

**COMMUNITY COUNSELING
PRACTICUM AND INTERNSHIP
HANDBOOK 2008-2009**

Department of
Counseling and Human Services

National-Louis University

College of Arts and Sciences

Community Counseling Practicum and Internship Handbook

National-Louis University
College of Arts and Sciences
Department of Counseling and Human Services

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Table of Contents

Counseling Program.....	iv
Professional Identity	5
Mission Statement & Objectives	7
Practicum and Internship Experience	9
General Internship Goals	11
Department Expectations for the Student	12
Department Expectation for the Agency.....	13
Department Support for the Agency	16
Graduate Degree Program.....	17
Course Descriptions	18
Licensure and Certification.....	22
Appendix A Supervisor Forms	26
Practicum Evaluation Report.....	27
Internship 1 Evaluation Report.....	29
Final Counseling Evaluation Report.....	30
Appendix B Student Forms.....	33
Goals and Objectives	34
Weekly Log Sheet.....	36
Summary of Hours.....	38
Practicum Evaluation Report.....	40
Internship 1 Evaluation Report.....	42
Final Counseling Evaluation Report.....	43

Community Counseling Program

At National-Louis University

The Department of Counseling and Human Services at National-Louis University offers a 51-hour Master of Science degree in Counseling, with an emphasis in either Community Counseling or School Counseling.

The Community Counseling Program is designed both to address people new to the counseling field and to build knowledge and skills for those already in the field. Small classes enable full participation of students. Course work, field projects, practicums, and internships provide opportunities to integrate theory and practice. The program curricula emphasize care for the whole person, client empowerment, and accountability to the community. Applicants are screened for suitability to the degree program and the profession.

The practicum and internship are the culmination of a student's study in counseling. The emphasis is on specific direct clinical experiences that provide the opportunity for the student's theoretical training to be practiced. The practicum and internship offer trainees the opportunity to demonstrate counseling competencies under clinical supervision.

Students in the community counseling program must follow the American Counseling Association (ACA) Code of Ethics, 2005, the National Board of Certified Counselor (NBCC) Code of Ethics, and the National-Louis University Counseling and Human Services Department Code of Ethics. Students and their supervisors are expected to recognize the importance of consulting with supervisors and colleagues when ethical issues arise during the course of professional practice.

Professional Identity

The intention of the Masters in Counseling Degree Programs at National-Louis University is to cultivate in students an identity as a professional counselor. Historically, the counseling profession emerged from three different sources: vocational counseling, school counseling and mental health counseling. A professional counselor “is one who practices according to the accepted standard of the profession.” (Hackney, 2000, p.18). The standards for the profession are outlined in the American Counseling Association (ACA) Code of Ethics and Standards of Practice. This code can be found in the appendix of this handbook.

The Preamble of the ACA Code of Ethics states the ACA is an educational, scientific, and professional organization whose members are dedicated to the enhancement of human development throughout the life span. Association members recognize diversity in our society and embrace a cross-cultural approach in support of the worth, dignity, potential and uniqueness of each individual.

The ACA website (www.aca.org) contains the following definition of professional counseling:

“The application of mental health, psychological or human development principles, through cognitive, affective, behavioral or systemic interventions, strategies that address wellness, personal growth, or career development, as well as pathology.

ACA is an “umbrella” organization, which includes, but is not limited to, the following divisions:

- American School Counseling Association
- American Rehabilitation Counseling Association
- American Mental Health Counselor Association
- Association for Multicultural Counseling and Development
- Association for Gay, Lesbian, Bisexual and Transgendered Issues in Counseling
- Association for Specialists in Group Work
- Association for Spiritual, Ethical and Religious Values in Counseling
- Association for Assessment in Counseling
- American Career Development Association
- International Association of Addiction and Offender Counselors
- Association for Adult Development and Aging
- International Association of Marriage and Family Counselors
- American College Counseling Association

The Counseling and Human Services Department of National-Louis University seeks to graduate professionals who demonstrate accountability to the profession by modeling the philosophy of the American Counseling Association, following the ACA Code of Ethics, and belonging to professional organizations. Students are encouraged to maintain the highest standards of the profession by seeking licensing on the LPC and LCPC levels in the State of Illinois and through professional credentialing at the national level. In addition, demonstration of professional identity as a counselor is encouraged beyond the graduate school program through maintaining ongoing supervision or consultation, reading professional journals and books, and attending professional conferences.

Mission Statement

The Mission of the NLU Counseling Program is to train highly competent and humane individuals in the greater Chicago area who are interested in working in schools or community agencies in diverse settings and with diverse populations. The faculty are committed to providing experiential opportunities for students which link research and theory with hands-on experiences aimed at promoting personal, scholarly, and professional development. The counseling curriculum prepares individuals to become licensed professional counselors and/or certified school counselors in the State of Illinois who have diversity-sensitive counseling expertise for working in an increasingly global society as well as skills for advocating both for their students/clients and the counseling profession.

Objectives

In pursuit of this Mission, the Program has the following objectives:

1. To acquaint students with all facets of being professional counselors, including not only individual, group, and family counseling practices, but also the necessity of advocating for students/clients and the profession, adhering to ethical and legal integrity, and involvement in professional organizations and activities
2. To provide students with the academic training and professional experiences needed to develop counseling knowledge and skills, including technological competencies as a professional counselor.
3. To provide students with opportunities for self-reflection, and to impress upon students the necessity of continuing education as well as the need for ongoing personal self-awareness and growth.
4. To instill in students an appreciation for the worth of each individual, a developmental perspective on human growth over the lifespan, and an awareness of the importance of context, culture, and diversity.
5. To model and teach practices consistent with the legal and ethical standards of the counseling profession.
6. To provide students with curricular experiences that integrate theory, research, and skill development.

Criminal Background Checks

Some agencies require background checks before an employee, intern or any persons working in their setting. Please check with the agency you are applying to for practicum and internship regarding their requirements for background checks. You need to do this on your own.

Process for requesting a background check

1. Contact the Illinois State Police electronically at (www.isp.state.il.us/crime/uciahome.cfm) and scroll to the bottom of the page to select the link "Order Forms Via the Internet." Fill out the Internet Order Form with your request for one copy of form ISP6-404B. You can also phone 815-740-5160 to request the application for a fingerprint-based record search of the Illinois State Police Criminal history information files.
2. When you receive the Conviction Information Request from the Illinois State Police, fill it out with your name as the requestor. The results must come from you to the University. Please note that if you indicate National-Louis University anywhere on the form, the original results may be sent to the University. Therefore please do not indicate NLU anywhere on the form so that the original results will be returned to your home address.
3. Take the form to your local police station to have your fingerprints done. You may wish to call the station first to be certain someone is available to do the prints.
4. Mail the completed form with a check or money order for \$20.00 made payable to the Illinois State Police to the address provided on the form. Always record the Transaction Control Number which is located on the right-hand corner of the form. This number is used in tracking the status of the request.
5. In about 3-6 weeks you will receive one copy of your results (in a white envelope marked Confidential). A copy of the results must be included with your application for any type of clinical placement (Practicum and Student Teaching). Keep the original to show, upon request, to schools in which you are doing any type of observation. While not all schools are currently requesting to see the checks, the number of schools increasing so keep your background check available if asked.

The Practicum and Internship Experience

All community counseling students complete a 100 hour practicum and a 600 hour internship for a total of 700 hours in a community placement. Students must complete their 100 hours plus all course requirements in practicum before they may begin counting the hours at their site toward internship.

What is Practicum?

Practicum includes 100 hours of field placement in an approved setting with 40 hours of direct client contact while the student is attending a 3 semester hour class at the university. During the practicum experience, students will acclimate to the agency and begin seeing clients; they will tape and critique their counseling sessions, write case notes, and develop a counseling approach specific to their setting; and they will be evaluated both by their site supervisor and their practicum instructor. Students attend a weekly Practicum class which includes time in individual supervision and 1 ½ hours of group supervision with their practicum instructor. In addition, they are expected to receive one hour per week of individual supervision from their onsite supervisor.

What is Internship?

Internship consists of 600 hours of field placement over two terms, half of which (300 hours) must be direct client contact, with students receiving weekly on-site clinical supervision. Students set individualized goals at the beginning of each term and are evaluated at the end of each term. They attend a weekly 1 ½ hour group supervision class with their university supervisor, plus write case studies, a consultation paper, and create a portfolio. Students must complete all practicum requirements and be given formal approval by their practicum instructor to begin counting time at their placement as internship hours.

Direct versus Indirect Hours

Counseling interns will provide a minimum of 340 hours of direct client service over their practicum and internship experience. Direct and indirect hours are defined as follows.

Direct hours include:

- Face-to-face interaction with a client in individual, group, or family counseling
- Face-to- interaction with the parents/legal guardians if the client is a minor.
- Telephone contact with the client or the parent of a minor client.
- In person or telephone consultation with other professionals to coordinate services to the client and his/her family.
- Observing a counseling session with a more experienced counselor or co-counseling with a more experienced counselor.

- Facilitation or co-facilitation of a small group.
- Educational presentations/workshops for agency clientele.

Indirect hours comprise all other services provided including:

- Supervision time with the on-site supervisor, either individually or in groups.
- Staff meetings
- All paperwork
- Community outreach activities

Time spent in Practicum and Internship class does not count for either direct or indirect hours.

General Practicum and Internship Goals

Through their field placement, all students are required to meet the following goals:

- Experience the varied responsibilities of a professional counselor in an agency, including clinical work, paper work, staff meetings, record keeping, information and referral, in-service trainings, and clinical supervision.
- Complete a total of 700 hours which must include 340 hours of direct service to clients, including both individual and group counseling experiences.
- Receive a minimum of one hour onsite individual supervision by the site supervisor for approximately every twenty hours the student is at the internship site plus weekly group supervision by a faculty member which provides them with feedback and opportunities for self-evaluation and personal/professional growth.
- Have the opportunity to audio or video tape their interactions with clients/students for use in supervision.
- Write case studies about individual clients
- Facilitate or co-facilitate a small group and submit a report about their experience
- Write a Consultation paper, acting as a consultant to the agency.
- Network with other community agencies and become familiar with community resources in order to effect appropriate referrals.
- Become familiar with the laws and court system as it applies to the population represented at the practicum/internship site.
- Prepare for and complete appropriate internship termination with the agency and its staff.
- Prepare for and complete appropriate termination/transfer of clients upon completion of internship.
- Receive a formal evaluation on their performance at the end of Practicum and each Internship term by the site supervisor.

In addition to these general counseling goals, students will write goals specific to their site and position at the beginning of each term and complete self-evaluations at the end of each term which they share with their site supervisor.

Department Expectations for the Student

The student's responsibilities are as follows:

1. To use the practicum/internship as a learning opportunity to try out appropriate knowledge and techniques.
2. To find a practicum/internship site that meets departmental requirements, and then obtain approval of placement from his/her clinical coordinator in order to begin the practicum/internship experience.
3. To set specific weekly internship hours with the agency.

Counseling placement usually consists of an average of 15-20 hours a week for three consecutive quarters (700 hours minimum). Students must be prepared to alter their work schedule to meet the needs of their internship site. They are also expected to maintain their internship schedule even when the university is not in session and to make arrangements ahead of time for any changes in their schedule.

Generally internship sites offer daytime and evening hours. Weekend hours, IF they are available, are the exception.
4. If a student is considering using his or her worksite as his or her field placement site the following must be included: a) new and different learning from the current job and b) a new supervisor. As with all placements, the student's clinical coordinator must approve this arrangement before placement can be accepted.
5. To assume professional responsibility for client services and all related agency activities that are assigned.
6. To complete written work as required by the agency.
7. To participate in scheduled weekly supervision with on-site supervisors. Student responsibilities may include:
 - a. Preparing an agenda and turning it into the onsite supervisor prior to scheduled meetings.
 - b. Recording information representative of work.
 - c. Selecting, presenting, and completing materials.
8. To share reactions to the placement experience with both the on-site and university supervisor.
9. To offer feedback to an on-site supervisor regarding supervision and to advise the on-site supervisor of learning needs and problems that arise.
10. To keep a journal, which is shared with their university supervisor but not the onsite supervisor.

Department Expectation for the Agency

1. By accepting a student, the agency agrees to provide appropriate professional experiences for the student beginning with an orientation to the agency and its programs
2. A clinically-licensed professional must supervise students. The degrees, licenses, and certifications that are appropriate include:
 - < Licensed or licensed eligible Professional Clinical Counselor (LCPC)
 - < Licensed or licensed eligible Clinical Social Worker (LCSW)
 - < Licensed or licensed eligible Psychologist (Ph.D. or Psy. D.)
 - < Licensed Psychiatrist (M.D.)
3. The assigned onsite supervisor will provide direct clinical supervision for a minimum of one hour for every 20 hours of the student's internship, approximately once per week.
4. The onsite supervisor will prepare other agency staff prior to the student's arrival, involve staff in student's learning experience, and enhance interaction between the agency and the Department of Counseling and Human Services of National-Louis University
5. Students will be allowed to participate in staff meetings and in-service training as related to the student's functions at the agency.
6. The assigned supervisor will assist the intern with development of goals and objectives, specifying the student's specific responsibilities.
7. The agency will provide appropriate and adequate space for the student to work. This should include a place where the student can receive mail and have a desk. This space can be shared but would be available to the student when he or she is on site.

8. The clinical supervisor will submit timely written evaluation of the student to the Department of Counseling and Human Services. Specifically, evaluations must be done at the end of Practicum (the first 100 hours) and at the end of each term of internship (two terms of 300 hours each). The evaluation forms are found in the appendix of this handbook. The evaluation should be done and reviewed with the student prior to being submitted by the student to the university supervisor.
9. The onsite supervisor will provide personally or, in cooperation with other staff, an orientation to the setting to include:
 - The purpose, function, policies, and goals of the organization.
 - The source of funds.
 - The clientele served
 - The specific activities carried out.
 - The relation to the community and other agencies.
 - The personnel regulations.
10. The agency will afford the student the opportunity, when appropriate, to observe other staff members at work in such specific situations as interviews, groups, presentations, etc., that represent a learning experience. Follow-up on what has been observed is vital.
11. The clinical supervisor will act as an advocate for the student to gain access to learning experiences within the professional community.
12. The onsite supervisor will monitor the student's work load, taking into consideration each student's capacity, interests, life experience, and educational goals whenever possible. **“Busy” work such as typing, filing, etc., is not appropriate for a graduate placement.** The student should perceive assignments as meaningful to both the agency functioning and his or her own educational experience. This includes increasing the nature and complexity of the assignments as the student's experience increases.
13. The clinical supervisor will assist the student to communicate effectively, both verbally and in written form. Communications skills should encompass:
 - Identifying needs and problems
 - Collecting information.
 - Organizing collected information.
 - Evaluating collected information.
 - Acting on information and evaluation.

14. The onsite supervisor will help the student recognize the steps taken in the performance of each task and the reactions this effort provokes both during and after role performance.
15. The onsite supervisor will assist the student in becoming aware of agency problems, including gaps in service, unmet needs, and funding issues.
16. The clinical supervisor will
 - Teach the student the structure and purpose of accurate recording and record keeping.
 - Discuss with the student ethical, legal, and professional issues including confidentiality and to outline agency procedures regarding these matters.
17. The agency will provide the opportunity for students to audio or video tape counseling sessions. In addition the agency may offer live supervision to through one-way mirrors or any other form of live supervision available through the agency.

AT ANY TIME THAT ANY INDIVIDUAL STUDENT IS FOUND TO BE PERFORMING AT A SUBSTANDARD LEVEL, THE ON-SITE SUPERVISOR IS RESPONSIBLE FOR DISCUSSING THE PROBLEM WITH THE STUDENT AND THE UNIVERSITY SUPERVISOR AND TO FOLLOW THIS UP WITH AN OUTLINE OF TASKS FOR THE STUDENT TO COMPLETE TO BRING THAT STUDENTS WORK UP TO A SATISFACTORY LEVEL. BOTH THE STUDENT AND ON-SITE SUPERVISOR SHOULD SIGN THIS OUTLINE. THE STUDENT, ON-SITE SUPERVISOR AND UNIVERSITY SUPERVISOR SHOULD EACH RECEIVE A COPY OF THIS SIGNED FORM.

Department Support for the Agency

The Counseling and Human Services Department will

1. Provide pertinent information regarding the Department of Counseling and Human Service and the internship experience to the on-site supervisor.
2. Carry Professional Liability Insurance through the University. Certificates can be sent upon request by the agency.
3. Assist the student and on-site supervisor in resolving any problems rising in the placement.
4. Provide the on-site supervisor and student with all pertinent forms. Copies of all forms are found in the appendix of this handbook.
5. Contact the agency prior to a student beginning the internship.
6. Maintain regular contact with the agency throughout the student's experience.
7. Meet at least once on site with the student and supervisor.
8. Maintain regular contact with student through weekly supervision class, journal, and individual sessions.

National-Louis University and the Department of Counseling and Human Service believe that through the commitment and cooperation of the university, department agency, and student, this internship experience will be a positive one for all.

Graduate Degree Program

Master of Science in Counseling and Human Services

All of the courses listed below are required to successfully complete this degree, in compliance with the Professional Counselor and Clinical Professional Counselor Licensing Act of the State of Illinois 1998.

Course Requirements		51 SH
HSC501	Fundamentals of Counseling in Human Services	3
HSC510	Theories of Counseling	3
HSC512	Theory and Technique of Group Counseling	3
HSC508	Research Design and Methodology	3
HSC511	Professional Practice and Ethics in Human Services	3
LAP506	Advanced Human Development	3
HSC503	Counseling and Human Development in a Multicultural Society	3
HSC505	Clinical Assessment and Diagnosis	3
HSC506	Introduction to Theory and Practice of Family Therapy	3
LAP501	Introduction to Psychological Assessment	3
HSC504	Clinical Techniques of Counseling	3
HSC514	Counseling for Career Development	3
HSC524	Introduction to Community Counseling	3
HSS534	Perspectives on Substance Abuse Counseling:	3
HSC533	Counseling Practicum	3
HSC581	Human Services Internship I	3
HSC582	Human Services Internship II	3

Course Descriptions

HSC501 Fundamentals of Counseling in Human Services

This course presents an overview of the theory, principles, techniques and methods essential in conducting an effective interview. Specific skills, competencies, and concepts related to interviewing are studied, and an ongoing experiential component provides practice opportunities. In addition, there is a focus on self-awareness and insight, which are essential qualities for the effective interviewer. *3 semester hours*

HSC503 Counseling and Human Development in a Multicultural Society

An examination of theory, techniques, dynamics, and behaviors of counseling in a multicultural society. Emphasis is placed upon understanding the influences of one's own cultural background as well as critical issues of counseling persons of other cultures, ethnicity, race, and/or unique sub-cultural grouping. Prerequisite: HSC501. *3 semester hours*

HSC504 Clinical Techniques of Counseling

This course expands interviewing skills and techniques through extended practice sessions with one client, relevant readings, examination of case materials and written exercises. Prerequisites: HSC501, HSC510. *3 semester hours*

HSC505 Clinical Assessment and Diagnosis

This course will provide an overview of the DSM III R and how it can be used for purposes of assessment and diagnosis of the individual client. The student will learn the characteristics of various personality disorders and how to assess these disorders within the parameters of the helping interview. Prerequisites: HSC501, HSC510. *3 semester hours*

HSC506 Introduction to Theory and Practice of Family Therapy

This course explores the theoretical models and concepts in the field of family therapy; focus upon systemic change, dysfunction, and stages of family development. Family therapy approaches to whole families are presented theoretically and through simulation experiences. Prerequisites: HSC501, HSC510. *3 semester hours*

HSC510 Theories of Counseling

A survey of current theories of counseling and psychotherapies. The characteristics of all professional or paraprofessional helping relationships will be explored. Most major theories used in psychotherapy today and specific counseling techniques based on those theories will be studied to familiarize students with the most important methods of individual treatment of psychological problems. *3 semester hours*

HSC511 Professional Practice and Ethics in Human Services

This course will include two components. One is a look at the field of professional counseling. Students will learn about the different types of counseling setting such as schools, community agencies, substance abuse programs, behavioral health programs, etc. Requirements for national certification and state licensing will be covered. The second component involves studying the American Counseling Association's Standards of Care and Code of Ethics. Case examples of ethical decision-making, role-plays, and personal reflection are emphasized. *3 semester hours*

HSC512 Theories and Techniques of Group Counseling

An overview of various theories and techniques of group counseling and the practical application of these techniques. The first part of the course emphasizes goals and purposes of group counseling, tasks, and skills of the group counselor, and guidelines for group creation. The latter sessions concentrate on the experiential application of these concepts. *3 semester hours*

HSC514 Counseling for Career Development

This course will present an overview of the concepts, theories, history, practices and techniques of career counseling through the life span. In addition the course will review the use of occupational classification systems, test and computers in career counseling, as well as counseling with special populations. An experiential component will provide practice opportunities. Prerequisite: HSC501. *3 semester hours*

HSM508 Research and Evaluation Methodology

This course introduces students to principles and methods of social research and prepares students to appropriately apply these skills in the conduct of program evaluation and other program management applications. Emphasis will be placed on the research context for decision making in the planning, design, analysis and reporting of applied research. Prerequisite: HSC510. *3 semester hours*

HSC 524 Introduction to Community Counseling

This course will introduce students to community agency counseling by familiarizing them with the roles of the community counselor, program development, and community counseling models and processes. Students will learn about counselors as change agents, client advocates, outreach specialists, consultants, and preventive educators, and they will review the effects of public policy, managed care, and other social issues on counseling practice.

HSC 533 Counseling Practicum

The Counseling Practicum class is a combination of individual and group supervision as students begin on-site placement. This course requires 100 hours of field placement in an approved setting with 40 hours of direct client contact. Students will tape and critique their counseling sessions, write process notes, and develop a counseling approach specific to their clientele (agency or school). They will be evaluated both by their site supervisor and by their practicum instructor.

HSC 581 Human Services Internship I

Professional counseling experience in a community agency which provides interns with the opportunity to experience the many varied responsibilities of a professional in that setting. Students complete 600 hours on site and receive both individual on-site supervision and attend a group supervision class on campus. *3 semester hours*

HSC 582 Human Services Internship II

A continuation of Human Services Internship I. Prerequisites: Successful completion of prior internship and consent of internship supervisor. *3 semester hours*

HSS534 Perspectives on Substance Abuse Counseling

This course provides an overview of substance use issues, including: understanding the substance use experience of the user and the impact of substance use disorder on the family and the layer community; assessment of substance use from abuse to dependence; historical aspects of use and of treatment, including the current treatment delivery system etiology with particular emphasis on application to the counseling process, 12 step groups and their role in counseling individuals with substance use problems; prevention efforts to reduce alcohol/drug problems. *3 semester hours*

LAP501 Introduction to Psychological Assessment

Introduction to psychological evaluation, familiarizing the student with different assessment procedures, including categories of tests, observations and implications. Several tests are examined in class, demonstrating standardized administration and the importance of controlling anxiety and establishing rapport with the individual being tested. Issues of reliability and validity, the importance of the referral question, and report reading will be stressed. Prerequisite: graduate standing. *3 semester hours*

LAP506 Advanced Human Development

A study of the biological, physical, cognitive, emotional, social and personality development of humans from birth through death. Emphasis will be placed on research methodology, including interview and traditional psychological assessment. Normal and pathological aspects of the aging process will be explored. The concepts of prevention and postponement will be incorporated. Prerequisite: graduate standing. *3 semester hours*

Licensure and Certification

The Masters degree in Counseling at National-Louis University provides students with the educational coursework and practicum/internship experience needed to apply for licensure in the State of Illinois and for national certification status.

ILLINOIS LICENSURE

What is licensure?

In 1992 Illinois passed the Professional Counselor and Clinical Professional Counselor Act (225ILCS107/). This act allows for professionals with master's or doctoral level degrees in the field of counseling, rehabilitation counseling, psychology or similar degree programs approved by the state to practice under the title of "counselor." There are two levels of licensing in Illinois – LPC and LCPC.

What is a Licensed Professional Counselor (LPC)?

Licensed Professional Counselor means one is eligible to provide services to individuals, couples, groups, families and organizations under the direct supervision of a qualified clinically licensed professional. According to 225ILCS107/20c a Licensed Professional Counselor may not engage in independent practice without a clinical professional counseling license (LCPC).

Section 45 3-4 states that the qualifications for a Licensed Professional Counselor are to be a graduate of a 48 semester hour master's or doctoral level program in the fields of counseling, rehabilitation counseling, psychology or similar degree program approved by the Illinois Department of Finance and Professional Regulations (IDFPR) and have passed the National Counselor Exam (NCE) that is provided by the National Board of Certified Counselors (NBCC).

How does one become a Licensed Clinical Professional Counselor (LCPC)?

A Licensed Clinical Professional Counselor (LCPC) holds a 48 hour master's or doctoral level degree in the fields of counseling, rehabilitation counseling, psychology or similar degree program approved by the Illinois Department of Finance and Professional Regulations (IDFPR) and has passed the National Mental Health Counselors required for this level of licensure. In addition to passing the exam an LCPC is required to have completed the equivalent of two years (two units) full time satisfactory supervised employment under the direct supervision of a qualified supervisor.

One unit of experience is a maximum of 1680 clock hours in not less than 48 weeks including 960 hours of direct face to face service to clients. Individuals can begin gaining the required hours upon completion of their degree.

A qualified supervisor is an individual who is clinically licensed as an LCPC, LCSW, Licensed Psychologist, or Psychiatrist.

Supervision means that the candidate met with his/her supervisor at least one hour each week for every 20 hours of direct contact and has reviewed his/her counseling session and case management skills. Face to face does not include supervision by mail, fax or over the phone.

Acceptable modes of supervision are:

- < Individual supervision.
- < Group supervision with no more than five counselors present.

Counseling activities must be “pursuant to the supervisor’s order, control, oversight, guidance and full professional responsibility” (Professional Counselor and Clinical Licensing Act 227ILCS107/Section 1375.130).

How is licensure maintained?

Thirty hours of continuing education units (CEU=s) are required in order to renew one’s license every two years.

For more information regarding Illinois licensure, contact:
Illinois Department of Finance and Professional Regulations (IDFPR)
320 W. Washington Street, 3rd Floor
Springfield, IL 62786
www.idfpr.com

NBCC CERTIFICATION

What is the National Board of Certified Counselors (NBCC)?

The National Board for Certified Counselors, Inc. (NBCC), is an independent not-for-profit credentialing body that was set up to establish and monitor a national certification system. The process recognizes counselors who have met NBCC standards in their training, experience, and performance on the National Counselor Examination (NCE). More than 40 states and the District of Columbia have adopted the NBCC examinations as part of their statutory credentialing processes.

What is the NCC credential?

The NCC credential is a voluntary certification that is national in scope. It promotes professional accountability and visibility and ensures a standard that was developed by counselors, not by legislatures. It is, however, not a license to practice.

Why take the NCE exam while still a student?

NLU students are eligible to take the NCE exam prior to graduation, but only in the last months of their program. The advantage for doing this is that it allows the student to take the exam while all the materials are fresh. It also gives the student the opportunity to take the exam in a familiar setting with only NLU students. Upon passing the NCE exam, NLU students will receive the credential of Board Eligible National Certified Counselor Status.

What does Board Eligible National Certified Counselor mean?

Board eligible status means an individual holds a graduate degree in counseling from a regionally-accredited institution and has met the coursework requirements, passed the NCE exam but has not yet accrued the required post-graduate supervised experience for certification. This designation may not be used for independent private practice. It is not a license to practice.

What do I have to do to become a NCC?

This board eligible status is valid for a maximum of three years. During this three-year period, the candidate will have to accrue the required two year of post-graduate counseling experience with 3,000 hours in activities directly related to counseling and 100 hours of face-to-face supervision. Upon submitting the necessary verification to NBCC the candidate will become a NCC.

NCC certification is for a period of five years. At the conclusion of five years, documentation of 100 hours of continuing education will be required to be recertified.

For more information regarding NBCC contact:

National Board for Certified Counselors
3-D Terrace Way
Greensboro, NC 27403
(910) 547-0607
www.nbcc.org

Appendix A

Supervisor Forms

National-Louis University - Department of Counseling and Human Services
First Term (Practicum) Counseling Internship Evaluation - Supervisor Form

Student: _____

Supervisor: _____

Fieldwork evaluation is a process to be shared between you and your field supervisor.

The purpose of this first evaluation is to make a beginning assessment of professional and personal strengths and areas for growth as determined at the end of this first quarter of fieldwork.

In order to receive the maximum benefit from this process, complete this form and then meet to share your evaluation with your intern. At this time your intern will also share his/her evaluation with you.

On the rating scale below please check the number that best represents your intern at this point in his/her internship.

Rating Scale

- 4 Outstanding (top 10%)
- 3 Does Well
- 2 Adequate
- 1 Unsatisfactory
- N.O. No Observation

Acclimation to the agency and community

- | | | | | | |
|--|---|---|---|---|------|
| 1. Attendance and Punctuality | 1 | 2 | 3 | 4 | N.O. |
| 2. Ability to work within the purpose, structure and constraints of the agency | 1 | 2 | 3 | 4 | N.O. |
| 3. Ability to meet schedules, follow through, and attends to instruction | 1 | 2 | 3 | 4 | N.O. |
| 4. Punctuality | 1 | 2 | 3 | 4 | N.O. |
| 5. Ability to work with other counselors, administrative staff and director | 1 | 2 | 3 | 4 | N.O. |

Comments/concerns:

Personal Characteristics

- | | | | | | |
|--|---|---|---|---|------|
| 1. Ability to assume responsibility for own learning, ask questions, comes prepared to supervision | 1 | 2 | 3 | 4 | N.O. |
| 2. Conducts self in professional manner | 1 | 2 | 3 | 4 | N.O. |
| 3. Awareness of own strengths and weaknesses | 1 | 2 | 3 | 4 | N.O. |
| 4. Ability to communicate verbally and professionally | 1 | 2 | 3 | 4 | N.O. |
| 5. Ability to communicate professionally in a written form | 1 | 2 | 3 | 4 | N.O. |

Comments/Concerns:

Individual Counseling

- | | | | | | |
|---|---|---|---|---|------|
| 1. Ability to establish and maintain an effective counseling relationship | 1 | 2 | 3 | 4 | N.O. |
| 2. Gains confidence of client | 1 | 2 | 3 | 4 | N.O. |
| 3. Is a good listener | 1 | 2 | 3 | 4 | N.O. |
| 4. Shows acceptance of client | 1 | 2 | 3 | 4 | N.O. |
| 5. Maintains professional boundaries | 1 | 2 | 3 | 4 | N.O. |
| 7. Responsive to different cultural backgrounds and diversity issues | 1 | 2 | 3 | 4 | N.O. |
| 8. Uses self-disclosure only when therapeutically appropriate | 1 | 2 | 3 | 4 | N.O. |
| 9. Able to provide theoretical rationale for use of counseling procedure | 1 | 2 | 3 | 4 | N.O. |

10. Overall individual counseling skills 1 2 3 4 N.O.
Comments/Concerns:

Group Counseling Skills
1. Ability to relate well to clients in a group setting 1 2 3 4 N.O.
2. Effectiveness of leadership ability 1 2 3 4 N.O.
Comments/Concerns:

Assessment and Appraisal
1. Understanding and use of client records 1 2 3 4 N.O.
2. Ability to understand testing information when appropriate 1 2 3 4 N.O.
Comments/Concerns:

Information/Referrals
1. Beginning to learn referral sources in the community 1 2 3 4 N.O.
2. Ability to locate appropriate resources for client as relates to client's diagnosis 1 2 3 4 N.O.
3. Ability to help clients interpret information in light of individual needs 1 2 3 4 N.O.
Comments/Concerns:

Supervision
1. Comes prepared for supervision 1 2 3 4 N.O.
2. Uses feedback constructively 1 2 3 4 N.O.
Comments/Concerns:

Overall comments

Strengths:

Areas for improvement:

Changes/modification to goals:

Overall rating 1 2 3 4 N.O.

Supervisor Signature

Intern Signature

Date

I have read and discussed the student's self-evaluation. Yes _____ No _____

National-Louis University - Department of Counseling and Human Services
Second Term Counseling Internship Evaluation - Supervisor Form

Student: _____

Supervisor: _____

The evaluation process continues to be an important part of your intern's learning. This second quarter evaluation is to continue to monitor your intern's progress.

In order to receive the maximum benefit from this process, please complete this form and then meet with your intern to share this evaluation. At this time your intern will also share his or her evaluation with you.

When completing these questions, use the below rating scale and examples whenever possible.

Rating Scale

- 4 Outstanding (top 10%)
- 3 Does Well
- 2 Adequate
- 1 Unsatisfactory

1. How has intern met the goals for this second term? **1 2 3 4**
Include any changes in the Goals and Objectives from the first term and additional goals for the final term of your internship.

2. How has intern continued to develop my counseling skills? **1 2 3 4**
What areas of skill need continued improvement for the intern's last term of internship?

3. What issues have been addressed in supervision this term?

Supervisor's Signature

Student's Signature

Date

Date

I have read and discussed the student's self-evaluation. Yes _____ No _____

National-Louis University - Department of Counseling and Human Services
Final Term Counseling Internship Evaluation - Supervisor Form

Student: _____
 Placement Agency: _____
 Agency Supervisor: _____
 Evaluation Period (Dates): _____

The purpose of this evaluation is to make a final appraisal of the student. In order to receive the maximum benefit from this joint process, the student and supervisor are required to independently complete this evaluation and then confer and share their responses.

Use as your standard of evaluation the level of functioning you believe a student should achieve upon completion of his/her fieldwork experience. If there are any items that you do not feel you can answer because of insufficient information, please answer not applicable (NA).

- 4 Outstanding (top 10%)**
- 3 Does Well**
- 2 Adequate**
- 1 Unsatisfactory**
- N.O. No Observation**

I. Experiences/Assignment:

Describe the kinds of learning experiences made available to the student. Include any special orientation or training the student attended.

II. GENERAL TRAITS

- | | |
|---|---------------------|
| 1. Attendance and Punctuality. | 1 2 3 4 N.O. |
| 2. Physical Appearance. | 1 2 3 4 N.O. |
| 3. Knowledge of agency, goals, purposes, and philosophy. | 1 2 3 4 N.O. |
| 4. Ability to work within the purpose, structure, and constraints of the agency. | 1 2 3 4 N.O. |
| 5. Responsibility/Dependability (ability to meet schedules, follow through, and attend to instructions.) | 1 2 3 4 N.O. |
| 6. Level of Independent Functioning (effectiveness in planning and analysis; work responsibilities; ability to assume responsibility for own learning.) | 1 2 3 4 N.O. |
| 7. Written Communications (degree of skill and ability to express thoughts on paper, reports, projects.) | 1 2 3 4 N.O. |
| 8. Quality of Work (organization; thoroughness; soundness of decisions; foresight.) | 1 2 3 4 N.O. |

Comments/Concerns:

III. Professional Development (as relates to development of relationships and interaction with staff and use of supervision. Include level of self-awareness, awareness of others and ability to work within the accepted framework of confidentiality and professional ethics and preparedness for supervision.)

Individual Counseling

- | | | | | | |
|---|---|---|---|---|------|
| 2. Ability to establish and maintain an effective counseling relationship | 1 | 2 | 3 | 4 | N.O. |
| 2. Gains confidence of client | 1 | 2 | 3 | 4 | N.O. |
| 3. Is a good listener | 1 | 2 | 3 | 4 | N.O. |
| 4. Shows acceptance of client | 1 | 2 | 3 | 4 | N.O. |
| 5. Maintains professional boundaries | 1 | 2 | 3 | 4 | N.O. |
| 7. Responsive to different cultural backgrounds and diversity issues | 1 | 2 | 3 | 4 | N.O. |
| 8. Uses self-disclosure only when therapeutically appropriate | 1 | 2 | 3 | 4 | N.O. |
| 9. Able to provide theoretical rationale for use of counseling procedure | 1 | 2 | 3 | 4 | N.O. |
| 10. Ability to use problem solving skills when appropriate | 1 | 2 | 3 | 4 | N.O. |
| 10. Overall individual counseling skills | 1 | 2 | 3 | 4 | N.O. |

Comments/Concerns:

Group Counseling Skills

- | | | | | | |
|---|---|---|---|---|------|
| 3. Able to develop and recruit for a group | 1 | 2 | 3 | 4 | N.O. |
| 4. Able to appropriate screen potential group members | 1 | 2 | 3 | 4 | N.O. |
| 5. Developed appropriate activities for group | 1 | 2 | 3 | 4 | N.O. |
| 6. Ability to relate well to clients in a group setting | 1 | 2 | 3 | 4 | N.O. |
| 7. Effectiveness of leadership ability | 1 | 2 | 3 | 4 | N.O. |
| 8. Works well as a co-facilitator | 1 | 2 | 3 | 4 | N.O. |

Comments/Concerns:

Treatment Planning

- | | | | | | |
|--|---|---|---|---|------|
| 1. Able to develop appropriate treatment plans for clients | 1 | 2 | 3 | 4 | N.O. |
| 2. Able to follow through on treatment plans as developed | 1 | 2 | 3 | 4 | N.O. |

Comments/Concerns:

Assessment and Appraisal

- | | | | | | |
|---|---|---|---|---|------|
| 3. Understanding and use of client records | 1 | 2 | 3 | 4 | N.O. |
| 4. Ability to understand testing information when appropriate | 1 | 2 | 3 | 4 | N.O. |

Comments/Concerns:

Information/Referrals

- | | | | | | |
|--|---|---|---|---|------|
| 4. Developed an awareness of referral sources in the community | 1 | 2 | 3 | 4 | N.O. |
| 5. Ability to locate appropriate resources for client as relates to client's diagnosis | 1 | 2 | 3 | 4 | N.O. |

6. Ability to help clients interpret information in light of individual needs 1 2 3 4 N.O.
Comments/Concerns:

Supervision

3. Comes prepared for supervision 1 2 3 4 N.O.

4. Uses feedback constructively 1 2 3 4 N.O.

Comments/Concerns:

IV. Overall comments

Strengths:

Areas for improvement:

Would you hire this intern as a counselor?

Overall rating 1 2 3 4 N.O.

Supervisor Signature

Intern Signature

Date

I have read and discussed my supervisor's evaluation. yes____ no_____

Appendix B

Student Forms

Goals and Objectives

The student's personalized goals and objectives are intended to supplement the general goals and objectives required of each student in a chosen area of specialization and thus should reflect the student's individualized learning experience throughout field placement. Goals and objectives should be designed in conjunction with an on-site supervisor and reviewed at the end of each term to determine where the student is in relation to learning and if any modification needs to be made for the following term. The student's personalized goals and objectives will be used in conjunction with the general and required goals and objectives when evaluating the student's performance at the end of each term. The evaluation of goals and objectives will be one of the criteria used in the quarterly evaluation process between student, agency, and clinical coordinator.

IDENTIFYING INFORMATION:

Student's Name: _____

Address: _____

Phone: Home: _____

Work: _____

Agency Name: _____

Agency Address: _____

Agency Phone: _____

Agency Supervisor: _____

Starting Date: _____

Termination Date: _____

Goals:

A goal is a general statement of the performance expectations from your duties at the agency. The first step in defining a performance goal is to state the general behavior you expect to exhibit in the performance of your duties. These behaviors should be stated in terms of outcome desired. Practically, determining between 4-5 goals for your field placement is sufficient.

Objectives:

An objective is a very specific statement that defines a specific observable behavior one expects to exhibit in the performance of one's duties. Objectives should be specific, should clearly define the desired behavior, and be measurable. Successfully meeting several objectives indicates goal accomplishment. Students should identify 3-5 objectives for each goal.

Goals and Objectives should be signed by both the onsite supervisor and the student intern before being submitted to the university supervisor.

National-Louis University
Department of Counseling and Human Services
Community Counseling Internship
Weekly Log Sheet

Student _____
 Summer ____
 Week of _____

Term : Fall__ Winter __ Spring __

Date	Direct Time Type Description of activity		Indirect Time Type Description of activity	
Example: Aug – 15	Meet with Johnny. 1.0 Consulting with parents .5		Case notes – 2.0 Orientation to agency 4.0 Agency Supervision 1.0	

Direct Service Hours**Indirect Service Hours****Totals**

_____ Individual Counseling	(i.e., all other activities)	This Week
_____ Group Counseling	_____ Staff meetings/all other Agency meetings	_____ Total Direct
_____ Family/Parent Counseling	_____ All paperwork/planning	_____ Total Indirect
_____ Telephone contact with client or parent of a minor client	_____ Community outreach activities	_____ Total Hours
_____ Observing a counseling session	_____ Supervision (on-site)	Running totals
_____ Co-counseling	_____ Orientation	_____ Total Direct
_____ Educational /career planning	_____ Professional Development workshops	_____ Total Indirect
_____ Presentations/workshops for agency clientele		_____ Total Hours
_____ In person or telephone consultation with other professionals to coordinate services to the client and family		
_____ Client Appraisal		

National-Louis University
Department of Counseling & Human Services
Community Counseling
End of Term Internship Summary of Hours

Student _____ Term _____
Site Supervisor (signature) _____
Site _____
University Supervisor _____

Direct Service **Number of Hours**

Individual Counseling _____

Family Counseling _____

Group Counseling _____

Phone contact- _____

Observations _____

Presentations/Workshops _____

Consultation _____

Career and/or Educational Planning _____

Total Direct Hours _____

Indirect Service

Staff meetings/all other agency meetings _____

Paperwork _____

Community
Outreach

On-Site Supervision

Professional
Growth

Total Indirect Hours

Total Direct + Total Indirect Hours

Student should retain copy for self.

National-Louis University - Department of Counseling and Human Services
First Term (Practicum) Counseling Internship Evaluation - Student Form

Student: _____

Supervisor: _____

Fieldwork evaluation is a process to be shared between you and your field supervisor.

The purpose of this first evaluation is to make a beginning assessment of professional and personal strengths and areas for growth as determined at the end of this first quarter of fieldwork.

In order to receive the maximum benefit from this process, complete this form and then meet to share your self-evaluation with your supervisor. At this time your supervisor will also share his/her evaluation with you.

On the rating scale below please describe yourself by checking the number that best represents you at this point in your internship.

Rating Scale

- 4 Outstanding (top 10%)
- 3 Does Well
- 2 Adequate
- 1 Unsatisfactory
- N.O. No Observation

Acclimation to the agency and community

- 2. **Attendance and Punctuality** 1 2 3 4 N.O.
- 2. **Ability to work within the purpose, structure and constraints of the agency** 1 2 3 4 N.O.
- 3. **Ability to meet schedules, follow through, and attends to instruction** 1 2 3 4 N.O.
- 5. **Punctuality** 1 2 3 4 N.O.
- 5. **Ability to work with other counselors, administrative staff and director** 1 2 3 4 N.O.

Comments/concerns:

Personal Characteristics

- 2. **Ability to assume responsibility for own learning, ask questions, comes prepared to supervision** 1 2 3 4 N.O.
- 2. **Conducts self in professional manner** 1 2 3 4 N.O.
- 3. **Awareness of own strengths and weaknesses** 1 2 3 4 N.O.
- 4. **Ability to communicate verbally and professionally** 1 2 3 4 N.O.
- 5. **Ability to communicate professionally in a written form** 1 2 3 4 N.O.

Comments/Concerns:

Individual Counseling

- 3. **Ability to establish and maintain an effective counseling relationship** 1 2 3 4 N.O.
- 2. **Gains confidence of client** 1 2 3 4 N.O.
- 3. **Is a good listener** 1 2 3 4 N.O.
- 4. **Shows acceptance of client** 1 2 3 4 N.O.
- 5. **Maintains professional boundaries** 1 2 3 4 N.O.
- 7. **Responsive to different cultural backgrounds and diversity issues** 1 2 3 4 N.O.
- 8. **Uses self-disclosure only when therapeutically appropriate** 1 2 3 4 N.O.
- 9. **Able to provide theoretical rationale for use of counseling procedure** 1 2 3 4 N.O.

10. Overall individual counseling skills 1 2 3 4 N.O.
Comments/Concerns:

Group Counseling Skills

9. Ability to relate well to clients in a group setting 1 2 3 4 N.O.

10. Effectiveness of leadership ability 1 2 3 4 N.O.

Comments/Concerns:

Assessment and Appraisal

5. Understanding and use of client records 1 2 3 4 N.O.

6. Ability to understand testing information when appropriate 1 2 3 4 N.O.

Comments/Concerns:

Information/Referrals

7. Beginning to learn referral sources in the community 1 2 3 4 N.O.

8. Ability to locate appropriate resources for client as relates to client's diagnosis 1 2 3 4 N.O.

9. Ability to help clients interpret information in light of individual needs 1 2 3 4 N.O.

Comments/Concerns:

Supervision

5. Comes prepared for supervision 1 2 3 4 N.O.

6. Uses feedback constructively 1 2 3 4 N.O.

Comments/Concerns:

Overall comments

Strengths:

Areas for improvement:

Changes/modification to goals:

Overall rating 1 2 3 4 N.O.

Supervisor Signature

Intern Signature

Date

I have read and discussed my supervisor's evaluation. yes _____ no _____

National-Louis University - Department of Counseling and Human Services
Second Term Counseling Internship Evaluation - Student Form

Student: _____

Supervisor: _____

The evaluation process continues to be an important part of your learning. This second quarter evaluation is to continue to monitor your progress.

In order to receive the maximum benefit from this process, please complete this form and then meet with your supervisor to share this evaluation. At this time your supervisor will also share his or her evaluation with you.

When completing these questions, use the below rating scale and examples whenever possible.

Rating Scale

- 4 Outstanding (top 10%)
- 3 Does Well
- 2 Adequate
- 1 Unsatisfactory

4. How have I met the goals for this second term? **1 2 3 4**
Include any changes in the Goals and Objectives from the first term and additional goals for the final term of your internship.

5. How have I continued to develop my counseling skills? **1 2 3 4**
What areas of skill do I need to continue to work on for my last term of internship?

6. What issues have been addressed in supervision this term?

Supervisor's Signature

Student's Signature

Date

Date

I have read and discussed my supervisor's evaluation. yes _____ no _____

National-Louis University - Department of Counseling and Human Services
Final Term Counseling Internship Evaluation - Student Form

Student: _____
 Placement Agency: _____
 Agency Supervisor: _____
 Evaluation Period (Dates): _____

The purpose of this evaluation is to make a final appraisal you as a community counseling intern. In order to receive the maximum benefit from this joint process, you and your supervisor are required to independently complete this evaluation and then confer and share their responses.

If there are any items that you do not feel you can answer because of insufficient information, please answer no observation (N.O.)

- 4 Outstanding (top 10%)**
- 3 Does Well**
- 2 Adequate**
- 1 Unsatisfactory**
- N.O. No Observation**

V. Experiences/Assignment:

Describe the kinds of learning experiences you had as an intern. Include any special orientation or training you attended.

VI. GENERAL TRAITS

- 9. Attendance and Punctuality. 1 2 3 4 N.O.
- 10. Physical Appearance. 1 2 3 4 N.O.
- 11. Knowledge of agency, goals, purposes, and philosophy. 1 2 3 4 N.O.
- 12. Ability to work within the purpose, structure, and constraints of the agency. 1 2 3 4 N.O.
- 13. Responsibility/Dependability (ability to meet schedules, follow through, and attend to instructions.) 1 2 3 4 N.O.
- 14. Level of Independent Functioning (effectiveness in planning and analysis; work responsibilities; ability to assume responsibility for own learning.) 1 2 3 4 N.O.
- 15. Written Communications (degree of skill and ability to express thoughts on paper, reports, projects.) 1 2 3 4 N.O.
- 16. Quality of Work (organization; thoroughness; soundness of decisions; foresight.) 1 2 3 4 N.O.

Comments/Concerns:

VII. Professional Development (as relates to development of relationships and interaction with staff and use of supervision. Include level of self-awareness, awareness of others and ability to work within the accepted framework of confidentiality and professional ethics and preparedness for supervision.)

Individual Counseling

- | | | | | | |
|---|---|---|---|---|------|
| 4. Ability to establish and maintain an effective counseling relationship | 1 | 2 | 3 | 4 | N.O. |
| 2. Gains confidence of client | 1 | 2 | 3 | 4 | N.O. |
| 3. Is a good listener | 1 | 2 | 3 | 4 | N.O. |
| 4. Shows acceptance of client | 1 | 2 | 3 | 4 | N.O. |
| 5. Maintains professional boundaries | 1 | 2 | 3 | 4 | N.O. |
| 7. Responsive to different cultural backgrounds and diversity issues | 1 | 2 | 3 | 4 | N.O. |
| 8. Uses self-disclosure only when therapeutically appropriate | 1 | 2 | 3 | 4 | N.O. |
| 9. Able to provide theoretical rationale for use of counseling procedure | 1 | 2 | 3 | 4 | N.O. |
| 10. Ability to use problem solving skills when appropriate | 1 | 2 | 3 | 4 | N.O. |
| 10. Overall individual counseling skills | 1 | 2 | 3 | 4 | N.O. |

Comments/Concerns:

Group Counseling Skills

- | | | | | | |
|--|---|---|---|---|------|
| 11. Able to develop and recruit for a group | 1 | 2 | 3 | 4 | N.O. |
| 12. Able to appropriate screen potential group members | 1 | 2 | 3 | 4 | N.O. |
| 13. Developed appropriate activities for group | 1 | 2 | 3 | 4 | N.O. |
| 14. Ability to relate well to clients in a group setting | 1 | 2 | 3 | 4 | N.O. |
| 15. Effectiveness of leadership ability | 1 | 2 | 3 | 4 | N.O. |
| 16. Works well as a co-facilitator | 1 | 2 | 3 | 4 | N.O. |

Comments/Concerns:

Treatment Planning

- | | | | | | |
|--|---|---|---|---|------|
| 3. Able to develop appropriate treatment plans for clients | 1 | 2 | 3 | 4 | N.O. |
| 4. Able to follow through on treatment plans as developed | 1 | 2 | 3 | 4 | N.O. |

Comments/Concerns:

Assessment and Appraisal

- | | | | | | |
|---|---|---|---|---|------|
| 7. Understanding and use of client records | 1 | 2 | 3 | 4 | N.O. |
| 8. Ability to understand testing information when appropriate | 1 | 2 | 3 | 4 | N.O. |

Comments/Concerns:

Information/Referrals

- | | | | | | |
|---|---|---|---|---|------|
| 10. Developed an awareness of referral sources in the community | 1 | 2 | 3 | 4 | N.O. |
| 11. Ability to locate appropriate resources for client as relates to client's diagnosis | 1 | 2 | 3 | 4 | N.O. |
| 12. Ability to help clients interpret information in light of individual needs | 1 | 2 | 3 | 4 | N.O. |

Comments/Concerns:

Supervision

7. Comes prepared for supervision

1 2 3 4 N.O.

8. Uses feedback constructively

1 2 3 4 N.O.

Comments/Concerns:

VIII. Overall comments

Strengths:

Areas for improvement:

Overall rating

1 2 3 4 N.O.

Supervisor Signature

Intern Signature

Date

I have read and discussed my supervisor's evaluation. yes _____ no _____