANKING HOURS DURING PRACTICUM AND INTERNSHIP

Banking Hours During Practicum

While enrolled in practicum, students are **NOT** permitted to accumulate and bank hours toward internship after they have completed the 100 required hours. Students are also not permitted to begin accumulating hours prior to enrollment in practicum.

Banking Hours During Internship/Continuing Internship After The Term Has Ended

Students may begin banking hours for Internship as long as the following criteria are met:

- They have received a grade for either Practicum or Internship I.
- Their site has been approved by a faculty member.
- They are receiving onsite supervision for a minimum of one hour each week.
- They have made prior arrangements with a faculty member to be in contact with them for supervision on an as needed basis.
- They have submitted a completed **Semester Interim Internship Supervision Notification Form** to the university supervisor (form can be obtained from the university supervisor).

Students may continue internship at their sites during semester breaks and bank the hours towards internship the following semester as long as the following criteria are met:

- They are continuing at the same site they interned the semester before.
- They are receiving onsite supervision for a minimum of one hour each week.
- They have made prior arrangements with a faculty member to be in contact with them for supervision on an as needed basis.
- They have submitted a completed **Semester Interim Internship Supervision Notification Form** to the university supervisor (form can be obtained from the university supervisor).

In each of these cases, students should keep personal copies of all weekly logs and other supportive documentation.

COMPLETING PRACTICUM/INTERNSHIP HOURS AT THE STUDENT'S PLACE OF EMPLOYMENT

In most cases it is recommended that students complete practicum and internship at a site where they are not employed. **This is a caveat for those candidates who are considering their practicum/internship experience at the same institution/agency where the candidate is currently employed or will be employed during the term of the practicum/internship**

experience. These guidelines do NOT apply to those candidates in a paid practicum/internship position.

It is prudent to realize that although the candidate may be able to keep very clear boundaries between the two experiences, others with whom the candidate works and/or conducts the field experience may have difficulty differentiating between the two experiences and blur the boundaries. This has the propensity to cause issues for the candidate in *both* work and school. In order to help the candidate clarify boundaries, the candidate **must** do the following before committing to such arrangement:

1. Discuss this with, and gain approval from, either the Director of Field Experiences or the Professor of Record for the course.
2. Make certain the site can provide the candidate with a Site Supervisor who has the necessary licensing **and** is not in any way responsible for the employment aspects of the candidate, which include but are not limited to, salary, evaluation, and scheduling. The candidate must have a Site Supervisor and a Work Supervisor who do not overlap responsibilities at the institution/agency.
3. The candidate must be aware of ethics involving dual relationships, therefore the students/clients seen for **work** purposes may not be seen for **practicum/internship** experiences.
4. The student, along with the university supervisor, will establish a list of employment activities relevant to the practicum/internship experience.

Following these guidelines for clear, prudent, and proactive boundaries will help the candidate to facilitate the field experience.

PURDUE UNIVERSITY CALUMET
Counseling and Development
Practicum/Internship Goal Statement Format

Name:

Date:

Site:

Self-evaluation of counseling skills:

Strengths

Weaknesses

Which particular counseling skills are you developing and looking to refine at this time?

Goals for this clinical experience:

How will you know whether or not you have accomplished these goals?

Name: _____ Week of: _____, 20__

_____ SCHOOL COUNSELING PRACTICUM – EDPS 61000
 _____ SCHOOL COUNSELING INTERNSHIP – EDPS 69500

Weekly Time Log

Categories	Large Group Guidance*	Individual or Small Group Guidance*	Consultation*	Small Group Counseling*	Individual Counseling*	Coordination	Supervsn	Other	Total
Activity Examples	Classroom activities, orientations, presentations	Individual assessment, individual advisement, placement, vocational/occupational exploration	Staff/community development, committees/advisory boards, parent training	Support groups, skill training groups	Personal counseling, crisis counseling, referral	Research, program management/operation, standardized testing program/data, needs assessment, evaluation, etc.		Counselor meetings, professional development, bus duty, lunch duty, hall duty, substitute teaching, figuring GPAs, etc.	
Mon									
Tues									
Wed									
Thurs									
Fri									
Sat/Sun									
Total									

Total Hours to Date: _____ + Total Current Hours: _____ = Total Cumulative Hours: _____
 *DIRECT Hrs to Date: _____ + Current Direct Hours: _____ = Total Cumulative Direct: _____

Name: _____ Week of: _____, 20__

____ MENTAL HEALTH COUNSELING PRACTICUM – EDPS 61000
 ____ MENTAL HEALTH COUNSELING INTERNSHIP – EDPS 69500

Weekly Time Log

	Intakes	Individual Counseling	Group Counseling	Family Counseling	Consultation*	Case Conference	Report Writing	Preparation	Office/Case Management	Other	Supervision	Total
Activity Exs	Intakes or screenings	Planned or crisis	Lead or co-lead group	Planned or crisis	w/fams, schls, other profs	Staff mtg, coordination	Progress notes, Tx plans, records	Set-up, review notes, design activities, interventions	Orientation, organization, training, arranging, monitoring cases	Prof. development, etc.		
Mon												
Tue												
Wed												
Thur												
Fri												
Sat												
Sun												
Total												

Total Hours to Date: _____ + Total Current Hours: _____ = Total Cumulative Hours: _____
 *DIRECT Hrs to Date: _____ + Current Direct Hours: _____ = Total Cumulative Direct: _____
 On-Site Sprvsn Hrs to Date: _____ + Current hrs Sprvsn: _____ = Total Cumulative Sprvsn: _____ (min=1.0 per week)
 Site Supervisor Signature _____ Week of: _____, 20__
 University Supervisor Signature _____ Week of: _____, 20__

**Analysis of Interactions with Students and Stakeholders Paper/Presentation Grading Rubric
EDPS 61000**

Criteria	Exceptional (100-95%) Score 3	Accomplished (94-80%) Score 2	Developing (79-70%) Score 1	Unacceptable Score 0
A student with an academic issue was identified through ethical behavior. The academic issue is stated.	A student was identified using clear and thorough ethical behavior. The academic issue is stated exceptionally well with clarity and conciseness.	A student was identified using sound ethical behavior. The academic issue is stated well with clarity and conciseness.	A student was identified using vague ethical behavior. The academic issue is vague and poorly stated.	There is no academic issue identified.
Solution Focused Brief Therapy (SFBT) was used with a confidentiality statement and an informed consent statement with the discretionary warnings.	SFBT was used exceptionally well. An exceptionally clear and thorough confidentiality statement and informed consent statement was created, including all information required by professional ethics and law.	SFBT was used well. A clear and thorough confidentiality statement and informed consent statement was created, including most information required by professional ethics and law.	SFBT was not used appropriately. A vague confidentiality statement and informed consent statement was created, lacking most information required by professional ethics and law.	SFBT was not used. There was no evidence of a confidentiality statement or an informed consent statement.
A goal and measures for success were identified.	A goal and measure for success were clearly identified.	A goal and measures for success were identified.	A goal and measures for success are implied, but not clear.	There were no goals or measures for success identified.
Respect for the teacher of record was demonstrated.	Respect for the teacher of record was demonstrated in a clear and exceptional manner.	Respect for the teacher of record was demonstrated in a clear manner.	Respect for the teacher of record lacked consideration.	There was no respect demonstrated for the teacher of record.
Economic consideration was demonstrated.	Economic consideration was demonstrated in a clear and exceptional manner.	Economic consideration was demonstrated in a clear manner.	Economic consideration was lacking.	There was no respect demonstrated for economic consideration.
An emphasis identifying SFBT as a respectful and effective strategy for student improvement is evident.	A clear and exceptional emphasis was placed upon identifying SFBT as a respectful and effective strategy for student improvement is evident.	A clear emphasis was placed upon identifying SFBT as a respectful and effective strategy for student improvement is evident.	A vague emphasis was placed upon identifying SFBT as a respectful and effective strategy for student improvement is evident.	There is no emphasis identifying SFBT as a respectful and effective strategy for student improvement is evident.
Professional Writing	The mechanics, grammar, and/or formatting has a few minor errors. The word choice is very strong for a professional paper, even though there may be a few minor errors in word choice. There is attention to thought/subject transitions and/or conclusions, and both areas are strong. The paper is coherent.	The mechanics, grammar, and/or formatting have few errors as any professional paper will have. However, the word choice is only adequate for a professional paper, and/or there are a few errors in word choice. There is some attention to thought/subject transitions and/or conclusions, but no strength in either area. The paper is coherent in most places.	The mechanics, grammar, and/or formatting are adequate for a professional paper Word choice is adequate for a professional paper, and/or there are a few errors in word choice. There is limited attention to thought/subject transitions and/or conclusions, but no strength in either area. The paper is coherent in some places.	No criteria met/assignment not completed at a graduate level. The mechanical, grammatical, and/or formatting errors are so gross the paper cannot be read. Word choice is not adequate for a professional paper, and/or there are gross errors in word choice. There is no attention to thought/subject transitions and/or conclusions, and no strength in either area. The paper is not coherent. A circle or check in these criteria dictates a grade of 0, or F on the paper. The paper

				will not be read any further than the point this assessment occurs.
Reflection	There is clear, compelling, and consistent evidence of critical thinking skills being applied to the information gathered. The reflection has depth and breadth that demonstrates an appropriate future application, and a clear impact upon professional growth. The reflection demonstrates attainment of continual professional growth, becoming insightful, and improving skills.	There is clear and consistent evidence of advanced critical thinking skills being applied to the information gathered. The reflection has some depth, but little breadth. Professional growth is evident. The impact of the assignment on professional growth is realized. The reflection is consistent with professional growth, insightfulness, and improvement of skills.	The reflection is superficial and lacks depth. There is limited mention of appropriate future application, and limited impact on professional growth. The reflection has some evidence of an attempt to grow professionally and minimally improve skills. Insight is somewhat superficial and contrived.	The reflection was not completed at the graduate level. The impact on professional growth is limited in scope, or not realized. The reflection shows no evidence of an attempt to grow professionally or improve skills. Insight is either lacking completely, or superficial and contrived.
Appropriate use of technology in a professional manner.	There is exemplary evidence of the use of appropriate technology in a professional manner.	There is evidence of the use of appropriate technology in a professional manner.	There is little evidence of the use of appropriate technology in a professional manner.	There is no evidence of the use of appropriate technology in a professional manner.

**Classroom Teachers Consultation Paper Grading Rubric
EDPS 61000**

Criteria	Exceptional (100-95%) Score 3	Accomplished (94-80%) Score 2	Developing (79-70%) Score 1	Unacceptable Score 0
The need for a classroom improvement program through the analysis, interpretation, and integration of data for program decision is evident.	The need for a classroom improvement program through the analysis, interpretation, and integration of data for program decision is clearly evident, thorough, and exemplary.	The need for a classroom improvement program through the analysis, interpretation, and integration of data for program decision is clearly evident.	The need for a classroom improvement program through the analysis, interpretation, and integration of data for program decision is vaguely evident.	The need for a classroom improvement program through the analysis, interpretation, and integration of data for program decision is not evident.
Within the program, there is evidence of advocacy for all students.	Within the program, there is clear, thorough, and exemplary evidence of advocacy for all students.	Within the program, there is clear evidence of advocacy for all students.	Within the program, there is little and vague evidence of advocacy for all students.	Within the program, there is no evidence of advocacy for all students.
Documentation for the empirical validation of the worth of this intervention.	The documentation for the empirical validations of the worth of this intervention is emphasized as such that a supervisor clearly knows the value of this strategy.	The documentation for the empirical validations of the worth of this intervention is emphasized as such that a supervisor can infer the value of this strategy.	The documentation for the empirical validations of the worth of this intervention is not emphasized as such that a supervisor can easily infer the value of this strategy.	Documentation was not provided.
An appropriate pre-test/evaluation was created, implemented, and analyzed.	An exceptionally clear and thorough appropriate pre-test/evaluation was created, implemented, and analyzed in an exemplary meaningful manner.	A clear and thorough appropriate pre-test/evaluation was created, implemented, and analyzed in a meaningful manner.	A vague and somewhat appropriate pre-test/evaluation was created, implemented, and analyzed with no apparent meaning.	An appropriate pre-test/evaluation was not presented.
An appropriate post-test/evaluation was created, implemented, and analyzed.	An exceptionally clear and thorough appropriate post-test/evaluation was created, implemented, and analyzed in an exemplary meaningful manner.	A clear and thorough appropriate post-test/evaluation was created, implemented, and analyzed in a meaningful manner.	A vague and somewhat appropriate post-test/evaluation was created, implemented, and analyzed with no apparent meaning.	An appropriate post-test/evaluation was not presented.
The areas of intersection for this program are identified.	There is exemplary and clear identification of the areas of intersection.	There is identification of the areas of intersection.	There is vague identification of the areas of intersection.	There is no identification of the areas of intersection.
The information gleaned from the evaluations of the program were disseminated.	The information gleaned from the evaluations of the program was disseminated in a clear, concise, appropriate, and exemplary manner.	The information gleaned from the evaluations of the program was disseminated in an appropriate manner.	The information gleaned from the evaluations of the program was disseminated in a vague and only somewhat appropriate manner.	The information gleaned from the evaluations of the program was not disseminated.
Professional Writing	The mechanics, grammar, and/or formatting has a few minor errors. The word choice is very strong for a professional paper, even though there may be a few	The mechanics, grammar, and/or formatting have few errors as any professional paper will have. However, the word choice is only adequate for a professional	The mechanics, grammar, and/or formatting are adequate for a professional paper Word choice is adequate for a professional paper, and/or there are a few	No criteria met/assignment not completed at a graduate level. The mechanical, grammatical, and/or formatting errors are so gross the paper cannot be read.

	<p>minor errors in word choice. There is attention to thought/subject transitions and/or conclusions, and both areas are strong. The paper is coherent.</p>	<p>paper, and/or there are a few errors in word choice. There is some attention to thought/subject transitions and/or conclusions, but no strength in either area. The paper is coherent in most places.</p>	<p>errors in word choice. There is limited attention to thought/subject transitions and/or conclusions, but no strength in either area. The paper is coherent in some places.</p>	<p>Word choice is not adequate for a professional paper, and/or there are gross errors in word choice. There is no attention to thought/subject transitions and/or conclusions, and no strength in either area. The paper is not coherent. A circle or check in these criteria dictates a grade of 0, or F on the paper. The paper will not be read any further than the point this assessment occurs.</p>
Reflection	<p>There is clear, compelling, and consistent evidence of critical thinking skills being applied to the information gathered. The reflection has depth and breadth that demonstrates an appropriate future application, and a clear impact upon professional growth. The reflection demonstrates attainment of continual professional growth, becoming insightful, and improving skills.</p>	<p>There is clear and consistent evidence of advanced critical thinking skills being applied to the information gathered. The reflection has some depth, but little breadth. Professional growth is evident. The impact of the assignment on professional growth is realized. The reflection is consistent with professional growth, insightfulness, and improvement of skills.</p>	<p>The reflection is superficial and lacks depth. There is limited mention of appropriate future application, and limited impact on professional growth. The reflection has some evidence of an attempt to grow professionally and minimally improve skills. Insight is somewhat superficial and contrived.</p>	<p>The reflection was not completed at the graduate level. The impact on professional growth is limited in scope, or not realized. The reflection shows no evidence of an attempt to grow professionally or improve skills. Insight is either lacking completely, or superficial and contrived.</p>
Appropriate use of technology in a professional manner.	<p>There is exemplary evidence of the use of appropriate technology in a professional manner.</p>	<p>There is evidence of the use of appropriate technology in a professional manner.</p>	<p>There is little evidence of the use of appropriate technology in a professional manner.</p>	<p>There is no evidence of the use of appropriate technology in a professional manner.</p>

**Ethics Paper Grading Rubric
EDPS 69500**

Criteria	Exceptional (100-95%) Score 3	Accomplished (94-80%) Score 2	Developing (79-70%) Score 1	Unacceptable Score 0
The candidate demonstrates the ability to articulate ethical standards and beliefs.	There is exemplary evidence that the candidate is able to articulate ethical standards and beliefs.	There is some evidence that the candidate is able to articulate ethical standards and beliefs.	There is insufficient evidence that the candidate is able to articulate ethical standards and beliefs.	There is no evidence that the candidate is able to articulate ethical standards and beliefs.
The candidate demonstrates the ability to apply ethical principles to ethical dilemmas.	There is exemplary evidence that the candidate demonstrates the ability to apply ethical principles to ethical dilemmas.	There is some evidence that the candidate demonstrates the ability to apply ethical principles to ethical dilemmas.	There is insufficient evidence that the candidate demonstrates the ability to apply ethical principles to ethical dilemmas.	There is no evidence that the candidate demonstrates the ability to apply ethical principles to ethical dilemmas.
The candidate engages in personal study as a means to professional growth.	There is exemplary evidence that the candidate engages in personal study as a means to professional growth.	There is some evidence that the candidate engages in personal study as a means to professional growth.	There is insufficient evidence that the candidate engages in personal study as a means to professional growth.	There is no evidence that the candidate engages in personal study as a means to professional growth.

**Emergency Intervention/Crisis Management Critique Grading Rubric
EDPS 69500**

Criteria	Exceptional (100-95%) Score 3	Accomplished (94-80%) Score 2	Developing (79-70%) Score 1	Unacceptable Score 0
The candidate demonstrates the ability to develop and implement intervention strategies for individuals, groups, and systems..	There is exemplary evidence that the candidate is able to develop and implement intervention strategies for individuals, groups, and systems.	There is some evidence that the candidate is able to develop and implement intervention strategies for individuals, groups, and systems..	There is insufficient evidence that the candidate is able to develop and implement intervention strategies for individuals, groups, and systems.	There is no evidence that the candidate is able to develop and implement intervention strategies for individuals, groups, and systems.
The candidate demonstrates the ability to evaluate interventions before implementation with individuals, groups, and systems.	There is exemplary evidence that the candidate is able to evaluate interventions before implementation with individuals, groups, and systems.	There is some evidence that the candidate is able to evaluate interventions before implementation with individuals, groups, and systems.	There is insufficient evidence that the candidate is able to evaluate interventions before implementation with individuals, groups, and systems.	There is no evidence that the candidate is able to evaluate interventions before implementation with individuals, groups, and systems.
The candidate demonstrates the ability to use appropriate interviewing and counseling skills.	There is exemplary evidence that the candidate demonstrates the ability to use appropriate interviewing and counseling skills.	There is some evidence that the candidate demonstrates the ability to use appropriate interviewing and counseling skills.	There is insufficient evidence that the candidate demonstrates the ability to use appropriate interviewing and counseling skills.	There is no evidence that the candidate demonstrates the ability to use appropriate interviewing and counseling skills.
The candidate demonstrates the ability to determine and address the needs of individuals, groups, and systems in conflict and crisis situations.	There is exemplary evidence that the candidate has the ability to determine and address the needs of individuals, groups, and systems in conflict and crisis situations.	There is some evidence that the candidate has the ability to determine and address the needs of individuals, groups, and systems in conflict and crisis situations.	There is insufficient evidence that the candidate has the ability to determine and address the needs of individuals, groups, and systems in conflict and crisis situations.	There is no evidence that the candidate has the ability to determine and address the needs of individuals, groups, and systems in conflict and crisis situations.

PURDUE UNIVERSITY CALUMET
Counseling and Development
Client Release Form

I _____ agree to be counseled by a Practicum o
student from the Counseling and Development program at Purdue University Calumet. I u
my identity will remain anonymous and all information will be kept in strictest confidence

I realize that the counselor is a graduate student being trained in counseling skills and that
receiving supervision from a faculty member at the University.

I understand that my counselor will be recording our sessions for his or her educational pu
give permission for interviews to be recorded and for other counselors-in-training to listen
counseling sessions only when used as a part of the counselor training program.

Client signature: _____ Date: _____

Parent or Guardian signature: _____ Date: _____
(if client is under 18 years of age)

Counselor signature: _____ Date: _____

PURDUE UNIVERSITY CALUMET
Counseling and Development
Case Presentation Format

Conducting counseling sessions with the support and feedback of others is an important part of a trainee's professional development. In most training programs sessions are recorded on either audio or video tape. Once a session is completed, the trainee listens to the recording, providing him/herself with feedback that can lead to ideas for future sessions and recognition of areas in which one's work can be improved. Advanced counselors, as well as trainees, listen to develop a full picture of what happened in the session: important client emotions, beliefs, and personality characteristics not fully seen during the actual session, significant moments or turning points, and significant things the counselor did or did not do. Receiving organized feedback from the supervisor and giving organized feedback to oneself are major vehicles both for improving one's work with a given client and for building one's professional skills.

The following outline is offered as an aid to producing a written analysis of a counseling session, especially one that has been recorded. Used carefully, the outline can help the trainee organize thoughts about the client, the session, and the quality of one's work.

Background information

Demographic information, such as age, grade in school, employment, family unit, and history that seems relevant to the presenting problem.

Presenting problem: Why did the client approach you, from the client's perspective? Or why did you approach the client?

Was there a precipitating set of circumstances? How long has the problem(s) persisted?

If third parties are involved, what were their observations and concerns?

Overview of the session

What did you talk about?

What were the dominant issues and themes for this session?

If this was a session beyond the initial meeting, what were your process and outcome goals going into the session?

Observations and assessment: Conceptualization of Problem

Describe your observations and impressions of the client?

What is your view of the problem? What are the common themes?

What are the client's barriers to growth and coping skills?

What is the etiology of the client's present psychological capacity or incapacity?

What is she/he trying to accomplish by various behaviors?

What are your counseling goals?

Observations about self

Describe significant themes and patterns you observed in your own behavior, noting what you did that you considered especially effective and areas that were troublesome for you.

Describe your own internal experiencing during the session, with special focus on times or places where you felt confused, tense, angry, or at a loss.

Plans for the next session

How do you hope to follow up in subsequent sessions?

What issues and concerns do you think worthwhile to explore?

What process goals will you try to accomplish?

Help

Specifically what kind of help would you like, either from your internship supervisor or from fellow students, about this client, this session, and your helping efforts?

Purdue University Calumet
Counseling & Development – Graduate Studies in Education
SCHOOL COUNSELING PRACTICUM MID-TERM EVALUATION

Internship/Practicum Student: _____ Date: _____

Site Supervisor: _____

School: _____

Please use the following rating scale

3	2	1	NA
Exemplary	Satisfactory	Unsatisfactory	(Not Applicable or not enough information to form a judgment)

The counseling trainee will be evaluated on the following:

1. Basic Performance characteristics

- _____ Arrives on time consistently
- _____ Uses time effectively
- _____ Informs supervisor of schedule changes and makes arrangements for absences
- _____ Reliably completes assigned tasks on time
- _____ Completes required total number of hours or days on site
- _____ Is responsible to norms about professional behavior (e.g., clothing, language) on site

Comments: _____

2. Interactions with student

- _____ Ability to convey personal qualities of openness, tolerance, acceptance of self and others
- _____ Appears comfortable interacting with students
- _____ Initiates interactions with students
- _____ Communicates effectively with students
- _____ Builds rapport and respect with students
- _____ Is sensitive and responsive to students
- _____ Is sensitive to cultural differences
- _____ Is sensitive to gender differences

Comments: _____

3. Response to Supervision

- _____ Ability to demonstrate qualities of responsibility, adjustment, and flexibility
- _____ Actively seeks help when necessary
- _____ Receptive to feedback and suggestions from supervisor
- _____ Willingness to explore personal strengths and areas of limitation
- _____ Successfully implemented strategies for improvement of counseling skills
- _____ Receptive to learning when new information is offered
- _____ Ability to apply new information in the practice of counseling

Comments: _____

4. Ethical Concerns

- Knowledge of professional and ethical guidelines
- Demonstrates awareness and sensitivity to ethical issues
- Personal behavior is consistent with ethical guidelines
- Consults with others about ethical issues if necessary

Comments: _____

5. Knowledge of Setting/Documentation

- Knowledge of student population
- Knowledge of theoretical foundations/varied counseling strategies
- Reliably and accurately keeps records
- Written reports are accurate and factually correct
- Written reports are completed in a professional manner
- Written or verbal reports are presented in a professional way

Comments: _____

6. Interactions in the Professional Setting

- Appears comfortable interacting with other staff members
- Initiates interactions with staff
- Communicates effectively with staff
- Effectively conveys information and expresses own opinions
- Effectively receives information and opinions from others

Comments: _____

7. Specific Internship Activities

- Individual Counseling
- Group Counseling
- Classroom Guidance
- Student Appraisal
- Consultation
- Work with Student Support Teams/Special Needs
- Educational Planning
- Career Counseling
- In-Service Professional Development
- Other (please describe) _____

Comments: _____

Overall Comments on Student Performance: _____

Site Supervisor Signature: _____ Date: _____
Student Signature: _____ Date: _____

Purdue University Calumet
Counseling & Development – Graduate Studies in Education
CLINICAL MENTAL HEALTH COUNSELING PRACTICUM MID-TERM EVALUATION

Practicum/Intern Name: _____

Site: _____

Site Supervisor: _____

Directions: Site supervisor is to complete this form in duplicate. One copy goes to the student and the other copy is sent to the faculty supervisor:

Training Activities: The areas listed below serve as a general guide for the activities typically engaged in during community/agency counseling. Please rate the student on the activities in which he/she has engaged using the following rating system:

- 3 = Functions extremely well and/or independently
- 2 = Functions adequately and/or requires occasional supervision
- 1 = Requires close supervision in this area
- 0 = Not applicable to this training experience

- _____ Initial interview with clients
- _____ Assessment activities
- _____ Formulation of treatment plan
- _____ Creation of diagnosis utilizing DSM-IV-TR criteria and format
- _____ Individual counseling with clients
- _____ Group counseling with clients
- _____ Family and/or couples counseling with clients
- _____ Creation of progress notes documenting client activity
- _____ Consultation with other professionals regarding client activity
- _____ Recognition of potential or actual client crisis and utilization of crisis management techniques
- _____ Creation or performance of psycho-educational activities
- _____ Referral of clients to appropriate outside providers
- _____ Case management activities as appropriate
- _____ Career counseling activities
- _____ Demonstrate knowledge and application of case-appropriate counseling theory and interventions with clients
- _____ Demonstrate orientation to program policy and procedures
- _____ Demonstrate knowledge of appropriate ethical standards of behavior

Personal Characteristics: Please rate the practicum/intern student on his/her personal attributes using the following rating system:

3 – Exemplary

2 – Satisfactory

3 – Needs Improvement

_____ Promptness/Punctuality

_____ Appropriate professional dress

_____ Attitude

_____ Reliability

_____ Accepts constructive criticism

_____ Initiative

_____ Works well with others

_____ Self-confidence

_____ Oral communication

_____ Written communication

Compared with other graduate counseling students at this level of training and experience, this student performs overall at the following level:

Please check one: Top 10% Top 25% Other (please comment)

Final comments: _____

If you need to speak with the student's practicum supervisor about this student's performance, please provide the best contact number and best times for a phone call:

Phone: _____ Days/Times: _____

Site Supervisor Signature: _____ Date: _____

Purdue University Calumet
Counseling & Development – Graduate Studies in Education
SCHOOL COUNSELING INTERNSHIP MID-TERM EVALUATION

Internship Student: _____ Date: _____

Site Supervisor: _____

School: _____

Please use the following rating scale

3	2	1	NA
Exemplary	Satisfactory	Unsatisfactory	(Not Applicable or not enough information to form a judgment)

The counseling trainee will be evaluated on the following:

1. Students and the Learning Process

School services professionals facilitate, engage in, and demonstrate a variety of prevention, intervention, and educational activities by means of:

- A. Score ___ using effective communication skills (oral and written) with other educators, parents and other support and community social service agencies.
- B. Score ___ using effective instructional techniques with groups and individuals.
- C. Score ___ protecting the rights and confidentiality of students, parents and school personnel.
- D. Score ___ recognizing a professional code of ethics which results in ethical decision making.

2. Learning Systems and Organizations

School Services Professionals demonstrate the ability to:

- A. Score ___ practice collaborative approaches to the development of strategies that will lead to improved education and learning systems and organizations.
- B. Score ___ improve educational programs through decisions and actions based on assessment, data collection and empirical evidence.
- C. Score ___ affirm the dignity and worth of all students by engaging in practices that value the contributions of all.

3. Family and Community

School Services Professionals demonstrate the ability to:

- A. Score ___ empower families to be involved in collaborative approaches to their children's development.
- B. Score ___ maintain positive working relationships with community-based agencies.
- C. Score ___ work collaboratively with other professionals and programs to benefit students.
- D. Score ___ advocate for and protect the rights of students and their families.

4. Assessment

School Services Professionals demonstrate the ability to:

- A. Score ___ administer assessment instruments in an appropriate manner.
- B. Score ___ interpret results of assessment in a manner understandable to diverse populations.
- C. Score ___ apply results of assessment to curriculum, placement and intervention decisions and plans.

5. Intervention and Prevention

School Services Professionals demonstrate the ability to:

- A. Score ___ develop and implement intervention strategies for individuals, groups and systems.
- B. Score ___ use appropriate interviewing and counseling skills.
- C. Score ___ work effectively with parents and others to determine and address needs of students, families and communities.

6. Legal Processes

School Service Professionals:

- A. Score ___ advocate for and promote the rights and privacy of children and families.
- B. Score ___ maintain accurate and appropriate documentation for procedural accuracy.

7. Ethics and Professionalism

School Services Professionals demonstrate:

- A. Score ___ the ability to articulate ethical standards and beliefs.
- B. Score ___ the application of ethical principles to ethical dilemmas.

8. Leadership

School Services Professionals demonstrate the ability to:

- A. Score ___ promote positive relationships among the various cultural and ethnic groups in the school community.
- B. Score ___ model and practice advocacy for all students.
- C. Score ___ analyze, interpret and utilize data for decision-making.
- D. Score ___ recognize the need for improvement, identify improvement strategies and facilitate a change process.
- E. Score ___ provide school counseling services which are appropriately balanced among leadership, student assistance services, and educational and career services.

9. Design of School Programs

School Counseling Professionals demonstrate the ability to:

- A. Score ___ provide services from a multicultural perspective.
- B. Score ___ use current literature, research and resources such as laws, standards and position statements to provide student assistance services.
- C. Score ___ coordinate student assistance services using a team approach and supervise the provision of these services.
- D. Score ___ assess the physical, emotional and social level of individuals and make and follow up on referrals as appropriate.
- E. Score ___ implement individual and group counseling strategies.

10. Education and Career Services:

School Counseling Professionals demonstrate the ability to:

- A. Score ___ involve educators and community members in the collaborative development and delivery of educational and career services.
- B. Score ___ develop, coordinate and evaluate effective educational and career curriculum.
- C. Score ___ analyze the strengths and needs of students from diverse populations and provide unbiased developmentally appropriate career and educational services.
- D. Score ___ help students and families understand a variety of educational opportunities and how to prepare for them.
- E. Score ___ increase student awareness of the relationship among personal interests, values and talents and their application to educational and career choices.
- F. Score ___ help students recognize and utilize their personal career interests, aptitudes and preferences.
- G. Score ___ help all students develop educational and career goals and specific plans for reaching those goals.

Site Supervisor's Name (please print) _____

Site Supervisor's Signature _____

Date ___/___/___

School Setting _____

PURDUE UNIVERSITY CALUMET
 Department of Counseling
Supervisor's Final Evaluation of Counselor Trainee

Student Name: _____

Name of School/Agency: _____

Supervisor Name: _____

Course: _____ Practicum EDPS 610 _____ Internship EDPS 695

The purpose of this evaluation is to provide meaningful feedback to the counselor trainee. Rate the student using the following scale:

N/O	1	2	3
Not Observed	Below Expectations	Meets Expectations	Exceeds Expectations

1. DISPOSITION

	N/O	1	2	3
Prompt				
Dependable				
Responsible				
Shows initiative				
Cooperative				
Appropriate appearance				
Good rapport with staff members				
Actively seeks opportunity for new learning experiences				
Maintains composure in difficult situations				

2. PROFESSIONAL BEHAVIOR

	N/O	1	2	3
Completes paperwork in a concise and timely manner				
Communicates orally and in writing in a clear and effective manner				
Adheres to the ethical standards of the profession				
Seeks consultation regarding complex ethical situations				
Makes an effort to improve counseling knowledge and skills				
Makes appropriate referrals to other persons or agencies				
Seeks consultation with other professionals				
Exhibits willingness to work on personal/professional issues				

3. WORKING IN THE COUNSELING ENVIRONMENT

	N/O	1	2	3
Becomes integrated into placement site				
Arranges counseling sessions appropriately				
Maintains contact with the on-site supervisor				
Demonstrates appropriate case management skills				
Strives to increase professional competence				

4. COUNSELING PROCESS/SKILLS

	N/O	1	2	3
Counseling Process:				
Opens session appropriately				
Clarifies the presenting issues accurately				
Facilitates exploration of issues appropriately				
Facilitates goal-setting appropriately				
Exhibits control of session				
Closes session appropriately				
Terminates counseling relationship appropriately				
Counseling Skills:				
Summarizes session content accurately				
Demonstrates a variety of facilitative responses				
Uses culturally sensitive techniques				
Uses theory-specific skills appropriately				
Facilitates goal-setting appropriately				
Provides information/advice appropriately				

5. CONCEPTUALIZATION SKILLS

	N/O	1	2	3
Recognizes relevant client themes and patterns				
Uses client information to develop working hypotheses				
Uses client cultural background appropriately in assessment, diagnosis, and treatment				
Adapts theory and techniques to meet client's reality				
Develops appropriate strategies and interventions based on established counseling theories and techniques				

6. PERSONALIZATION SKILLS

	N/O	1	2	3
Recognizes personal assets and liabilities				
Directly addresses the relationship process				
Understands differences between clients and self				
Perceives and understands boundaries in the client-counselor relationship				
Sets and maintains appropriate boundaries				
Works effectively with clients who are culturally different from self				
Aware of own feelings and uses them in assisting clients				
Manages personal values appropriately				

7. SUPERVISION CONDUCT

	N/O	1	2	3
Prompt and prepared				
Uses supervision time effectively				
Identifies questions, concerns, and issues				
Shows interest in learning				
Seeks help and direction				
Takes risks to learn and identify challenging situations				
Understands and incorporates supervisors' suggestions				
Accepts encouragement and constructive criticism				
Actively participates in the supervisory process				

8. SCHOOL RELATED EXPERIENCES AND OUTCOMES

	N/O	1	2	3
Demonstrates an understanding of the school, curriculum, student records, and appraisal processes				
Understands the role of the school counselor as a community liaison and school counseling advocate				
Demonstrates competencies in individual and group counseling through a rotating case load of at least two individual students and at least two groups				
Utilizes a variety of counseling tools, resources, and strategies facilitate the growth of students				
Observes and participates in consultation/collaboration with teachers or other school personnel				
Observes and participates in consultation/collaboration with parents				
Can apply referral procedures for students with special needs				
Facilitates appreciation for the cultural, lifestyle, and gender diversity of the school population				
Reviews and participates in school related activities, i.e., IEP, peer helper programs, peer mediation, program planning that supplements the scheduling process				
Designs goals that are consistent with the National Standards for School Counseling Programs, the state and local educational agency goals, and local school goals				
Adheres to appropriate ethical standards for working with minors				

Any additional comments: (e.g., strengths and areas for continued improvement)

Site Supervisor

Date

Student

Date

University Supervisor/Instructor

Date

Purdue University Calumet
Counseling & Development – Graduate Studies in Education
SCHOOL COUNSELING INTERNSHIP FINAL EVALUATION

Internship Student: _____ Date: _____

Site Supervisor: _____

School: _____

Please use the following rating scale

3	2	1	NA
Exemplary	Satisfactory	Unsatisfactory	(Not Applicable or not enough information to form a judgment)

The counseling trainee will be evaluated on the following:

2. Students and the Learning Process

School services professionals facilitate, engage in, and demonstrate a variety of prevention, intervention, and educational activities by means of:

- H. Score ___ using effective communication skills (oral and written) with other educators, parents and other support and community social service agencies.
- I. Score ___ using effective instructional techniques with groups and individuals.
- J. Score ___ protecting the rights and confidentiality of students, parents and school personnel.
- K. Score ___ recognizing a professional code of ethics which results in ethical decision making.

11. Learning Systems and Organizations

School Services Professionals demonstrate the ability to:

- A. Score ___ practice collaborative approaches to the development of strategies that will lead to improved education and learning systems and organizations.
- B. Score ___ improve educational programs through decisions and actions based on assessment, data collection and empirical evidence.
- C. Score ___ affirm the dignity and worth of all students by engaging in practices that value the contributions of all.

12. Family and Community

School Services Professionals demonstrate the ability to:

- A. Score ___ empower families to be involved in collaborative approaches to their children's development.
- B. Score ___ maintain positive working relationships with community-based agencies.
- C. Score ___ work collaboratively with other professionals and programs to benefit students.
- D. Score ___ advocate for and protect the rights of students and their families.

13. Assessment

School Services Professionals demonstrate the ability to:

- A. Score ___ administer assessment instruments in an appropriate manner.
- B. Score ___ interpret results of assessment in a manner understandable to diverse populations.
- C. Score ___ apply results of assessment to curriculum, placement and intervention decisions and plans.

14. Intervention and Prevention

School Services Professionals demonstrate the ability to:

- A. Score ___ develop and implement intervention strategies for individuals, groups and systems.
- B. Score ___ use appropriate interviewing and counseling skills.
- C. Score ___ work effectively with parents and others to determine and address needs of students, families and communities.

15. Legal Processes

School Service Professionals:

- A. Score ___ advocate for and promote the rights and privacy of children and families.
- B. Score ___ maintain accurate and appropriate documentation for procedural accuracy.

16. Ethics and Professionalism

School Services Professionals demonstrate:

- A. Score ___ the ability to articulate ethical standards and beliefs.
- B. Score ___ the application of ethical principles to ethical dilemmas.

17. Leadership

School Services Professionals demonstrate the ability to:

- A. Score ___ promote positive relationships among the various cultural and ethnic groups in the school community.
- B. Score ___ model and practice advocacy for all students.
- C. Score ___ analyze, interpret and utilize data for decision-making.
- D. Score ___ recognize the need for improvement, identify improvement strategies and facilitate a change process.
- E. Score ___ provide school counseling services which are appropriately balanced among leadership, student assistance services, and educational and career services.

18. Design of School Programs

School Counseling Professionals demonstrate the ability to:

- A. Score ___ provide services from a multicultural perspective.
- B. Score ___ use current literature, research and resources such as laws, standards and position statements to provide student assistance services.
- C. Score ___ coordinate student assistance services using a team approach and supervise the provision of these services.
- D. Score ___ assess the physical, emotional and social level of individuals and make and follow up on referrals as appropriate.
- E. Score ___ implement individual and group counseling strategies.

19. Education and Career Services:

School Counseling Professionals demonstrate the ability to:

- A. Score ___ involve educators and community members in the collaborative development and delivery of educational and career services.
- B. Score ___ develop, coordinate and evaluate effective educational and career curriculum.
- C. Score ___ analyze the strengths and needs of students from diverse populations and provide unbiased developmentally appropriate career and educational services.
- D. Score ___ help students and families understand a variety of educational opportunities and how to prepare for them.
- E. Score ___ increase student awareness of the relationship among personal interests, values and talents and their application to educational and career choices.
- F. Score ___ help students recognize and utilize their personal career interests, aptitudes and preferences.
- G. Score ___ help all students develop educational and career goals and specific plans for reaching those goals.

Site Supervisor's Name (please print) _____

Site Supervisor's Signature _____

Date ___/___/___

School Setting _____

Purdue University Calumet
Counseling & Development – Graduate Studies in Education
SCHOOL COUNSELING INTERNSHIP
FINAL EVALUATION OF INTERN’S IMPACT ON STUDENTS

Internship Student: _____ Date: _____

Site Supervisor: _____

School: _____

Please use the following rating scale

3	2	1	NA
Exemplary	Satisfactory	Unsatisfactory	(Not Applicable or not enough information to form a judgment)

The counseling trainee’s impact on students will be evaluated on the following:

3. Students and the Learning Process

Candidates impact students by facilitating, engaging in, and demonstrating a variety of prevention, intervention, and educational activities for students by means of:

- H. Score ___ using effective communication skills (oral and written) with other educators, parents and other support and community social service agencies.
- I. Score ___ using effective instructional techniques with groups and individuals.
- J. Score ___ protecting the rights and confidentiality of students, parents and school personnel.
- K. Score ___ recognizing a professional code of ethics which results in ethical decision making.

20. Learning Systems and Organizations

Candidates impact students by demonstrating the ability to:

- A. Score ___ practice collaborative approaches to the development of strategies that will lead to improved education and learning systems and organizations for students.
- B. Score ___ improve educational programs for students through decisions and actions based on assessment, data collection and empirical evidence.
- C. Score ___ affirm the dignity and worth of all students by engaging in practices that value the contributions of all.

21. Family and Community

Candidates impact students by demonstrating the ability to:

- A. Score ___ empower families of students to be involved in collaborative approaches to their children’s development.
- B. Score ___ maintain positive working relationships with community-based agencies that students may use.
- C. Score ___ work collaboratively with other professionals and programs to benefit students.
- D. Score ___ advocate for and protect the rights of students and their families.

22. Assessment

Candidates impact students by demonstrating the ability to:

- A. Score___ administer assessment instruments in an appropriate manner for student improvement.
- B. Score___ interpret results of assessment in a manner understandable to students of diverse populations.
- C. Score___ apply results of assessment to curriculum, placement and intervention decisions and plans for student improvement.

23. Intervention and Prevention

Candidates impact students by demonstrating the ability to:

- A. Score___ develop and implement intervention strategies for student, groups and systems.
- B. Score___ use appropriate interviewing and counseling skills with students.
- C. Score___ work effectively with parents of students and others to determine and address needs of students, families and communities.

24. Legal Processes

Candidates impact students by:

- A. Score___ advocating for and promoting the rights and privacy of students and families.
- B. Score___ maintaining accurate and appropriate documentation for procedural accuracy for student evaluation.

25. Ethics and Professionalism

Candidates impact students by demonstrating:

- A. Score___ the ability to articulate ethical standards and beliefs for students.
- B. Score___ the application of ethical principles to ethical dilemmas to students.

26. Leadership

Candidates impact students by demonstrating the ability to:

- A. Score___ promote positive relationships among the various cultural and ethnic groups in the school community for students.
- B. Score___ model and practice advocacy for all students.
- C. Score___ analyze, interpret and utilize data for decision-making for student improvement.
- D. Score___ recognize the need for student improvement, identify improvement strategies and facilitate a change process.
- E. Score___ provide school counseling services which are appropriately balanced among leadership, student assistance services, and educational and career services for student improvement.

27. Design of School Programs

Candidates impact students by demonstrating the ability to:

- A. Score ___ provide services from a multicultural perspective for students.
- B. Score ___ use current literature, research and resources such as laws, standards and position statements to provide student assistance services.
- C. Score ___ coordinate student assistance services using a team approach and supervise the provision of these services.
- D. Score ___ assess the physical, emotional and social level of students and make and follow up on referrals as appropriate.
- E. Score ___ implement student and group counseling strategies.

28. Education and Career Services:

Candidates impact students by demonstrating the ability to:

- A. Score ___ involve educators and community members in the collaborative development and delivery of educational and career services for students.
- B. Score ___ develop, coordinate and evaluate effective educational and career curriculum for students.
- C. Score ___ analyze the strengths and needs of students from diverse populations and provide unbiased developmentally appropriate career and educational services.
- D. Score ___ help students and families understand a variety of educational opportunities and how to prepare for them.
- E. Score ___ increase student awareness of the relationship among personal interests, values and talents and their application to educational and career choices.
- F. Score ___ help students recognize and utilize their personal career interests, aptitudes and preferences.
- G. Score ___ help all students develop educational and career goals and specific plans for reaching those goals.

Internship Site Supervisor's Name (please print)

Site Supervisor's Signature _____

Date ___/___/___

School Setting (e.g., elementary): _____

PURDUE UNIVERSITY CALUMET
Counseling and Development
Student Evaluation of Site Supervisor

Student Name: _____

Name of School/Agency: _____

Supervisor Name: _____

Course: _____ Practicum EDPS 61000 _____ Internship EDPS 69500

Please circle the appropriate response for each statement. For each item please use the following scale:

1 = Poor 2 = Average 3 = Strong 4 = Excellent N/A = Not applicable

My Supervisor....

- | | | | | | |
|---|---|---|---|---|-----|
| 1. explained his/her role as a supervisor | 1 | 2 | 3 | 4 | N/A |
| 2. helped me to feel at ease with the supervisory process | 1 | 2 | 3 | 4 | N/A |
| 3. gave me feedback about my role as a counselor which was accurate and usable | 1 | 2 | 3 | 4 | N/A |
| 4. helped me clarify issues which my client brought to the session | 1 | 2 | 3 | 4 | N/A |
| 5. assisted me in understanding my own feelings about the client and his/her issues | 1 | 2 | 3 | 4 | N/A |
| 6. encouraged me to develop a plan to work with specific clients | 1 | 2 | 3 | 4 | N/A |
| 7. modeled appropriate counseling techniques when necessary | 1 | 2 | 3 | 4 | N/A |

My supervisor helped promote....

- | | | | | | |
|---|---|---|---|---|-----|
| 8. my professional identity by encouraging membership in professional organizations | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|-----|

9. legal and ethical practice by discussing and by modeling appropriate ethical behaviors	1	2	3	4	N/A
---	---	---	---	---	-----

I felt....

10. confident of my supervisor's skills	1	2	3	4	N/A
---	---	---	---	---	-----

11. my supervisor respected me and was concerned with my professional growth	1	2	3	4	N/A
--	---	---	---	---	-----

12. my supervisor was committed to his/her role as a supervisor	1	2	3	4	N/A
---	---	---	---	---	-----

13. my supervisor motivated and encouraged me	1	2	3	4	N/A
---	---	---	---	---	-----

14. my supervisor served as an appropriate professional role model	1	2	3	4	N/A
--	---	---	---	---	-----

15. my supervision sessions allowed for both personal and professional growth	1	2	3	4	N/A
---	---	---	---	---	-----

16. my supervisor recognizes his/her own limitations	1	2	3	4	N/A
--	---	---	---	---	-----

17. my supervisor was genuine, congruent, empathetic, and honest	1	2	3	4	N/A
--	---	---	---	---	-----

My supervisor helped me....

18. to clarify my own ideas about counseling theory	1	2	3	4	N/A
---	---	---	---	---	-----

19. to focus on specific counseling strategies to assist the client	1	2	3	4	N/A
---	---	---	---	---	-----

20. to develop techniques to resolve conflict	1	2	3	4	N/A
---	---	---	---	---	-----

Please use this space for additional comments.

PURDUE UNIVERSITY CALUMET
Counseling and Development
Student Evaluation of Practicum/Internship Site

Student Name: _____

Practicum or Internship Site: _____

University Supervisor: _____

Course: _____ Practicum EDPS 61000 _____ Internship EDPS 69500

Semester/Year: _____

Please rate your experiences at your practicum or internship site in the following areas. Use the scale provided.

1	2	3	4
Very Unsatisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Very Satisfactory

- _____ Amount of on-site supervision.
- _____ Quality and usefulness of on-site supervision.
- _____ Ability to obtain overall hours.
- _____ Ability to obtain direct client contact hours.
- _____ Usefulness and helpfulness of course.
- _____ Relevance of experience to career goals.
- _____ Exposure to and communication of school/ agency goals.
- _____ Exposure to and communication of school/agency procedures.
- _____ Exposure to professional roles and functions within the school/agency.
- _____ Exposure to information about community resources.

_____ Rate all applicable experiences that you had at your site.

- _____ Report writing
- _____ Intake interviewing
- _____ Administration and interpretation of tests
- _____ Staff presentations/case conferences
- _____ Individual counseling
- _____ Group counseling
- _____ Family/couple counseling
- _____ Psycho-educational activities
- _____ Consultation
- _____ Career counseling
- _____ Other _____

In the space below, or on the back of this form, please comment on any items that you considered moderately or very unsatisfactory. Provide solutions if possible.

PURDUE UNIVERSITY CALUMET
Counseling and Development
Mid-Semester Self-Evaluation Format

1. How have you progressed toward meeting your goals as stated at the beginning of the semester? Please be specific and provide examples.

2. What you have learned about
 - a. counseling in general
 - b. supervision in counseling
 - c. yourself as a counselor

3. Evaluate your skills and effectiveness as a counselor based on:
 - a. feedback from peers
 - b. feedback from supervisors
 - c. self-assessment

PURDUE UNIVERSITY CALUMET
Counseling and Development
End of Semester Self-Evaluation Format

1. Have you fulfilled your goals as stated at the beginning of the semester? Please be specific and describe how you have or have not achieved these goals.
2. Evaluate your skills and effectiveness as a counselor based on your level as a graduate student at the end of this semester.
3. How could this seminar be improved? Please be specific.

CERTIFICATION OF COUNSELING INTERNSHIP

Intern's Name: _____

Internship Site:

Name of site

Street Address

City/State/Zip

Phone Number

Site Supervisor of Record: _____

Highest Degree: _____

License and/or Certification: _____

Dates of Internship: From: ____ / ____ / ____ To: ____ / ____ / ____

- Hours of:**
- _____ Direct Client Contact
 - _____ Indirect Contact
 - _____ Individual Supervision – on site
 - _____ Group Supervision – PUC Campus
 - _____ Other activities

Total Hours: _____

This is to certify that the above named intern has satisfactorily completed the counseling internship under my supervision.

Signature of Intern

Date

Signature of Site Supervisor

Date

Signature of Faculty Supervisor

Date

Supplemental Forms and Report Formats

PURDUE UNIVERSITY CALUMET
Counseling and Development
Informed Consent Agreement

The Counseling and Development program at PURDUE UNIVERSITY CALUMET focuses on growth in meeting life's personal, family and social demands, and on educational or vocational choices. Emphasis is on improving personal-social skills and adjustment to life situations, the development of improved problem solving and decision making capabilities, and working through personal, relational, or career concerns.

In using the services of a counseling intern from Counseling and Development program in the Department of Graduate Studies in Education, the student/client must understand that for training purposes it may require videotapes/audiotapes of counseling sessions. These recordings enable the counseling faculty to assess the skills of the counselor-trainee.

It should be clearly understood that the information obtained from or divulged by the client is treated with the strictest confidence in accordance with the ethical and professional standards provided by the American Counseling Association and the American School Counselor Association. Furthermore, information will not be transmitted to any person or agency without the written consent of the client and/or the parent/guardian of the client (if client is a minor). The **EXCEPTIONS to CONFIDENTIALITY** are:

Subpoena or court ordered by a judge
Suspicion of child/elderly abuse/neglect
Client threatens/commits harm to self or a third party.

I have read the above and understand its contents. I hereby agree to the following:

- Taping of all counseling sessions. Tapes will be erased at the termination of counseling.
- The counseling faculty and counseling peer supervision group will listen to or view the tape to assess counselor trainee skills.
- What is said or done by the student or client will be kept in confidence and not be transmitted outside of the counseling supervision class or supervision process. Only the client or parent/guardian may elect to release this information to persons or agencies outside the counseling program.
- Testing may be determined to be helpful for the client and, if deemed necessary by the client and counselor-trainee, will be conducted to provide additional case information.
- The case records maintained concerning these counseling sessions will be kept in a confidential file and always under the protection of the counselor-trainee and faculty.

Client or Parent/Guardian Signature

Date

PURDUE UNIVERSITY CALUMET
Consultation Report Guidelines

When a practicum or internship student conducts a consultation, written consultation report will be prepared. The consultation consists of the intern consulting with another human service professional regarding one of the intern's clients or on other appropriate clinical matters. The report should address (a) the reasons for the consultation, (b) the results of the consultation, and (c) the intern's application of these results.

**PURDUE UNIVERSITY CALUMET
Counseling Practicum/Internship Weekly Reflection Format**

Name:

Week of:

Internship site:

Total internship hours:

Total client contact hours:

General description of your activities:

General impressions, inferences from these activities:

Areas of concern, areas needing clarification, questions:

SOAP Notes
Counseling Summary and Critique Forms
(Case Conceptualization)

You must listen/view your tape in order to fully complete this form-Attend to details!

Part 1 - The student/client

Student/Client Description

Demographic and background data, including age, gender, race, marital status, family status (children, siblings, parents, etc.), current living situation, manner of dress, illnesses, handicaps, University classification and major, energy level, general self-presentation. Only update after the first session.

Subjective Complaint

Presenting problem(s) or issue(s) from the student/client's perspective. What the student/client says, including illustrative quotes (e.g., "She states...", "He identifies..."), causes, duration, and seriousness of issue. If more than one issue, order of importance in student/client's view.

Objective Findings

Counselor's observation of student/client's behavior during the session. Verbal and nonverbal, including eye contact, voice tone and volume, body posture, etc. Especially note any changes and when they occurred (e.g., "When the client said she was ready to burst, yell at her father, her face became bright red and she clenched her hands into tight fists.") Especially include congruent and/or incongruent verbal and nonverbal behavior (e.g., "When student/client said he was feeling better about his girlfriend he slumped down and his voice was barely audible.").

Assessment of Progress

Counselor's view of the student/client beyond what the student/client said or did. What happened for the student/client during the session? Since the last session? Evaluate cognitive, affective, and/or behavioral functioning. Changes in thoughts, feelings, and behaviors? Is the student/client's main concern the same or does it change between sessions or during the session? What themes or trends in issues and patterns of behavior are you beginning to identify? What needs are motivating the student/client? Developmental hypotheses, interpretations, wonderings about the student/client belong in this section. NOTE: Support for this assessment will be apparent in previous sections; this assessment is a conclusion of the above.

Plans for Next Session:

A-Plans for student/client.

Short and long-term goals, steps to goals. Follow-up for homework assigned (purpose, desired outcome, how you will use in session). Will you focus on thoughts, feelings, and/or behavior? Why? How/ Give **specific** skills, technique, or strategy you plan to use and your rationale.

B-Plans for counselor.

What reading or research do you need to do in preparation? Practice? What help do you need from supervisor?

Part 2 - The Counselor and the Session

General Approach or Strategy:

What modality did you use in this session? For what purpose? (e.g., Client-centered to build initial rapport, behavioral homework assignment to I practice assertiveness).

Sample Responses or Techniques-.Rationale - Example:

Label the response (e.g., empathy, self-disclosure, two-chair exercise, RET, metaphor); give rationale, purpose, intention of response; quote a direct example from the tape. Include at least four (4) examples.

Assessment of Session:

Evaluation of counselor's performance.

What went well? What felt uncomfortable? What could be improved? What was effective or ineffective? What shows progress in your counseling skills? Be honest!

Need for Supervision:

Area(s) of concern to you. Confusion or questions (e.g., client incongruence). Help with particular counseling skill(s)? Help to deal with particular issue (e.g., death, sex, abuse)? Ask for what you need!

Date of next session.

SOAP Notes Example

CONFIDENTIAL ***CONFIDENTIAL *****CONFIDENTIAL *****
CASE COUNSELING SUMMARY AND CRITIQUE**

Counselor: John Doe

Session Date: 4/2/99

Student/Client: K. S. (initials ONLY)

Session: 1 2 3 4 5

Student/Client Description: (Caucasian, male, 19 years old, music major, oldest of three children) Information such as this was discovered in the previous three sessions.

Same (as previous three sessions), except his energy level seemed more even, not as low as the last time we met.

Subjective Complaint: K.S. was feeling stressed about his major, particularly his course load. He complained of being tired and alluded to wanting to "give-up" at times.

Objective Findings: He really wanted to release some stress and bounce some thoughts off me. K.S. wanted someone to listen to him. He was more wound up this time when he started the session, but became more comfortable quickly. It is interesting to note that after seeing where I sat, he moved to be closer. His voice, body posture, and eye contact suggested that he was comfortable with the counselor/client relationship.

Assessment of Progress: He was more ready to talk and/or begin working- whatever that might involve. He was still very external, looking to me for support and approval. He is still adjusting to college life. K.S. wants to "Do-well" in college but pressures over-whelm him.

Plan for the Next Session: I would like to use a sentence completion exercise to better access his thoughts and feelings about himself and his family. I think this exercise will break through the self-censoring he is doing. I need to learn how to work with this technique.

General Approach or Strategy: Client-centered

Sample Responses	Rationale	Example
1. Restatement	To help K S. see that I am paying attention and listening	"Yours is a little less stressful than other areas of music."
2. Clarification	To untangle some of what K.S. was saying about his program.	"The individual attention that you get makes it a lot easier, a whole lot less stressful."
3. Summarization	To bring a focus back to our session (we had gotten off track)	"So you are feeling a little bit of anticipation of what is left to come at the end of the semester. You are exhausted by all that you have left to do."
4. Restatement	To help K. S. see that I understand what he is saying.	"So you feel like you are getting penalized for something that you didn't do."

Assessment of Session: I believe the session went well...considering the late start. After we got beyond the discussion about being late, K.S. began to talk about his stress in school. He seemed to appreciate my listening without offering advice. I was disappointed that I didn't get more time to work on some of the things I had planned...now that he is feeling more comfortable working with me.

Need for Supervision: I need help preparing for my last session. How do I terminate with a client?

Baird, B.N. (2002). *The internship practicum and field placement handbook: A guide for the helping professions (3rd edition)*. Upper Saddle River, NJ: Prentice Hall [as cited in Weed (1971)].

Weed, L.L. (1971). *Medical records, medical education, and patient care: The problem oriented record as a basic tool*. Chicago: Year Book.

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