



**PRACTICUM/INTERNSHIP SITE
SUPERVISOR MANUAL**

Counseling & Development
Graduate Studies in Education

Dear Prospective Supervisor:

Thank you for considering one of our counselors-in-training for a practicum/internship experience in your professional setting. Your willingness to work with this candidate speaks to your interest in supporting the growth and development of a new professional.

The purpose of this manual is to familiarize you with the essential elements of a practicum/internship experience in counseling through Purdue University Calumet. This manual provides information regarding the standards for a practicum/internship experience for our students as required by the national accrediting organization, the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The manual also identifies the qualifications required of site supervisors. An orientation/training in supervision is required of all site supervisors and an on-line PowerPoint training is available on our [website](http://www.purduecal.edu/education/grad/counsel.html) at www.purduecal.edu/education/grad/counsel.html under Field Experience and Supervision Materials. Finally, this document will provide information regarding logistical matters such as assessment of the practicum/internship student and the practicum/internship experience, liability insurance requirements, and the formal “universal affiliation agreement” utilized by Purdue University Calumet.

Should you agree to supervise this counselor-in-training, he/she will contact you in the near future to discuss the university affiliation agreement and other details regarding the practicum/internship. If you have any questions or desire additional information, please feel free to contact any member of the counseling faculty. Our specialization tracks and contact information are included in Section 1 of this manual.

Sincerely,
The Counseling and Development Faculty of Purdue University Calumet

Table of Contents

Introduction to the Counseling Programs of PUC	4
Faculty Contact Information	7
CACREP Standards for Internship	8
Supervisor Contract	9
Criteria for Site Supervisors	9
Site Supervisor Information Form	9
Training in Supervision for Site Supervisors	10
Role of the Site Supervisor	11
Role of the PUC Faculty	13
Guidelines for Supervision.....	14
Counseling Practicum/Internship Contract.....	15
Practicum/Internship Agreement.....	16
Clinical Mental Health Practicum Mid-Term Evaluation Form.....	18
School Counseling Practicum Mid-Term Evaluation Form	20
School Counseling Internship Mid-Term Evaluation Form.....	22
School Counseling Internship Final Evaluation Form	25
School Counseling Internship Evaluation of Intern’s Impact on Students Form	28
Supervisor’s Final Evaluation of Counselor Trainee.....	31
Certification of Counseling Internship Form	34
School Counseling Practicum/Internship Log Form	35
Mental Health Counseling Practicum/Internship Log Form	36

Introduction to the Counseling Programs of Purdue University Calumet

The Counseling and Development program within the School of Education at Purdue University Calumet offers course work leading to the Master's degree. Within the broad counseling major, programs may be shaped so as to fit the setting in which prospective counselors plan to work: educational settings - elementary, secondary, higher education; or non-educational settings - social agencies, vocational/employment programs, hospital/mental health facilities, employee assistance programs, parole/probation work, etc.

Consistent with the professional views and standards in the field, and with the goal of providing education and training that will make graduates competitive in the job market, the MS program in *School Counseling* requires a minimum of 51 credit hours of graduate study, and the MS program in *Mental Health Counseling* requires a minimum of 60 credit hours. Core courses, foundation courses, electives, and various levels of supervised practical experience comprise these hours.

The counselor education faculty maintain that, regardless of the work setting upon which the prospective counselor plans to focus, there is a common core of preparation basic to all entrants. Most of the core is concentrated into the first half of the program so that specialization, although initiated in the early stages, will expand in the latter portion of the program.

The MS degree is considered a terminal program in the sense that all graduates will be qualified to assume professional positions in the field. However it should be understood that further post-MS study (not necessarily doctoral) and/or training may be desirable or expected in some work settings.

Mission

The mission of the Purdue University Calumet School Counseling and Mental Health Counseling Programs is to prepare candidates who will empower all students and clients to reach their maximum potential in the areas of academic, personal, social, and career development. In doing so, candidates graduating from these programs will be ethically and culturally competent educational and community leaders who address individual and systemic barriers to academic achievement and personal development.

Philosophy

The counselor education faculty understands counseling to be a continuous learning-oriented supportive process involving interpersonal relationships between a counselor and one or more clients carried on in a controlled social environment. The aim of counseling is to explore the clients' perceptions of themselves and their environment, to enable them to see how they can utilize their personal resources for growth, to help them learn to take responsibility for their thoughts, feelings and behavior, and to be advocates for change in clients' environments. The outcome is for clients to take constructive action on their own behalf.

We believe the role of the counselor should be that of a human relations specialist within the school or social agency. This role implies a commitment on the part of counselors to act within their work and social environments as agents for constructive change of attitudes and practices, which demean or oppress individuals or groups.

In order to establish and implement a quality educational program that is in accord with these basic beliefs and purposes, appropriate assumptions have been identified from which specific objectives may be stated. These assumptions are as follows:

1. Preparation as a counselor should include a mixture of didactic and experiential activities. These components of the program should be presented in such a way that their relevance to counseling effectiveness might readily be previewed by students.

2. Opportunities should be provided for counselor candidates to participate in group and individual counseling. We believe that self-understanding contributes to personal and professional maturity as well as to the capacity for good judgment. Who the counselor is as a person (i.e. her/his interpersonal warmth, sensitivity, acceptance, values, ethics, and ways of relating to others) is perceived as being as essential to effective counseling as what the counselor knows or has achieved. Furthermore, we believe it is vital to the congruency and integrity of counselors that they do not perceive themselves as being above the very process they use to help others grow.

Consequently, participation in various counseling opportunities to examine personal values, traits, strengths, defenses, stresses, needs and ways of relating to others is essential. Counselor candidates should be committed to such self-exploration throughout their program and their career as a counselor. Candidates should indicate their acceptance of the importance of this aspect of the program prior to applying for formal admission.

3. A basic emphasis of the training program should be on self-evaluation by the student on both academic and personal levels. The assumption is that a meaningful program of counselor education must facilitate this process, provide opportunities for periodic evaluation, and include appropriate alternatives for those choosing not to continue in the program.

4. Interaction between students, between faculty, and between students and faculty should be encouraged and facilitated. Through such interaction channels of communication are opened, concepts are crystallized and personal and program growth is facilitated.

5. Since a number of reputable approaches to the conceptualization and treatment of client concerns have been developed, no one theoretical approach should be imposed upon students. Rather, certain theoretical knowledge relevant to development of individual counseling styles is essential.

Valuing Diversity

The counseling profession is bound to the values of its governing organization (the American Counseling Association) and to those of the social sciences in which it belongs. These values include the importance of creating an interpersonal environment that is safe and accepting, with emphasis on the importance of counseling students and professionals being non-discriminatory and respectful of diverse people. The expectation of the Purdue Calumet Counseling Program, then, is that students will incorporate these values by being supportive and respectful of all individuals, with particular attention to those who are different from themselves in terms of race, ethnicity, gender, language, special needs, sexual orientation, religion, socioeconomic status, and geography. This expectation is in line with the School of Education's position on diversity (please visit that website at <http://www.tommi hail.net/diversity.html>).

Possessing a nondiscriminatory attitude is not only expected but is to be exceeded. The program is interested in individuals who will be actively observant and introspective of their own attitudes and behavior, and when confronted with their own prejudices will work to understand their underlying beliefs and feelings and take steps toward changing them. Enrollment in this program is therefore seen as a commitment to the values of accepting and psychologically protecting all people, and to life-long scrutiny and self-examination. A deepening of this commitment is essential. Our faculty is committed to supporting the constructive personal development of all enrolled students, but will not support behavior or expressions, which are judged to be highly intolerant and/or rigid. Prospective students should understand that their displayed levels of acceptance of others in all the areas listed above will be used to evaluate their readiness for or progress during their counseling program. We trust that students who are ready for and excited about becoming skilled, highly competent counseling professionals will eagerly join us in this commitment to respect for diversity.

Professional Ethics

The Counseling and Development faculty have adopted the ethical standards of the [American Counseling Association](#) (ACA) and the [American School Counselor Association](#) (ASCA) as the ethical codes governing the professional behavior of students and faculty members. It is acknowledged that students are in preparation to become helping professionals; nevertheless, the faculty expects students, particularly in their client contacts, field practice assignments, research activities and other experiences involving contact with the public, to conduct their work in accord with all standards set forth by these ethical codes. Failure to do so can bring faculty censure of the student and/or expulsion from the program.

Professional Affiliations

We also encourage students to become members in the organizations that represent their chosen field. For those in the school counseling program, it is advisable to join the [American School Counselor Association](http://www.asca.org)(ASCA) and the American Counseling Association (ACA). For those students in the mental health program, it is advisable to join the American Counseling Association (ACA). Membership in the American Counseling Association (ACA offers many benefits and services including a newsletter and professional journals. In addition, ACA offers professional liability insurance for student members at a reduced rate. Liability insurance is required for those students going into mental health counseling. Information may be obtained by calling the ACA at 800-347-6647. Membership applications are available from the ACA website: <http://www.counseling.org>. We also encourage students to join, and participate in, the [Indiana Counseling Association](http://www.iniac.org) (ICA) and the [Indiana School Counselor Association](http://www.isca.org)(ISCA).

Psi Upsilon Chi, Chi Sigma Iota

Established in 1985, Chi Sigma Iota is the international honor society for counselors working in professional and academic settings. The mission of Chi Sigma Iota International is to promote scholarship, research, professionalism, and excellence in counseling and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling. The Purdue University Calumet's Psi Upsilon Chi Chapter was established in 2005 and serves as a link within our community to promote networking and service among students, alumni, faculty, and local professionals. Students who have completed 9 credit hours with a grade point average of 3.5 or higher are eligible to be initiated and are expected to contribute to its activities. We invite you to consult the Chi Sigma Iota International website and talk to any of the faculty or other members for any additional information. Your insights, interests, and unique perspectives are welcome additions to our Chapter, and we look forward to your participation.

Faculty

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Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards for Internship

The CACREP standards (2001) are the guidelines for use in implementing internship. Because Purdue University Calumet's counseling programs are seeking CACREP accreditation, it is essential that both the internship site and the overall internship experience adhere to the following standards.

1. The CACREP standards require a supervised internship of six hundred clock hours, which include the following:
2. A minimum of 240 hours of direct services with clients appropriate to the program of study;
3. A minimum of one hour per week of individual and/or triadic supervision, throughout the internship, usually performed by the on-site supervisor;
4. A minimum of one and one-half hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member;
5. The opportunity for the counselor-in-training to become familiar with a variety of professional activities other than direct service;
6. The opportunity for the counselor-in-training to develop audio and/or videotapes of the student's interactions with clients appropriate to the specialization for use in supervision;
7. The opportunity for the counselor-in-training to gain supervised experience in the use of a variety of professional resources such as, assessment instruments, computers, print and non-print media, professional literature, research, and information and referral to appropriate providers;
8. A formal evaluation of performance during internship by a program faculty supervisor in consultation with the site supervisor.

PURDUE UNIVERSITY CALUMET
Counseling and Development

Supervisor Contract

CRITERIA FOR SITE SUPERVISORS

According to the CACREP standards, site supervisors must meet the following criteria:

1. A minimum of a master's degree in counseling or a closely related field and appropriate certifications and/or licenses;
2. A minimum of two (2) years of closely related professional experience;
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Training and experience in supervision.

An on-line training for site supervisors is provided by the PUC Counseling Program at ____
If you have not already done so, please complete this training.

SITE SUPERVISOR INFORMATION

(A CURRENT VITA/RESUME MAY BE ATTACHED IN LIEU OF COMPLETION OF THIS FORM)

Date: _____ Intern: _____

Site Supervisor: _____

Site Name: _____

Site Address: City: _____ State: _____ Zip: _____

Work Phone: _____ Fax: _____ Email: _____

Present Position Title: _____

Certification/License: _____ Expiration Date: _____

Have you supervised PUC counseling students in the past? Yes No

If yes, when and whom? _____

PROFESSIONAL EXPERIENCE (Begin with most recent):

SUPERVISORY TRAINING AND/OR EXPERIENCE (Begin with most recent):

PROFESSIONAL AFFILIATIONS/MEMBERSHIPS:

TRAINING IN COUNSELING SUPERVISION FOR SITE SUPERVISORS

All Counseling & Development students enrolled in practicum or internship must be supervised by an appropriately credentialed Site Supervisor. According to the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards, Site Supervisors for students engaged in counseling clinical preparatory experiences must meet the following qualifications:

- Hold a minimum of a master's degree in counseling or a related profession with equivalent qualifications
- Hold appropriate professional licenses and/or certifications
- Have a minimum of two years of professional experience in the program area in which the student is enrolled
- Demonstrate knowledge of the Counseling & Development Program's expectations, requirements and evaluation procedures for clinical experiences
- Have appropriate training in counseling supervision

The PUC Counseling & Development Program has made a commitment to have all practicum/internship Site Supervisors trained in counseling supervision. For individuals who have not experienced such training, we offer an annual three hour workshop on counseling supervision for which attendees can earn 3 CEUs. The date, time, and location for this workshop will be published on our website and provided to potential Site Supervisors via E-mail announcements. An annual Site Supervisor orientation/refresher meeting will also be offered for those who have completed the workshop to provide updates regarding any program changes. The date, time, and location for this event will also be published and provided to Site Supervisors via E-mail announcements.

Site Supervisors whose schedules do not allow attendance at these events will be provided with materials including a PowerPoint presentation, handbooks, and any needed additional information for their review on an individual basis.

Role of the Site Supervisor

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 Meeting

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 students 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

Role of the PUC Counseling Faculty

The Faculty as a Whole

Prior to seeking a practicum or internship placement, the counseling program faculty will consider each student's application, with attention to successful completion of prerequisite coursework and overall readiness to begin the field experience. A member of the faculty will explain to students the requirements for practicum and internship sites and site supervisors, the types of activities in which practicum and internship students should participate, and the application procedure. Ultimately, the faculty must approve the site and site supervisor for each student prior to registration for practicum and internship. The overall goal of the faculty is to support the counselor-in-training and facilitate a positive practicum/internship experience.

Group Supervision

During practicum and internship, students are required to meet for group and/or dyadic supervision class on the PUC campus. A member of the counseling program faculty conducts this supervision. The practicum and internship courses require that students meet in group or dyadic supervision for a minimum of one and one half hours per week, scheduled weekly throughout the semester. Students receive credit for hours attended in group supervision towards their required clock hours.

The faculty supervisor will be in contact with the site supervisor on a regular basis through email or by phone. In the event that the site supervisor has concerns about the performance or behavior of a practicum or internship student, the faculty supervisor should be contacted immediately. Faculty contact information is included on page--- of this handbook.

Internship Site Visits

Each student's internship site will be visited at least one time by a university faculty member. The faculty member will meet with the intern and site supervisor to discuss the intern's experiences and any concerns that may exist. The visits will be scheduled at a mutually convenient time for the site supervisor, intern, and faculty member.

Guidelines for Supervision of Students in a Professional Setting

Listed below are key points for on-site supervisors supervising students through practicum or internship. Your cooperation in providing these experiences for the student will be appreciated.

- Please allow the student to observe you in your role as a counselor, including your counseling with clients, if possible, prior to his/her beginning to provide services. This is an ethical and effective teaching technique, and if the client's permission is obtained, the counseling is rarely, if ever, impeded.
- Please provide guidance to the student for developing a realistic, well-balanced plan or learning contract which will meet the course requirements as closely as possible. She/he will share the course syllabus describing those requirements. After you and the university supervisor have approved the student's contract, a copy will be provided to you.
- Please observe the student at regular intervals as he/she counsels with clients individually and in groups, and performs the various other counselor functions. In addition, please provide feedback and suggestions to the student for improving her/his professional knowledge and skills.
- Please set aside time to meet weekly with your student to review and critique videotapes of individual and group counseling sessions he/she has conducted. Your feedback in this activity will be highly beneficial.
- Please expect the student to conduct her/himself in a highly professional, ethical manner. Should any problems arise regarding this or any other aspect of the practicum or internship, discuss the issue with the student. If the issue of concern to you is not satisfactorily resolved, please feel free to contact the university supervisor as soon as possible so that we may work together to settle the problem.
- Please encourage student to take advantage of professional development activities for counselors of which you may be aware, such as meetings of professional associations, conferences, workshops, and seminars.
- Please be sure that co-workers and clients (in agencies) or principal, teachers, staff, students, and parents (in schools) are informed that you are supervising a practicum student / intern and are aware that he/she will be providing counseling and related services under your supervision and that of the university supervisor.
- Your help as a facilitator in providing the student with access to clients, facilities, and materials is essential and will be appreciated.

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 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 sitesupervisor informed regarding my practicum/internship experiences.
5. I understand that I will not be issued a passing grade in practicum 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 & 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 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
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
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
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

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

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: _____
 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__

_____ 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____