Practicum/Internship Forms and Report Formats

Counseling & Development Program

Graduate Studies in Education
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PURDUE UNIVERSITY CALUMET
COUNSELING & DEVELOPMENT
FIELD EXPERIENCE FORMS

CLINICAL MENTAL HEALTH AND SCHOOL COUNSELING
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
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?
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: _______________________________________________________________
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 ____________
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. Psychoeducation
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.
- The 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
Client Release Form

I ________________________________ agree to be counseled by a Practicum or Internship student from the Counseling and Development program at Purdue University Calumet. I understand that 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 he or she is receiving supervision from a faculty member at the University.

I understand that my counselor will be recording our sessions for his or her educational purposes only. I give permission for interviews to be recorded and for other counselors-in-training to listen to those 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: __________
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 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
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.
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

I felt....

10. confident of my supervisor’s skills

11. my supervisor respected me and was concerned with my professional growth

12. my supervisor was committed to his/her role as a supervisor

13. my supervisor motivated and encouraged me

14. my supervisor served as an appropriate professional role model

15. my supervision sessions allowed for both personal and professional growth

16. my supervisor recognizes his/her own limitations

17. my supervisor was genuine, congruent, empathetic, and honest

My supervisor helped me....

18. to clarify my own ideas about counseling theory

19. to focus on specific counseling strategies to assist the client

20. to develop techniques to resolve conflict

Please use this space for additional comments.
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 Moderately Moderately Very
Unsatisfactory Unsatisfactory Satisfactory 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.
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

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PURDUE UNIVERSITY CALUMET
COUNSELING & DEVELOPMENT
FIELD EXPERIENCE FORMS AND REPORT FORMATS

CLINICAL MENTAL HEALTH
# Weekly Time Log

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Exs</th>
<th>Intakes or screenings</th>
<th>Individual Counseling</th>
<th>Group Counseling</th>
<th>Family Counseling</th>
<th>Consultation*</th>
<th>Case Conference</th>
<th>Report Writing</th>
<th>Preparation</th>
<th>Office/Case Management</th>
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<th>Supervision</th>
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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__

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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:
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

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

3 – Exemplary 2 – Satisfactory 1 – 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: ________________
The purpose of this evaluation is to provide meaningful feedback to the counselor trainee. Rate the student using the following scale:

<table>
<thead>
<tr>
<th>N/O</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
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<tbody>
<tr>
<td>Not Below</td>
<td>Meets</td>
<td>Exceeds</td>
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<td>Expectations</td>
<td>Expectations</td>
<td>Expectations</td>
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1. DISPOSITION

<table>
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<td>Good rapport with staff members</td>
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<td>Actively seeks opportunity for new learning experiences</td>
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<tr>
<td>Maintains composure in difficult situations</td>
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2. PROFESSIONAL BEHAVIOR

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<th>N/O</th>
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<tbody>
<tr>
<td>Completes paperwork in a concise and timely manner</td>
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<tr>
<td>Communicates orally and in writing in a clear and effective manner</td>
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<tr>
<td>Adheres to the ethical standards of the profession</td>
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<tr>
<td>Seeks consultation regarding complex ethical situations</td>
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<tr>
<td>Makes an effort to improve counseling knowledge and skills</td>
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<tr>
<td>Makes appropriate referrals to other persons or agencies</td>
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<tr>
<td>Seeks consultation with other professionals</td>
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<tr>
<td>Exhibits willingness to work on personal/professional issues</td>
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3. WORKING IN THE COUNSELING ENVIRONMENT

<table>
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<th>N/O</th>
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<tbody>
<tr>
<td>Becomes integrated into placement site</td>
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<tr>
<td>Arranges counseling sessions appropriately</td>
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<tr>
<td>Maintains contact with the on-site supervisor</td>
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<tr>
<td>Demonstrates appropriate case management skills</td>
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<tr>
<td>Strives to increase professional competence</td>
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</tbody>
</table>
### 4. COUNSELING PROCESS/SKILLS

<table>
<thead>
<tr>
<th>Counseling Process:</th>
<th>N/O</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Opens session appropriately</td>
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<tr>
<td>Clarifies the presenting issues accurately</td>
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<tr>
<td>Facilitates exploration of issues appropriately</td>
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<tr>
<td>Facilitates goal-setting appropriately</td>
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<tr>
<td>Exhibits control of session</td>
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<tr>
<td>Closes session appropriately</td>
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<tr>
<td>Terminates counseling relationship appropriately</td>
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</table>

<table>
<thead>
<tr>
<th>Counseling Skills:</th>
<th>N/O</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Summarizes session content accurately</td>
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<tr>
<td>Demonstrates a variety of facilitative responses</td>
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<tr>
<td>Uses culturally sensitive techniques</td>
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<tr>
<td>Uses theory-specific skills appropriately</td>
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<tr>
<td>Facilitates goal-setting appropriately</td>
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<tr>
<td>Provides information/advice appropriately</td>
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</table>

### 5. CONCEPTUALIZATION SKILLS

<table>
<thead>
<tr>
<th>Recognizes relevant client themes and patterns</th>
<th>N/O</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Uses client information to develop working hypotheses</td>
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<tr>
<td>Uses client cultural background appropriately in assessment, diagnosis, and treatment</td>
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<tr>
<td>Adapts theory and techniques to meet client’s reality</td>
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<tr>
<td>Develops appropriate strategies and interventions based on established counseling theories and techniques</td>
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</table>

### 6. PERSONALIZATION SKILLS

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

### 7. SUPERVISION CONDUCT

<table>
<thead>
<tr>
<th>Prompt and prepared</th>
<th>N/O</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>Uses supervision time effectively</td>
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<tr>
<td>Identifies questions, concerns, and issues</td>
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<tr>
<td>Shows interest in learning</td>
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<tr>
<td>Seeks help and direction</td>
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<tr>
<td>Takes risks to learn and identify challenging situations</td>
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<tr>
<td>Understands and incorporates supervisors’ suggestions</td>
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<tr>
<td>Accepts encouragement and constructive criticism</td>
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<tr>
<td>Actively participates in the supervisory process</td>
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</table>
### 8. SCHOOL RELATED EXPERIENCES AND OUTCOMES

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

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
FIELD EXPERIENCE FORMS AND REPORT FORMATS

SCHOOL COUNSELING
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: 
## Weekly Time Log

<table>
<thead>
<tr>
<th>Categories</th>
<th>Activity Examples</th>
<th>Large Group Guidance*</th>
<th>Individual or Small Group Guidance*</th>
<th>Consultation*</th>
<th>Small Group Counseling*</th>
<th>Individual Counseling*</th>
<th>Coordination</th>
<th>Supervsn</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity</strong></td>
<td>Classroom activities, orientations, presentations</td>
<td>Individual assessment, individual advisement, placement, vocational/occupational exploration</td>
<td>Staff/community development, committees/advisory boards, parent training</td>
<td>Support groups, skill training groups</td>
<td>Personal counseling, crisis counseling, referral</td>
<td>Research, program management/operation, standardized testing program/data, needs assessment, evaluation, etc.</td>
<td>Counselor meetings, professional development, bus duty, lunch duty, hall duty, substitute teaching, figuring GPAs, etc.</td>
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<tr>
<td><strong>Examples</strong></td>
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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__

Name: ___________________________________________________

SCHOOL COUNSELING PRACTICUM – EDPS 61000

SCHOOL COUNSELING INTERNSHIP – EDPS 69500

Week of: _______________________, 20_______
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:
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**  
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:  

<table>
<thead>
<tr>
<th>N/O</th>
<th>1</th>
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<tbody>
<tr>
<td>Not Observed</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
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### 1. DISPOSITION

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<tr>
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<tbody>
<tr>
<td>Prompt</td>
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<td>Maintains composure in difficult situations</td>
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### 2. PROFESSIONAL BEHAVIOR

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<th></th>
<th>N/O</th>
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</thead>
<tbody>
<tr>
<td>Completes paperwork in a concise and timely manner</td>
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<tr>
<td>Communicates orally and in writing in a clear and effective manner</td>
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<tr>
<td>Adheres to the ethical standards of the profession</td>
<td></td>
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</tr>
<tr>
<td>Seeks consultation regarding complex ethical situations</td>
<td></td>
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</tr>
<tr>
<td>Makes an effort to improve counseling knowledge and skills</td>
<td></td>
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<tr>
<td>Makes appropriate referrals to other persons or agencies</td>
<td></td>
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<tr>
<td>Seeks consultation with other professionals</td>
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<tr>
<td>Exhibits willingness to work on personal/professional issues</td>
<td></td>
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### 3. WORKING IN THE COUNSELING ENVIRONMENT

<table>
<thead>
<tr>
<th></th>
<th>N/O</th>
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<tbody>
<tr>
<td>Becomes integrated into placement site</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Arranges counseling sessions appropriately</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Maintains contact with the on-site supervisor</td>
<td></td>
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<tr>
<td>Demonstrates appropriate case management skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strives to increase professional competence</td>
<td></td>
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</tbody>
</table>
### 4. COUNSELING PROCESS/SKILLS

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

### 5. CONCEPTUALIZATION SKILLS

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Recognizes relevant client themes and patterns</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Uses client information to develop working hypotheses</td>
<td></td>
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<tr>
<td>Uses client cultural background appropriately in assessment, diagnosis, and treatment</td>
<td></td>
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<tr>
<td>Adapts theory and techniques to meet client’s reality</td>
<td></td>
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<tr>
<td>Develops appropriate strategies and interventions based on established counseling theories and techniques</td>
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### 6. PERSONALIZATION SKILLS

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Recognizes personal assets and liabilities</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Directly addresses the relationship process</td>
<td></td>
<td></td>
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<tr>
<td>Understands differences between clients and self</td>
<td></td>
<td></td>
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<tr>
<td>Perceives and understands boundaries in the client-counselor relationship</td>
<td></td>
<td></td>
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<tr>
<td>Sets and maintains appropriate boundaries</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Works effectively with clients who are culturally different from self</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Aware of own feelings and uses them in assisting clients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manages personal values appropriately</td>
<td></td>
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### 7. SUPERVISION CONDUCT

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Prompt and prepared</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Uses supervision time effectively</td>
<td></td>
<td></td>
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<tr>
<td>Identifies questions, concerns, and issues</td>
<td></td>
<td></td>
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<tr>
<td>Shows interest in learning</td>
<td></td>
<td></td>
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<tr>
<td>Seeks help and direction</td>
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<tr>
<td>Takes risks to learn and identify challenging situations</td>
<td></td>
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<tr>
<td>Understands and incorporates supervisors’ suggestions</td>
<td></td>
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<tr>
<td>Accepts encouragement and constructive criticism</td>
<td></td>
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<tr>
<td>Actively participates in the supervisory process</td>
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8. SCHOOL RELATED EXPERIENCES AND OUTCOMES

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

Internship Student: ________________________________ Date: _____________  
Site Supervisor: ___________________________________________  
School: __________________________________________________

Please use the following rating scale

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<th>Unsatisfactory</th>
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(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

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<th>2</th>
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<tbody>
<tr>
<td>Exemplary</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
<td>(Not Applicable or not enough information to form a judgment)</td>
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</table>

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 OF INTERN’S IMPACT ON STUDENTS

Internship Student: ________________________________ Date: _____________
Site Supervisor: __________________________________________
School: __________________________________________________

Please use the following rating scale

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<th>3</th>
<th>2</th>
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<tbody>
<tr>
<td>Exemplary</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
<td>(Not Applicable or not enough information to form a judgment)</td>
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</tbody>
</table>

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

1. **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:
   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**
   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.

3. **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.

4. **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.

5. **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.

6. **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.

7. **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.

8. **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.
9. **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.

10. **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):** __________________________________________
Supplemental Forms and Report Formats
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
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.
Student Name: ________________________________________________________________

Practicum or Internship Site: ________________________________________________

University Supervisor: ______________________________________________________

Course:  _____ Practicum EDPS 61000  _____ Internship EDPS 6950

Semester/Year: __________

Please list below your use of any media/technology at your practicum or internship site during the semester.

<table>
<thead>
<tr>
<th>Date</th>
<th>Media/Technology used</th>
<th>Comments</th>
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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 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.
CONFIDENTIAL *********CONFIDENTIAL ********CONFIDENTIAL ********

CASE COUNSELING SUMMARY AND CRITIQUE

Counselor: John Doe

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

Session Date: 4/2/99

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

<table>
<thead>
<tr>
<th>Sample Responses</th>
<th>Rationale</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Restatement</td>
<td>To help K.S. see that I am paying attention and listening</td>
<td>&quot;Yours is a little less stressful than other areas of music.&quot;</td>
</tr>
<tr>
<td>2. Clarification</td>
<td>To untangle some of what K.S. was saying about his program.</td>
<td>&quot;The individual attention that you get makes it a lot easier, a whole lot less stressful.&quot;</td>
</tr>
<tr>
<td>3. Summarization</td>
<td>To bring a focus back to our session (we had gotten off track)</td>
<td>&quot;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.&quot;</td>
</tr>
<tr>
<td>4. Restatement</td>
<td>To help K.S. see that I understand what he is saying.</td>
<td>&quot;So you feel like you are getting penalized for something that you didn’t do.&quot;</td>
</tr>
</tbody>
</table>

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?


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