



National Louis University

1886

**Master of Science
in Counseling Program**

**GRADUATE
STUDENT HANDBOOK**

2024-2025

National Louis University
College of Psychology and Behavioral Sciences

National Louis University

College of Psychology and Behavioral Sciences

MS Counseling Program-Illinois

CHICAGO

18 S. Michigan Avenue
122 S. Michigan Avenue
Chicago, IL 60603

LISLE

850 Warrenville Road
Lisle, IL 60532

WHEELING

1000 Capitol Drive
Wheeling, IL 60090



1953 - 2018

This handbook is dedicated to Rev. Dr. Christopher L. Clemmer, former Counseling Program Chair. Chris Clemmer's wealth of knowledge, integrity, and understanding of Counseling Program policies, contributed greatly to the ongoing development of our Counseling Program. He is greatly missed.

SUBJECT TO CHANGE NOTICE: The rules, regulations, policies, fees and other charges, courses of study and academic requirements that appear in this Handbook do not constitute a contract between the University and any student, applicant for admission or other person. The University reserves the right to change, eliminate and add to any existing (and to introduce additional) rules, regulations, policies, fees and other charges, courses of study and academic requirements. Whenever it does so, the University will give as much advance notice as it considers feasible or appropriate, but it reserves the right in all cases to do so without notice. In addition, there are further policies that can be found in the Undergraduate and Graduate Catalog online.

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MASTER OF SCIENCE IN COUNSELING PROGRAM

Program Director

Natasha Schnell, PhD, LCPC, NCC (she/her)	natasha.schnell@nl.edu	(847) 947-5331
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FULL-TIME FACULTY

Chicago Campus

Campus Coordinator:

Tara Bryant-Edwards, PhD, MBA, LCPC (she/her)	tbedwards@nl.edu	(312) 261-3416
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Lisle Campus

Campus Coordinator:

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Wheeling Campus

Campus Coordinator:

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ADMINISTRATIVE ASSISTANT

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College of Psychology and Behavioral Sciences
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Directory of Support Services

NLU Toll Free Number	800-443-5522
University Library	800-443-5522 library@nl.edu
Learning Support	800-443-5522 https://nl.edu/learning-support/
Student Life	312-261-3568 studentexperience@nl.edu
Career Development	312-261-3270 CareerBridge@nl.edu

Student Mental Health & Counseling

NLU has partnered with Skylight Counseling Center to offer a variety of counseling resources. NLU students will receive up to six (6) sessions at no charge. Students seeking additional counseling referrals for licensed mental health professionals should contact the Office of Student Experience at 888.658.8632 x3568 or email counseling@nl.edu. The student incurs the cost of additional counseling.

Leave a message to request an appointment at 312.261.3636 or 847.947.5656.

Email an appointment request to counseling@nl.edu.

Want to take a quick, FREE, anonymous ONLINE SCREENING? Click [here](#) for access.

This SCREENING can be accessed at any time.

Additional online resources for support: www.ulifeline.org/nlu/

Need brief, informal, free and confidential counseling, visit the "Let's Talk" Drop-in Center.

Some reasons to visit:

- Not sure about counseling and wonder what it would be like to talk with a counselor.
- Not interested in ongoing counseling, but would like the perspective of a counselor.
- Have a specific problem and would like someone with whom to talk it through.
- Have a concern about a friend and want some ideas about what to do.

Please visit <https://nl.edu/student-services/> for more information on Student Services.

General Program Information

Introduction

This Handbook is intended to provide detailed program information for students and field supervisors. The Handbook is divided into sections giving the user information about our programs in general, as well as specific information and forms for the Clinical Mental Health Counseling and School Counseling Programs. For students, additional information is available in the National Louis University Catalog and the National Louis University Student Guidebook <https://nl.edu/student-services/student-affairs/student-guidebook/>

If students have further questions, they should be directed to their assigned faculty advisor.

National Louis University (NLU) strives for excellence in all its programs. The pursuit of excellence requires constant examination of program policies, procedures, faculty, and students. Therefore, information and material contained herein are subject to change. Every reasonable attempt will be made to inform students promptly of changes.

Graduate Counseling Program

The Master of Science in Counseling Program currently offers two programs of study leading to the 60-hour Master of Science in Counseling degree: the Clinical Mental Health Counseling emphasis and the School Counseling emphasis. To be eligible for licensure or certification, students must take all of the required courses in these programs without exception to meet State of Illinois licensure and certification requirements.

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 clinical mental health agencies in urban, suburban, small town, and rural areas. The faculty is committed to providing experiential opportunities for students that 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 licensed professional educators with an endorsement in school counseling in the State of Illinois. Students will be trained to be diversity-sensitive counselors with expertise for working in an increasingly global society.

In pursuit of this mission, the program has the following goals and outcomes:

Program Goals (PGs)

The program faculty design the program and individual courses in such a way as to:

PG – 1: Provide students with the academic training and professional experiences needed to develop counseling knowledge and skills, including technological competencies as a professional counselor. [2.F.1.j.; 2.F.5.e]

PG – 2: 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. [2.F.1.f.; 2.F.1.k.]

PG – 3: 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. [2.F.2.a.; 2.F.3.a.]

Program Learning Outcomes (PLOs)

At the completion of the Master's Degree in Counseling, students will:

1. Demonstrate the ability to apply code of ethics and legal standards in the profession. [2.F.1.i.]
2. Demonstrate the ability to apply the multicultural competencies in diversity, multiculturalism, and advocacy. [2.F.2.b.; 2.F.2.c.]
3. Describe and apply theories of individual and family development across the lifespan. [2.F.3.a.]
4. Describe and apply theories and models of career development, counseling and decision-making. [2.F.4.a.]
5. Describe, compare, contrast and apply major counseling skills and approaches to practice. [2.F.5.a.; 2.F.5.b.; 2.F.5.g.]
6. Demonstrate the ability to select and utilize assessments for diagnostic and intervention planning purposes. [2.F.7.e.; 2.F.7.i.; 2.F.7.j.; 2.F.7.k.; 2.F.7.l.]
7. Describe, compare, contrast and apply major counseling theories to practice. [2.F.5.a.]
8. Demonstrate effective group leadership through the application of theoretical foundations and techniques of group counseling, process and development. [2.F.6.a.; 2.F.6.b.; 2.F.6.d.; 2.F.6.e.]
9. Demonstrate awareness of personal characteristics and behaviors that influence the counseling process and engage in ongoing personal and professional self-evaluation and implications for practice. [2.F.1.k.; 2.F.5.f.]
10. Demonstrate an understanding of the importance of evidence-based, ethical, and culturally relevant research in advancing the counseling profession. [2.F.8.a.; 2.F.8.b.; 2.F.8.j.]

[2016 CACREP Standards]

Diversity Statement

The Master of Science in Counseling Program is committed to the achievement of excellence and diversity for its students, faculty, and staff. The program is committed to recruiting and educating students who reflect the diversity of the Chicago metropolitan area as well as the national and international communities where they may be employed. Program curriculum is oriented to promoting an understanding and respect for multiple perspectives that are represented in today's world.

Handbook Policies

Handbook policies and programmatic revisions contained herein may supersede the general descriptions and explanations set forth in the NLU Catalog.

Accreditation

National Louis University is also accredited by The Council on the Accreditation of Counseling and Related Educational Programs (CACREP), the organization that accredits professional counseling programs.

National Louis University (NLU) is regionally accredited by the Higher Learning Commission (HLC), one of six regional institutional accreditors recognized by the United States Department of Education and the Council for Higher Education Accreditation. Currently, NLU is on the Standard Pathway to regional accreditation, which follows a 10-year cycle and is focused on quality assurance and institutional improvement. For more information about regional accreditation, visit our institutional accreditation website.

MS Counseling Program Advisory Board

The MS in Counseling Advisory Board is a group which was established with the mission to provide a critical link between educators (full-time & adjunct faculty), students, alumni and practitioners in the field (site partners in the mental health and school fields), in order to achieve program quality and relevance. The advisory board meetings will be held on a bi-annual schedule (fall and spring) and will be of appropriate length to maintain involvement of advisory board members. It is at meetings where discussion and deliberation of important matters are translated into decisions and recommendations regarding the ongoing growth, development, and enhancement of the MS in Counseling Program. Diverse perspectives and experiences will be important aspects in selecting members. Prospective advisory board members are identified by existing advisory board members. Their names will be submitted to the advisory board for review. The suggested number of board members should be from 8 to 10 members. Advisory board members will serve a one-year term with the possibility for renewal for additional terms based on their interest, involvement, and at the discretion of the board Chair.

Typical agenda items include general program updates (e.g. new faculty, enrollments, course development, program marketing, student experiences, program level outcomes and assessment data), updates from the field and primary discussion/decision topic(s) to solicit and secure input from external members. Meeting locations will be determined by the board Chair with input

from board members. When necessary and available, distance technologies will be used to allow members to participate who are unable to attend in-person.

Counseling Licensure and Certification

Illinois State Licensure

The Master of Science in Counseling Program prepares students to meet the requirements for licensure at both the Licensed Professional Counselor (LPC) and the Licensed Clinical Professional Counselor (LCPC) levels in Illinois.

- **LPC -Licensed Professional Counselor**
Able to counsel in nonprofit settings *only*, under supervision by an LCPC, LCSW, licensed psychologist, or psychiatrist
- **LCPC - Licensed Clinical Professional Counselor**
Able to counsel in for-profit or nonprofit settings without supervision from another licensed professional

National Board for Certified Counselors (NBCC)

NBCC's Certification program recognizes counselors who have met predetermined standards in their training, experience and performance on the National Counselor Examination (NCE), the most portable credentialing examination in counseling. The National Counselor Examination is used by most states, the District of Columbia, Puerto Rico, and Guam to credential counselors on a state level.

School Counseling Licensure

Students who are licensed teachers may apply for the Professional Educator License- School Counselor Endorsement when they have completed the 60-hour master's degree. **Students who are not licensed teachers are required to take three additional professional education courses and a 1-semester hour reading course, totaling 8 semester hours, in addition to the 60-semester-hour master's degree, before they are eligible to apply for the Professional Educator License - School Counselor Endorsement.**

Endorsement Policy

The MS in Counseling Program faculty will endorse students for licensure/certification upon completion of all university and accreditation requirements. Graduates will be endorsed in the area(s) of program completion. If a student wishes to obtain endorsement in more than one program specialty, all program requirements must be met, including appropriate internship placements. Faculty will recommend graduates for employment for positions in which the student meets the posting requirements and has demonstrated competence to perform the stated responsibilities.

Degrees, Licensure, and Enrollment Verification Online Resources

<https://nl.edu/student-services/office-of-the-registrar/degrees-licensure-and-enrollment-verification/>

Professional Identity and Professional Organizations

The Master of Science in Counseling Program of National Louis University seeks to graduate professionals who have developed an identity as a professional counselor, be it in the field of school or clinical mental health counseling. To accomplish this identity, students are encouraged to demonstrate accountability to the profession by modeling the philosophy of the American Counseling Association (ACA), following the ACA Code of Ethics, belonging to professional organizations, seeking licensing at the LPC and LCPC levels, obtaining appropriate professional credentialing, maintaining ongoing supervision or consultation, reading professional journals and books, and attending professional conferences.

Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. The standards for the profession are outlined in the American Counseling Association (ACA) Code of Ethics and Standards of Practice. The code can be found in Appendix C of this Handbook.

ACA is an umbrella organization that 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 Lesbian, Gay, Bisexual, and Transgender Issues in Counseling
- Association for Specialists in Group Work
- Association for Spiritual, Ethical and Religious Values in Counseling
- Association for Assessment and Research in Counseling
- National 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

Students in the Master of Science in Counseling Program are strongly encouraged to join the American Counseling Association (ACA), the Illinois Counseling Association (ICA), the Illinois School Counseling Association (ISCA), the Illinois Mental Health Counseling Association (IMHCA). Upon enrollment in the Counseling program, students become members of the National Louis University Counseling Association (NLUCA), which is a chapter of ICA.

National Louis University Counseling Association (NLUCA)

The National Louis University Counseling Association (NLUCA) is a student-led professional association of National Louis University. As such, the organization is recognized as a chapter of the Illinois Counseling Association (ICA). NLUCA's purpose is to (a) foster a wide student interest, introduction to the role of professional counseling, participation in activities by providing programs such as workshops, events, collaboration with various professionals, service such as participating in state and national conferences, and leadership development and (b) to assist students in developing skills in leadership and (c) networking in counseling.

Membership in NLUCA consists of any MS Counseling Program student, faculty, site supervisor, and alumni in good standing at National Louis University. Executive officers shall be as follows: President, President Elect, Past President, Vice-President, Secretary, Treasurer, Membership Chair, Alumni Representative, Site Supervisor Representative, Campus Representatives, and Sponsor(s). The aforementioned officers shall constitute the Leadership Team.

Duties of Executive Offices

President – To preside at organizational meetings and membership meetings; create and present meeting agendas for organizational meetings; appoint special committees with the approval of the Leadership Team; write and present Chapter reports at ICA Governing Council meetings; acquaint President-Elect with ICA Governing Council; perform other such duties as may be required by the by-laws or resolution of the organization.

President-Elect – To preside in the President's absence; perform other such duties as may be required by the by-laws or resolutions of the organization; to become President of the organization in the year immediately following the term served as President-Elect.

Vice-President/Program Chair – To preside in the President Elect's absence and perform other such duties as may be required by the by-laws or resolutions of the organization; be the Program Chair for all events; supervise program planning and organize publicity for programs, activities and special events; arrange for refreshments.

Secretary – To attend to all general correspondence of the organization; to take minutes at all meetings, forward these minutes to President and Faculty Sponsor(s) for revisions and forward a copy to all NLUCA membership; to secure minutes of all official meetings and membership meetings, to disperse minutes and all other Chapter information to the entire membership, and to preserve the records of the organization. The NLUCA Secretary will also perform other such duties which may be required by the by-laws or resolutions of the Leadership Team.

Treasurer – Work closely with Faculty Sponsor(s) with regards to the financial administration of all revenue; perform other such duties as may be required by the by-laws or resolutions of the organization. As of June 2019, student membership dues are included in registration fees to the university (NLU). Membership dues for all faculty (including adjuncts), site supervisors, and all alumni are waived.

Membership Chair – To attend all meetings and keep an accurate record of all current members; reach out to new faculty and site supervisors; encourage current students to participate in NLUCA meetings and events; contact NLU MS in Counseling alumni.

Alumni Representative – To attend all meetings and provide information to NLU alums.

Site Supervisor Representative – To attend all meetings and provide information to other NLU Site Supervisors. Must have supervised an NLU student during year of practicum and internship.

Campus Representatives – To attend all meetings and provide information to students on each respective campus.

Faculty Advisor(s) – To provide support and guidance to the Leadership Team; to attend all meetings and provide information to faculty who are members of the NLU MS Counseling Program; work closely with program faculty members who have been assigned to serve on the NLUCA committee.

Application for Formal Admission

When applying for admission, the following materials must be received in the Enrollment Office before a faculty interview can be scheduled. Each year, specific deadlines are determined based on the academic calendar and approval by the Master of Science in Counseling Program. This information is available through the Enrollment and Admissions offices.

- Completed application form
- Nonrefundable application fee
- Official transcripts from every college or university attended
- Three letters of recommendation, ideally from an academic or a professional in the field of counseling
- Counseling Essay
- Written Statement
- Current Resume

After all the above materials have been received, the application file will be sent to the counseling faculty at the campus at which the student will attend. After the application is sent for review, the prospective student's Enrollment Advisor will assist with scheduling an admission interview (Refer to current NLU Catalog and the Master of Science in Counseling Program enrollment materials).

Please note: The writing exercises should be the applicant's best effort in addressing the subject matter as requested. Correct spelling and grammar, punctuation, and sentence structure are necessary to help determine the applicant's ability to do graduate coursework.

Once all admissions materials are received and assessed, and the faculty interview is completed, a faculty committee will meet, review all completed applications and send a recommendation to the Admissions Department where a final decision will be made. Applicants will be notified by

the Admissions Department for one of three decisions: Full Admission, Provisional Admission, or Denial.

If a fully-admitted student receives a C grade, the student will be stopped in the program and will have the opportunity to retake the course. The retaken course must be passed with an A or B before the student can continue in the program. Only two C grades can be repeated during the master's-level course work. A third C or any D or F grade will result in automatic dismissal from the counseling program. All provisionally admitted students must earn at least a B in each of the first two courses or they will be dropped from the program. (See page 23 for rules that apply to National College of Education courses)

Students dismissed from the MS Counseling Program are not eligible to reapply to the MS Counseling Program; they can, however, apply to another program within the university.

Full Admission

If a student with full admission status receives a C grade at any time during his/her academic career at NLU, the student will be stopped from moving forward in the program and will be required to retake the course, earning a final grade of B or better. The student will be notified in writing about this change in academic status (see University Graduate Catalog).

If a student receives an Incomplete, the course must be completed within 90 days, or the student will not be allowed to continue in the program.

Provisional Admission

Provisional Admission status means that a student must earn at least a B in each of the first two graded courses after being admitted. In addition, every student who is admitted on a provisional basis must contact Library and Learning Support and then present evidence of completion of this remedial work to their advisor BEFORE beginning the second term. Further explanation of academic support services will be provided during the HSC511 course. The provisional status will be changed to full status after successful completion of the first two courses.

If a provisional student receives an Incomplete in one of the first two courses, the course must be completed by the end of the next term or the student will not be allowed to continue in the program. **All provisional two-course review students must earn at least a B in each of the first two courses or they will be dropped from the program.**

Admission Denied

Admission may be denied for several reasons including, but not limited to previous academic underperformance, writing skills needs, mismatch between the student's career goals and the counseling program's, and/or an unsatisfactory faculty interview. Denial cannot be appealed.

Student-at-Large/ Non-Degree Seeking Student

From time-to-time students who are already in a master's in counseling program or have already completed their master's degree in counseling may need to take one or two courses to address changing requirements of the State of Illinois's licensing board. The Master of Science in Counseling Program uses the Non-Degree Seeking Student Sign Off form to determine if a non-degree seeking student can join a cohort for a brief time to address academic courses required by the State of Illinois for licensing. The intent is to preserve the continuity of the cohort process and only allow non-degree seeking students to take courses when it is believed by all concerned that it will not disrupt the cohort's ongoing relationships.

Persons with Disabilities

National Louis University is committed to building an inclusive university community that welcomes, values, respects and accommodates students from diverse backgrounds and abilities. Students in need of an accommodations or have questions about accommodations, should visit this webpage for contact information and the request process: <https://nl.edu/ada-accessibility-services/>

Graduation Information

Application for Graduation

Submit application to the registrar's office two terms prior to the expected date of graduation or per university/college announcement.

Change of Address

Students are requested to notify their academic advisor, campus coordinator and the Registrar of any expected change of address pending graduation. This information is needed to mail the diploma and to foster communication with alumni.

Features of the Program

Curriculum

The curriculum for both the Clinical Mental Health and School Counseling programs meets the standards set by the State of Illinois for professional licensure (IDFPR- Illinois Department of Financial and Professional Regulation) and school counseling licensure (ISBE- Illinois State Board of Education). It also meets the national standards of the National Board of Certified Counselors (NBCC) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The programs are competency-based, as well as responsive to the needs of the professional field.

Faculty

The faculty is chosen not only for academic expertise but also for recognized professional competency. This purposeful approach to faculty selection ensures that the theoretical and practical knowledge taught will be tempered by the realities of service delivery in the public and private sectors. A constant and critical examination of curricular content occurs when those who teach also practice. Our faculty believes this examination ensures that the learners will receive the most relevant and current information applicable to their chosen field in counseling.

Cohort Model

The Master of Science Program is offered in a cohort model with classes scheduled from 4-10 PM during the week. Occasionally, day or weekend programs may be scheduled. The cohort model means the learner enters a structured program of studies with a group of colleagues and will continue their studies with that same group of students from program start to finish.

Advantages of this model over traditional programs include course sequencing, availability of courses, schedule consistency and the building of group trust. In addition, all cohorts have an identified advisor assigned to assist students toward the goal of obtaining a degree or license.

Although students are enrolled in a cohort program, registration for classes is required each term as outlined in the Registration Form given at the time of orientation.

In the event that a student must take a leave of absence or drop out of the cohort, the student must send written notification to the Registrar's Office (this could include an email from the student's NLU account) indicating that he/she is dropping out of the cohort. The student must obtain permission from his/her advisor before joining another cohort (see section on Re-Entry Procedures in this Handbook).

Rigor of the Program

The MS Counseling program is designed to provide individuals with busy schedules with the capacity to establish a consistent schedule so the courses are delivered on the same day of the week and during the same timeframe over the duration of the program. Each term is ten weeks in length (eight weeks in summer) and the classes convene on campus on the day of the week (Tuesday, Wednesday, or Thursday) indicated on the Course Sequence/Curriculum Plan. Each week, the first class meets at 4-7p and the second class meets at 7-10p. Keep in mind, that the convenience and predictability of the schedule are designed to align with the needs of students

with busy schedules, the rigor of the program remains consistent with full-time MS Counseling programs so students should plan their study schedule accordingly.

Sequence of Courses and Progress toward Degree Timeline

The term students start the program will determine the sequence of their courses and graduation/degree date. Upon admission to the Program, students will be provided with a Course Sequence/Curriculum Plan which provides the complete schedule of their courses and program completion timeframe. Students can start the program during the Fall, Winter, or Spring term. The term they start will impact their course sequence and degree timeline as described below:

Fall Term Start - Starting the program during the Fall term means that students will complete the majority of their content courses before they start practicum/internship. This means they will take HSC 533 Practicum and a content course during the Fall term, HSC 581 Internship I during the Winter term, and HSC 582 Internship II during the Spring term. Students who start the program during the Fall term will graduate at the end of the Spring term (with a June 30 degree date).

Winter Term Start - Students who start the program during the Winter term will complete their content courses while they are enrolled in their practicum/internship courses. This means they will take HSC 533 Practicum and a content course during the Fall term, HSC 581 Internship I and a content course during the Winter term, and HSC 582 Internship II and a content course during the Spring term. Students who start the program during the Winter term will graduate at the end of the Spring term (with a June 30 degree date).

Spring Term Start - Students who start the program during the Spring term will be enrolled in their content courses while they are enrolled in their practicum/internship courses, complete their remaining content courses during the Summer term, and graduate at the end of the Summer term. This means they will take HSC 533 Practicum and a content course during the Fall term, HSC 581 Internship I and a content course during the Winter term, and HSC 582 Internship II and a content course during the Spring term, and two content courses during the following Summer term (after completion of field placement). Students who start the program during the Spring term will graduate at the end of the Summer term (with a September 15 degree date).

Clinical Sequence

Admission to either the School Counseling or Clinical Mental Health Counseling Program does not guarantee that students will be allowed to advance to the clinical sequence of the program, Practicum and Internship. Programmatic approval is required to begin Practicum and Internship (see section on Admission to Clinical Sequence in this Handbook for details).

Information for Practicum and Internship

Preparation for Practicum/Internship generally begins one year prior to when Practicum is scheduled for the cohort. Practicum typically begins in the fall term, followed by Internship in the winter and spring terms. Academic advisors will project the anticipated start date and let

students know when they should be contacting their placement (Practicum and Internship) coordinator. During the field placement year (practicum and internship), the student is to complete a minimum of 700 hours. Direct and indirect hours cannot overlap between practicum and internship. Students earn a minimum of 100 hours, including 40 direct hours during practicum, and a minimum of 600 hours, including 240 direct hours during internship. Direct service includes individual and group counseling experiences. The number of hours per week may be modified to meet the needs of the site and its counseling department. The student's exact schedule will be determined by the student and on-site supervisor. During Practicum, students typically spend 10-12 hours per week at their site. During Internship, students typically spend 18-22 hours per week at their site. It is extremely important to monitor hours on a weekly basis to provide reasonable pacing and ensure hours are accumulated at an appropriate rate.

Liability Insurance

Per CACREP accreditation requirements, students must be covered by professional liability insurance while engaged in field placement. Students are responsible for obtaining their own insurance and must provide proof of insurance to their university supervisor prior to enrollment in any of their field placement courses: HSC 533, HSC 581, HSC 582, and/or HSM 585X. The student must also upload this Proof of Liability coverage into his or her Tevera account for documentation. Students failing to provide proof of insurance coverage will not be allowed to participate at their practicum/internship site and will be dropped from their field placement courses.

Some options for obtaining counseling liability insurance are listed below:

American Counseling Association (ACA) offers graduate student membership for counseling students. The cost of membership allows students to obtain liability insurance through HPSO at a reduced cost. Information can be found at www.counseling.org

National Board for Certified Counselors (NBCC) also offers liability insurance through provider Lockton Affinity. Information is found at www.nbcc.org and in Counselor Resources section.

CPH is another company that offers liability insurance for graduate students. They can be found at www.cphins.com or 800-875-1911.

Program and University Policies

General Policies, Procedures, Grade Expectations, and Guidelines

The following policies, procedures, and guidelines have been developed to assist students and instructors in accomplishing the objectives of the Counseling Program.

Students should

1. consult the NLU Catalog and the NLU Student Guidebook;
2. see their primary advisor or counseling program campus coordinator for general program information, academic advising, and university procedures;
3. contact the concentration coordinator for specific professional field information;
4. contact the faculty internship coordinator.

Note: Policies, procedures, and curricula are constantly undergoing review and revision to improve students' educational experience in both content and process, as well as to reflect trends in professional fields. Every effort is made to inform students of such changes and their effective dates.

Ethical Behavior

Students are required to adhere to all the ethical standards of the profession. This includes, but is not limited to the American Counseling Association (ACA) Code of Ethics and the American School Counseling (ASCA) Code of Ethics as well as the University's code of ethics. The Master of Science in Counseling Program standards of appropriate behavior can be found in the NLU Catalog and the Graduate Student Handbook.

Counseling program faculty respects students' privacy regarding criminal history; however, faculty encourage students to be aware of how criminal history on record may impact their ability to be licensed, certified or obtain internship or job placement opportunities. If students have questions on how criminal history may impact their future as counselors, they may seek clarification through IDFPR, NBCC, ACA and ISBE.

Course and Grading Policies and Procedures

Papers will be examined for grammar and spelling, as well as content. At an instructor's discretion, the grade for the paper may be split between grammar and content. The percentages for this split are up to the individual faculty member; however, a 20% grammar, 80% content split is not uncommon.

Students are expected to earn a minimum of a B grade in all coursework. Students failing to maintain this academic standard could be dismissed from the program. School counseling students in the **PEL-licensure** courses EPS 509, EPS 539 and SPE 500 are permitted to get a "C" grade in these courses and still continue in the school counseling program. School

counseling students must also pass RLR 585N (Reading Course) to be eligible for school counseling licensure.

A grade of C will require the retaking of that course before continuing in the program. Therefore, the student must drop out of his/her cohort and retake the class. If the course is successfully completed with an A or a B, the student can, with permission, join a new cohort and be allowed to continue in the program.

A course in which a C is given can be repeated only once. Only two C-grade courses can be repeated. A third C results in automatic dismissal from the program. A grade of D or F results in automatic dismissal from the program. A provisionally admitted student must maintain a minimum of a B grade in each of the first two courses. Failure to do so will result in dismissal from the program.

All students must adhere to the [NLU's Academic Honesty Policy in the Student Guidebook](#).

Incomplete Grades

Incomplete grades are at the discretion of the instructor and are given only by their permission. (include I grade policy). To receive an I grade, students must have:

1. made arrangements with the instructor in writing (prior to the last class);
2. completed 75% of course assignments;
3. missed no more than two classes;
4. performed at a B-grade level or above.

Incomplete courses must be finished prior to the end of the following term, unless other arrangements have been made with the instructor. A student receiving an "I" grade in Fundamentals of Counseling cannot proceed into another techniques course until the I grade is completed. Receiving an I grade in Fundamentals of Counseling may slow down his/her program and prevent him/her from continuing with the cohort. Fundamentals of Counseling is a prerequisite for all other technique courses.

Only after special agreement or circumstances, students cannot receive *more than one Incomplete grade per academic year*. If a student receives a second Incomplete in the same year, the student is required to meet with his/her counseling program faculty advisor to discuss his/her status in the program.

All students will need to adhere to the [NLU's In-Progress \(Incomplete\) Grades Policy as stated in the Student Guidebook](#).

Course Assignments

Each instructor individually determines the specific assignments and requirements that will facilitate learning the content. As the nature and content of courses will vary, the activities suggested below are at the discretion of the instructor. Each course may require some or all of

the following:

1. a midterm and/or final exam, either essay or objective form;
2. a major individual or group research paper or project;
3. weekly or biweekly reaction papers and/or quizzes;
4. discussion board posts or “out of class” discussion engagement;
5. student presentations;
6. simulation activities requiring individual participation;
7. student journal or other self-reflective writing or personal assessment;
8. outside investigations in the field of interest.

The instructor will have high, yet reasonable, expectations regarding student productivity. If an instructor has concerns about a student, the instructor will first address his/her concerns with the student, then, with the student’s advisor, and may, finally, discuss the student with the entire counseling program faculty.

Key Assessments

The Program Learning Outcomes (PLOs) and Program Goals (PGs) are measured through the students’ performance on the key assessments that are embedded in specific courses. Students are expected to earn a B (80%) or higher on the key assessments in order to pass them. Because the key assessment is one of many assessments in each course, it is possible for a student to accumulate enough points from all of the assessments to pass the course with a B grade, despite the fact that the student might have earned less than a B (80%) on a key assessment. Even though passing the course is sometimes possible without passing the key assessment, it is important for students to realize that the key assessments are the specific measures that the program is using to determine students’ acquisition of the knowledge and skills associated with the PLOs and PGs. In order to ensure the students’ growth and development in those specific areas, students who do not earn passing grades on the key assessments will be engaged in the student success/remediation process.

PLOs, PGs, and Key Assessments:

<u>PLOs & PGs</u>		<u>Courses</u>	<u>Key Assessments (Measures)</u>
PLO-1	Demonstrate the ability to apply code of ethics and legal standards in the profession.	HSC 511 Professional Practice and Ethics in Counseling	M1: HSC 511 - Ethical case analysis rubric
		HSC 582 Counseling Internship II	M2: HSC 582 - Professional capstone assignment section for PLO 1
PLO-2	Demonstrate the ability to apply the	HSC 503 Counseling and Human Development in a	M1: HSC 503 - Social Justice Counseling Paper

	multicultural competencies in diversity, multiculturalism, and advocacy.	Multicultural Society	M2: HSC 503 - Cultural and Ecological Case Analysis (Weeks 2 - 10) Rubric
		HSC 582 Counseling Internship II	M3: HSC 582 Professional capstone assignment section for PLO 2
PLO-3	Describe and apply theories of individual and family development across the lifespan.	HSC 509 Human Development Theory	M1: HSC 509 - Child Developmental Interview Rubric
			M2: HSC 509 - Adult Developmental Interview Rubric
		HSC 506 Introduction to Theory and Practice of Family Therapy	M3: HSC 506 - Case Analysis and Presentation Rubric
		HSC 582 Counseling Internship II	M4: HSC 582 - Professional capstone assignment section for PLO 3
PLO-4	Describe and apply theories and models of career development, counseling and decision-making.	HSC 514 Counseling for Career Development	M1: HSC 514 - Career Life Line Rubric
			M2: HSC 514 - Special Population Presentation Rubric
		HSC 582 Counseling Internship II	M3: HSC 582 - Professional capstone assignment section for PLO 4
PLO-5	Describe, compare, contrast and apply major counseling skills and approaches to practice.	HSC 504 Clinical Techniques of Counseling	M1: HSC 504 - Counseling Project Transcription & Skill Critique Rubric
		HSC 582 Counseling Internship II	M2: HSC 582 - Professional capstone assignment section for PLO 5
PLO-6	Demonstrate the ability to select and utilize	HSC 519 Psychological Assessment in Counseling	M1: HSC 519 - Final Exam Project Rubric

	assessments for diagnostic and intervention planning purposes.	HSC 582 Counseling Internship II	M2: HSC 582 - Professional capstone assignment section for PLO 6
PLO-7	Describe, compare, contrast and apply major counseling theories to practice.	HSC 510 Theories of Counseling	M1: HSC 510 - Theory Paper Rubric for PLO 7
		HSC 582 Counseling Internship II	M2: HSC 582 - Professional capstone assignment section for PLO 7
PLO-8	Demonstrate effective group leadership through the application of theoretical foundations and techniques of group counseling, process and development.	HSC 512 Theories and Techniques of Group Counseling	M1: HSC 512 -Student Led Group Rubric
			M2: HSC 512 - Group Development Paper Rubric
		HSC 582 Counseling Internship II	M3: HSC 582 - Professional capstone assignment for PLO 8
PLO-9	Demonstrate awareness of personal characteristics and behaviors that influence the counseling process and engage in ongoing personal and professional self-evaluation and implications for practice.	HSC 582 Counseling Internship II	M1: HSC 582 - Professional capstone assignment section for PLO 9
PLO-10	Demonstrate an understanding of the importance of evidence-based, ethical, and culturally relevant research in advancing the counseling profession.	HSM 508 Research and Evaluation Methodology	M1: HSM 508 - Research Proposal Project Rubric
		HSC 582 Counseling Internship II	M2: HSC 582 - Professional capstone assignment section for PLO 10
PG-1	Provide students with the academic training	HSC 582 Counseling Internship II	M1: HSC 582 - Professional capstone assignment section for

	and professional experiences needed to develop counseling knowledge and skills, including technological competencies as a professional counselor.		PG-1
PG-2	Provide students with opportunities for self-reflection, and to impress upon the students the necessity of continuing education as well as the need for ongoing personal self-awareness and growth.	HSC 582 Counseling Internship II	M1: HSC 582 - Professional capstone assignment section for PG-2
PG-3	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.	HSC 582 Counseling Internship II	M1: HSC 582 - Professional capstone assignment section for PG-3

Participation and Posting Policy:

All students are expected to fully participate in all class activities, face-to-face, or online. Students are expected to contribute to class discourse in a meaningful way by referencing academic literature (texts, professional journals, and scholarly works). Students are expected to be respectful of classmates and refrain from discussion and behavior that is not relevant to the course materials.

The use of personal laptop computers, iPads, cell phones, etc., are permissible for note-taking only and should not be distracting to the flow of the class and detract from a sense of open, honest, focused attention necessary to the growth of professional counselors-in-training. Students in the class should feel they are able to discuss emotional topics without being recorded. Students who have a documented disability and approved academic accommodations from the NLU ADA office, that requires them to take notes with a computer or other device, must provide documentation to the professor before the first class meeting. Students must adhere to NLU's Recording of Synchronous Classroom Activity Policy.

If a student is on call for employment or internship, the professor should be notified ahead of time and the phone should be on vibrate so as to not distract from others' learning experience. If a phone call is necessary, the student must leave the room. Students should concentrate on forming appropriate counselor behavior in their formative courses to enable them to be competent professionals who are able to focus on their clients' needs.

Counselor-in-Training: INFORMED CONSENT FOR SELF-GROWTH EXPERIENCES

The Master of Science degree in Counseling at National Louis University is a counselor-training degree program (CACREP). Upon successful completion of the program, students are eligible to take the National Counselor Exam (NCE) and apply for a professional license in the state of Illinois (LPC). Admission to the program indicates that the student is aware of and agrees to appropriate self-disclosure throughout the course of the program. Some areas of self-disclosure may be seen in personal journaling, triadic experiences, small group work, dyadic work, class discussion and activities, including skill building counseling practice. The purpose of self-reflection is to increase awareness and competency in counseling skills. The American Counseling Association's Code of Ethics guides the NLU counselor-training program. (ACA, 2014, F.8.c.)

PLEASE NOTE: Under some circumstances, at the discretion of the university instructor, specific content disclosed during class discussions, supervision, or within assignments may be shared with other Counseling and Human Services Department faculty for consultation purposes in order to assure students', clients', and/or practicum/internship sites' needs/concerns are being adequately addressed.

Programmatic Policies on Writing Proficiency

Students in a graduate program are expected to write (including composition, spelling, grammar, and punctuation) at the level of a college graduate. Writing ability is part of the grading process and may seriously affect the progress of a student in the program.

Internship sites require students to write evaluative reports. Almost every course in the graduate program requires written assignments, such as, research papers, essays, reports, journals, or evaluation summaries. Students are expected to engage in professional writing for every assignment or paper submitted both for course requirements and Practicum and Internship responsibilities.

All students will complete a writing assessment during the first term of the program. Any student who needs additional writing assistance is strongly encouraged to or may be required to contact and work with a learning specialist in academic support services (312-261-3374) on each campus. Professors may refer students to academic support services for assistance during any term.

Contact information for academic support services: <https://nl.edu/learning-support/>

Academic Support Services is a resource for addressing learning problems, such as study skills, time management, and test taking. This department may be consulted for assistance with resume writing, as well.

Academic support services assists students with APA style and offers interactive tutorials on the library website. The site can be accessed at <https://nl.edu/learning-support/>

All formal papers submitted during the program are to be written using the American Psychological Association's current publication manual as a style guide. This is the style adopted by the American Counseling Association; it is used by most professional publications in the counseling field.

Excellent resources for learning or reviewing APA style are available at the NLU library's website at http://www.nl.edu/library/resources/citing_sources.cfm

An online writing lab with assistance may be found at <http://owl.english.purdue.edu/owl/>.

Information about APA style can be found at the APA's website <http://www.apastyle.org/learn/faqs/index.aspx>.

All student work submitted must adhere to [NLU's Academic Honesty Policy as stated in the NLU Student Guidebook](#).

Reference

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Program Dismissal Policy

Students are expected to perform at or above satisfactory levels in order to remain enrolled in the MS Counseling Program and may be dismissed due to academic or dispositional concerns, as well as engagement in any ethical violations. When concerns arise, students will be provided with feedback and an opportunity to remediate, as applicable.

Students dismissed from the MS Counseling Program are not eligible for reentry to the MS Counseling Program; students may, however, apply to another program within the university.

General Practicum and Internship Information

Students will be reviewed by a committee of program faculty prior to beginning the clinical sequence of the program (Practicum and Internship). Instructors of the courses prior to Practicum/Internship within the cohort schedule will complete a Student Performance Evaluation (see Appendix B) for each student. Students who meet expectations in academic, professional, interpersonal and intrapersonal behavior, based on the Performance Evaluations, will be permitted to register for the clinical sequence of the program. Evaluation forms will be placed in the student's file and can be made available to the student, at his or her request. When issues or concerns are noted on the Student Performance Review, students will be required to meet with their faculty advisor and counseling program campus coordinator (and sometimes course instructor) to address the concerns and determine appropriate course of action.

Practicum and Internship provide learners with the hands-on experience of working and learning in a counseling site or school setting. Through experience with clients or students in a school setting, staff, and supervision, students refine their knowledge, attitudes, and skills as professionals in the counseling field. Details about the Practicum and Internship requirements for Clinical Mental Health Counseling and School Counseling are contained in the program specific sections of this Handbook.

The identification of and final approval for a specific Practicum/Internship experience requires the formal endorsement of the clinical coordinator (University) and the site or school, as well as the student. The process of finding a Practicum/Internship site usually begins approximately one year before the actual placement. Students should contact the advisor, assigned internship supervisor, or campus coordinator to begin the process. The process should not commence without the coordinator's approval.

The specific purposes of the Practicum/ Internship program for the student, site, and university are:

1. to provide students with experience upon which to build their professional careers; to provide students with an arena to practice the application of counseling theories and techniques in field settings; to provide students with an opportunity to discover and refine their professional strengths and weaknesses;
2. to broaden students' concept of counseling agencies and schools and to provide experiences that will expand their understanding of human systems and organizational functions;
3. to provide the University with a practical setting for evaluating student performance;
4. to establish and enhance communication between clinical mental health agencies, schools, and the University;
5. to offer practitioners an opportunity to cooperate and serve the profession through the preparation of professionals.

Practicum and Internship

All students complete a minimum 100-hour Practicum and a minimum 600-hour Internship for a minimum total of 700 hours in an approved placement. Practicum course requirements and all corresponding forms must be clearly compiled, separate from internship course requirements and

forms to demarcate the completion of practicum and commencement of internship. All requirements must be verified by the site supervisor and the university supervisor.

What is Practicum?

The Counseling Practicum course 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 a minimum of 40 hours of direct student/client contact, over a minimum of a full ten-week academic term. This course integrates knowledge and competencies developed in the counseling program and draws upon specialized skills needed to work in a variety of counseling settings. Students will engage in program-appropriate audio/video recordings and/or live supervision of interactions with clients. Students will critique counseling skills and sessions, write process notes, and develop a counseling approach specific to CACREP and the NLU Counseling Program policy. Counselors-in-training will be evaluated by the site supervisor and university practicum supervisor. Practicum students attend a weekly (or bi-weekly) Practicum class which averages 1½ hours of group supervision with their University Practicum instructor. In addition, students are expected to receive one hour per week of individual or triadic supervision from their onsite supervisor. Throughout the practicum and internship field placement experience, university and site supervisors engage in a collaborative relationship which includes routine consultation on a regular schedule to ensure all needs of the field placement site, university, and intern are met.

During group supervision time, students will share information with each other about their counseling experiences and clients at their practicum/internship site. Students keep a log of their time and activities on site and a personal reaction journal to reflect on their experiences throughout the full 10-week term, even if students have completed the required 100 hours.

Students must successfully complete all the requirements of Practicum before they can begin counting hours in their field placement as Internship hours. This includes a minimum of 100 hours (40 direct) of placement, all written assignments, all paperwork, and evaluations by both the site supervisor and Practicum student. Students may not begin accumulating hours towards internship until the official end of the 10-week term and the Practicum checklist has been signed by the University supervisor.

What is Internship?

Internship consists of a minimum of 600 hours of field placement over two terms (Internship I and Internship II), of which 240 hours must be direct client/student contact, with interns receiving weekly on-site clinical supervision. Interns set individualized goals at the beginning of each term and are evaluated at the end of each term by both their University and Site Supervisors. At the University, interns attend a weekly or bi-weekly group supervision class with their University supervisor that averages 1.5 hours per week, during which internship experiences are shared, case studies are written and presented, and a portfolio is collected. The intern must receive one hour of direct individual or triadic supervision per week by a Licensed School Counselor (Professional Educator License School Counselor Endorsement) or a clinically

licensed professional with two or more years of experience at the site, in addition to the weekly University supervision.

Even though the student registers for Practicum, Internship I, and Internship II as three separate terms from September through June of the academic year, the student's experience at the placement is continuous. The student is expected to treat the Practicum/Internship as a job and must maintain hours at the site even when National Louis University classes are not meeting between terms. The student will be responsible to maintain contact with the University supervisor during the break.

Practicum/Internship Time Commitment and Schedule

Practicum/Internship Site and Campus Requirements

The HSC 533 Practicum, HSC 581 Internship I, and HSC 582 Internship II courses will meet on campus while students are completing their practicum/internship hours at their sites. Students should plan to complete their 100 hours for HSC 533 Practicum, 300 hours for HSC 581 Internship I, and 300 hours for HSC 582 at their practicum/internship site while attending the associated classes on campus during the 4-7p or 7-10p timeframe. Additionally, depending on when students start the program, they might be enrolled in a second course. This means during the practicum/internship stage of the program students could be expected to attend class on campus at 4-7p and 7-10p while completing their internship hours at their sites.

Practicum/Internship sites usually require students to complete a portion of their hours during business hours. Clinical Mental Health Counseling track students should anticipate being available to complete some of their practicum/internship hours during the Monday-Friday (8AM-5PM) timeframe. School Counseling track students should anticipate completing most of their practicum/internship hours during the school day - Monday-Friday (7AM-4PM). Each student's exact schedule at their practicum/internship site will be determined by the on-site supervisor and the academic calendar. During HSC 533 Practicum, students typically spend 10-12 hours per week at their site. During HSC 581 Internship I and HSC 582 Internship II, students typically spend 18-22 hours per week at their site.

Documentation of Practicum and Internship Hours

Students are required to document their field placement hours and activity in the Tevera internship-tracking program. Students will be charged a fee for Tevera upon entry into the MS Counseling Program and, upon graduation, will be granted lifelong access to their Tevera account.

Practicum/Internship Extensions (HSM 585X)

Students who are unable to complete their practicum/internship requirements with the academic term for which they are enrolled in HSC 533, 581, or 582, will receive an X-grade (in-progress grade). If the X-grade extends beyond the start of the next term, students must submit a documented plan to their university supervisor which includes an explanation regarding why

requirements have not yet been met, the number of hours (direct and indirect) still needed, a list of any outstanding work for the course, and a timeframe and plan for completion of the remaining requirements. Students will have one semester to complete any outstanding coursework and/or field placement requirements before moving on to the next field placement course, or they will not be able to register for the next course in the field placement sequence. In the event that the requirements not completed by the end of the academic year (at the close of HSC 582), students will be required to register for HSM 585X Internship Extension and must be able to complete the remaining hours/requirements of HSC 582 within one term. Students must attend university supervision while registered for HSM 585X. Registration in HSM 585X requires permission of the student's NLU graduate advisor or NLU internship coordinator, and has an applicable fee. If the internship cannot be completed in one extra term, a petition must be made to the department for any further extension (the petition is on page 172). 0 SH credit.

Extenuating Circumstances

Exceptions to this policy will be reviewed and approved by Counseling Program faculty on a case-by-case basis.

Time Frame

Students approved for an extenuating circumstance extension will have 1 year to complete all outstanding work. Any student who is unable to complete any outstanding Practicum or Internship work will need to re-take the applicable courses as outlined by Counseling Program Faculty.

Practicum and Internship: How to Begin

1. Prepare to meet with the internship placement coordinator/academic advisor

- a. Be familiar with all the policies pertaining to practicum and internship prior to the appointment with the Internship coordinator.
- b. Write a résumé and submit it to the Internship Placement Coordinator at least three weeks prior to the scheduled appointment. (Check the specific placement guidelines on each campus.) The Career Development Office is available for assistance in completing résumés. It is strongly recommended that students avail themselves of this service.
- c. Schedule an appointment with the Internship coordinator one year prior to the projected starting date of placement. An interview will not be scheduled until a résumé has been submitted.

The purpose of meeting with the Internship coordinator is to:

- a. review the student's finalized résumé;
- b. assess the student's course work and verify that all prerequisites will be met prior to the beginning of the Practicum/Internship;

- c. explore the student's professional goals;
- d. identify possible placement sites; (There are many more sites within each campus area than those readily available on lists at the University. It is the student's responsibility to explore sites of interest that will provide appropriate professional experiences.)
- e. discuss the procedure for contacting a site. Be prepared to contact several sites for purposes of comparison of different learning experiences available. A site must meet specific requirements for clinical hours and supervisor credentials.
Note: The Internship coordinator will be available to students during this interviewing process. Thus, as students explore sites and questions arise, they should feel free to contact the Internship coordinator at any point.

2. **Contact potential Practicum/Internship sites**

At the conclusion of the interviewing process, students are to contact the Internship coordinator to discuss the interviewing process and the tentative site selection. The Internship coordinator may contact the chosen site and establish a working relationship between the site, student, and school. Copies of the Memorandum of Understanding will be distributed to the site, student, and the student's University supervisor.

The Internship coordinator and National Louis University have the responsibility and right to confirm and/or deny any site for final approval. **The placement process is not final until such approval is given** by the Internship coordinator.

3. **Provide background check:**

Many sites require criminal background checks prior to a student being accepted for a Practicum and Internship.

Process for requesting a background check:

Contact the Illinois State Police electronically at <http://www.isp.state.il.us/crimhistory/crimhistoryhome.cfm> or by phone at 815-740-5160 and request an application (Form ISP6-404B) for a fingerprint-based record search of the Illinois State Police Criminal history information files.

After receiving the form, the student must fill it out with his or her name as the requestor. The results must come from the student to the University. Please note that if a student indicates National Louis University anywhere on the form, the original results may be sent to the University. Therefore, the student should not indicate NLU anywhere on the form so that the original results will be returned to the student's home address.

The student must mail the completed form and fee to the address provided on the form. The Transaction Control Number which is located on the right-hand corner of the form

must be recorded and maintained by the student. This number is used in tracking the status of the request. In about 3-6 weeks, the student will receive one copy of the results in a white envelope marked Confidential.

Students must keep the original document to show upon request.

Additional Information:

Chicago police will not fingerprint students. Many NLU students use the detective agency, Argus Services at 123 W. Madison, Suite 1650, Chicago, 312-922-6766. This agency takes care of the background checks with the police and do the fingerprints electronically. Other agencies may be available.

Some school districts are now requiring FBI checks. This process can take up to six months. The student must check with the school district regarding this requirement when applying for a Practicum and Internship.

4. Drug and other testing

Students are advised that an internship site may require pre-employment, pre-placement, probable cause, and/or random drug screening and that these requirements may be applied to them. Other health-related tests may be required.

Student Professional Behavior and Disposition Guidelines

The MS Counseling Program faculty and administration at National Louis University take our role as gatekeepers to the counseling profession very seriously. The values and ethics needed to work in counseling sites will be reflected in the behavior and dispositional characteristics of all students while in the classroom and in the field, as well as in all interactions or communication with faculty, staff, administration, and peers in the MS Counseling Program. Thus, in order to assure our students are well-prepared to enter the field of counseling, we assess not only academic readiness, but also students' professional behavior, counseling skills and aptitudes, as well as dispositional characteristics. Faculty adhere to the guidelines set forth by the American Counseling Association's *Code of Ethics* (2014) and CACREP Standards (2024) to determine students' readiness, appropriateness, and preparedness for study within our MS Counseling Program and future work in the counseling field. We utilize a number of tools to assist us in assessing these areas; assessments may include, but are not limited to, assignment rubrics, MS Counseling Program Student Performance Review Form (page 151), MS Counseling Program Professional Performance & Disposition Evaluation (page 153), Counseling Skills Assessment Checklist, Faculty Consultation (both formal and informal), Practicum and Internship Supervisor Evaluations, and/or meetings with the faculty, as needed.

Student assessment is ongoing and constant throughout the entirety of the MS Counseling Program, from pre-admission through degree completion. Students are assessed in interactions both in class and out of class. If concerns are identified, or if faculty observes behavior that is in violation of the ACA Code of Ethics or other behaviors of concern, the faculty member, campus coordinator, and/or MS Counseling Program Gatekeeping Committee will work with the student to devise a Student Success/Remediation Plan (found on page 157).

If a faculty member observes concerning behavior, the faculty member will present this concern to the student and the campus coordinator. The campus coordinator will then bring the concerns to the MS Counseling Program Gatekeeping Committee, and if necessary, to additional program faculty. The initial faculty member, along with members of MS Counseling Program Gatekeeping Committee, will then meet with the student to determine the nature of the problem and develop a Student Success/Remediation Plan. The student's file (which will include the documentation of the problematic behavior and Success/Remediation plan), and the Gatekeeping Committee's report of the meeting with the student, will be presented at the next program faculty meeting. The student will have an opportunity to address the problematic behavior as outlined in the Student Success/Remediation Plan.

For students whose Success/Remediation Plan progress is inadequate or questionable, the MS Counseling Program Gatekeeping Committee will arrange a meeting. In this meeting, the Success/Remediation Plan will be reviewed and the student may be advised out of the program. If the involved faculty member and/or Gatekeeping Committee believes the problem is serious enough, they may request that additional faculty members or the MS Counseling Program Leadership Team attend this meeting. The student's readiness for the clinical sequence of the program will again be assessed upon completion of the Student Success/Remediation Plan. Students wishing to appeal this decision are expected to follow the University Process of Appeal.

There may also be career-related issues in counseling a student out of the program. For example, a student may unknowingly pursue career preparation in studies that are of interest but which are

not the best fit given the student's abilities, aptitudes, or dispositional characteristics. In such situations the faculty may also redirect students into studies that will more appropriately prepare them to be successful.

In addition, there may be times when the program faculty will counsel a student to take a leave of absence from the program due to personal, interpersonal, dispositional, and/or career-related issues. If these concerns are interfering with a student's ability to relate to faculty, staff, administrators, fellow students, supervisors, and/or clients, the program faculty may recommend that the student utilize this leave of absence from the program to address the noted concerns.

Professional & Dispositional Domains

Below are examples of professional behaviors and dispositional characteristics expected of students in the MS Counseling Program. This list serves as a *guide* for students, but is not all inclusive of every behavior or characteristic that may be observed or evaluated by MS Counseling Program faculty.

Interpersonal & Relational Skills

- Demonstrates the ability to maintain humility to invite and incorporate outside perspectives into interactions to evaluate values, beliefs, and behaviors.
- Demonstrates the ability to show empathy and unconditional acceptance towards others.
- Demonstrates the ability to dialogue with compassion and take responsibility and accountability for impact of actions toward others.
- Demonstrates an awareness of how own actions, behaviors, or verbal responses impact classmates, teachers, supervisors, and/or clients.
- Demonstrates an openness and willingness to incorporate feedback from others; responds nondefensively & alters behavior in accordance with supervisory &/or instructor feedback.
- Contributes actively to class discussion and engages in class/clinical activities.
- Refrains from monopolizing classroom time and/or making inappropriate self-disclosure.
- Refrains from being argumentative, provocative, and/or attention seeking.

Self-Awareness & Intrapersonal Insight

- Demonstrates the ability to engage in ongoing self-reflection and recognizes the impact of one's own values, beliefs, actions, and behaviors on personal and professional development.
- Engages in both an introspective and reflective practice in order to identify areas for further development.
- The student demonstrates the ability to examine and consider personal motives, biases, attitudes, values, behaviors, and their effect on others.
- The student demonstrates an ability to identify internal processes or personal issues that may impact their personal well-being, the learning process, and the counseling process; the student demonstrates the ability to identify, tolerate, and manage internal states, uncertainty, and interpersonal conflict, and appropriately seeks support when needed.

Professional Integrity

- Demonstrates the ability to tolerate ambiguity and discomfort while also initiating discussion and caring confrontation (*courage*) when necessary.
- Demonstrates the ability to adjust to challenges with a positive attitude.
- Demonstrates the ability to maintain professionalism appropriate for class, clinical experiences and when representing the counseling profession.
- The student demonstrates a strong work ethic, motivation to learn, personal organization, punctuality, and appropriate self-presentation.
- The student demonstrates the ability to appropriately, effectively and professionally communicate ideas and feelings in oral, non-verbal, and written forms, with an emphasis and consideration for professional tone.
- Attends class weekly; comes to class on time; does not leave class early.
- Completes required tasks and submits assignments, client records, and/or paperwork correctly and promptly.
- Demonstrates the ability to receive, integrate, and utilize feedback from peers, teachers, and supervisors.
- The student demonstrates developmentally and culturally consistent problem-solving ability, critical thinking skills, organized reasoning, intellectual curiosity, and flexibility.

Commitment to Diversity & Social Justice

- Demonstrates the ability to collaborate with respect for differences in thought, opinion, and experiences.
- Demonstrates the ability to initiate and take action to increase self-awareness of own social identities, social group statuses, power, privilege, oppression, strengths, limitations, assumptions, attitudes, values, beliefs, and biases.
- Demonstrates the desire to help and advocate for others and to promote a just world.
- Demonstrates knowledge, respect and integration of the Multicultural Social Justice Counseling Competencies (MSJCC) and commitment to social responsibility.

Ethical Practice

- Demonstrates professional attitudes and behaviors that align with ACA Code of Ethics.
- Demonstrates the ability to identify ethical dilemmas and seek consultation, when necessary.
- Demonstrates the ability to monitor one's ethical behavior and seek to uphold professional ethical practices.
- Demonstrates the desire to act with honesty and integrity.
- Monitors one's own wellness and demonstrates a commitment to self-care.
- Shows a willingness to take necessary steps to sufficiently resolve personal issues which interfere with professional development and/or performance as a counselor.

University Policy Regarding Academic Honesty

National Louis University subscribes to the principle that academic quality and a productive learning environment are inextricably linked to academic honesty.

Like other colleges and universities, National Louis University has expectations regarding academic honesty on the part of students, faculty and staff and, indeed, professional people at all levels of academic activity.

With respect to the academic honesty of students, it is expected that all material submitted as part of any class exercise, in or out of class, is the actual work of the student whose name appears on the material unless properly documented otherwise. The concept of academic honesty includes plagiarism, as well as receiving and/or giving improper assistance and other forms of cheating on coursework. Students found to have engaged in academic dishonesty are subject to disciplinary action and may be dismissed from the University.

Faculty has the right and responsibility to analyze and evaluate students' course work. Students may be asked to submit their papers electronically to a third-party plagiarism detection service. Students who are asked to submit their papers, and refuse, must provide proof for every cited work comprising the cover page and first cited page for each source listed in the References. When evidence of academic dishonesty is discovered, an established procedure of resolution will be activated to bring the matter to closure.

The policy on Academic Honesty can be found in the printed NLU Catalog and online at <http://www.nl.edu/provost/guidebook/upload/Section-302-Academic-Honesty.pdf>

The policy can also be found in the printed Student Guidebook and online at <http://www.nl.edu/StudentServices/studentaffairs/StudentHandbook/>

For resources on how to properly cite sources and avoid plagiarism visit:

- NLU Library at http://www.nl.edu.proxy.nl.edu/library/resources/citing_sources.cfm

Plagiarizing Written Work

In addition to counseling guidelines, students are required to adhere to university policies regarding student conduct and academic honesty. University policies can be found in the University Catalog- [University Catalog](#)

University Policy on Academic Appeals

The NLU Catalog and Student Guidebook publish important information for students including, but not limited to, Student Rights and Responsibilities, Resources and Services, Student Information, Academic Policies, Campus Policies, and University Policies.

The program encourages students to visit the publications' respective Web pages.

NLU Catalog: <http://www.nl.edu/oar/registration/catalogs-courses.cfm>

NLU Student Guidebook: www.nl.edu/StudentServices/studentaffairs/StudentHandbook/

Procedures for Leave of Absence in the Master of Science in Counseling Program

Students may be granted a Leave of Absence when (A) they find it necessary to ask to stop the program due to certain issues or circumstances, or (B) the department advises that students discontinue the program. Guidelines for these two situations are outlined below:

A. The student who has requested to stop the program because of certain issues or circumstances will adhere to the following:

1. Write a letter to the Program Chair indicating the issues or circumstances that prevail.
 - a. Include a tentative plan for continuation
 - b. Indicate a realistic return date
2. Apply for re-entry by writing a follow-up letter of request to the Program Chair
3. If the student has been out of classes for more than five years, then they will need to complete a new application and complete all application requirements.
(<http://www.nl.edu/applyonline>)

B. The Department advises that the student discontinue the program

A person who has dropped out of the Master's in Counseling Program and whose last class taken was less than five years ago will undertake the following steps to apply for re-entry:

1. Write a letter to the Program Chair, indicating the decision to apply for re-entry to the Master's in the Counseling Program and indicate the intended term, year, and campus location.

Include with the letter the following items:

- a) A new Counseling essay (directions at the end of this document).
- b) Three new letters of recommendation from mental health or educational professionals who can attest to the applicant's readiness for graduate counseling work and likelihood of succeeding in the field of counseling.

2. Any student applying for re-entry after Fall 2013 will automatically be applying for the 60-hour program, since the 51-hour curriculum and corresponding Banner code no longer exist.
3. A copy of the NLU “Re-entry Form” will be mailed or faxed to the applicant. This form, along with copies of transcripts from any academic programs attended during the time away from NLU, must be mailed to the Office of Admissions and Records at the address given on the form. Once these materials are received, copies will be provided to the program chair.

4. Counseling Essay

(All applicants must answer questions a through e and then *either* f or g.)

- a. What is your understanding of the counseling profession?
 - b. How would you describe your skills in relating to people?
 - c. How has your family of origin impacted your decision to choose counseling as your profession?
 - d. Under what circumstances would you seek counseling services?
 - e. Who would you say was one of the most influential people in your life?
 - f. How do you feel this person has impacted who you are today?
 - g. If asked by someone who knows you, how would he/she describe you as a person? Does that fit with how you see yourself?
5. Once the program chair has received the materials from the applicant, the re-entry form, and the transcripts from the Admissions Office, a formal interview will be scheduled with the applicant. Within two weeks of the interview, the applicant will be notified of the decision. If the applicant is re-admitted, he or she will meet with the program chair to complete a Plan of Work for finishing the program.
 6. If the student has been out of classes for more than five years, the student will need to complete a new application and complete all application requirements.
(<http://www.nl.edu/applyonline>)

MS COUNSELING PROGRAM STUDENT ACKNOWLEDGMENT & RESPONSIBILITY CHECKLIST

Name: _____

NLU Student ID#: _____

Cohort Start (Term & Year): _____ Campus: _____

My initials on each line and my signature and date at the bottom of this page indicate I have received the listed materials, that I have carefully read and reviewed the policy agreements that explain my rights and responsibilities as a student at National Louis University and the MS Counseling Program, and that I am responsible for the information presented in these documents. I also acknowledge that the starred items are available online at the NLU website and on the Program's website, so I may review and or/print the latest copy anytime I am in need of this information. I acknowledge that if I have questions concerning these materials, I will ask for clarification from a Counseling Program Faculty Member. Additionally, I am aware that failure to adhere to the policies outlined in these documents could keep me from successful completion of the counseling program. I will bring any discrepancies of these policies and information in the documents to the attention of the Counseling Program Faculty as soon as possible.

1. _____ *National Louis University MS Counseling Graduate Student Handbook
Posted online: <http://www.nlu.edu/academics/healthhumanservicesmasters/counseling/resources/>
2. _____ *Electronic Student Guidebook
3. _____ Student Performance Review
4. _____ Course Sequence/Curriculum Plan and Program Timeline
5. _____ *NLU Academic Calendar
6. _____ Ethical Code of Conduct/Informed Consent
7. _____ Accommodations for Persons with Disabilities/Policy on Academic Honesty
8. _____ Counseling Program "House Rules"
9. _____ Awareness of the Impact of Background-Check on professional licensure, certification, internship, and employment opportunities
10. _____ Practicum/Internship Time Commitment and Schedule

Please Note: Items marked with () can also be located on the NLU website and can be reviewed anytime.

Student Name (Print)

Student Signature

Date

M.S. in Counseling: Clinical Mental Health Counseling Emphasis

Master of Science: Clinical Mental Health Counseling Emphasis

The Clinical Mental Health Counseling Program is designed to provide knowledge and foster the development of skills required for practice in the counseling field. Small classes foster full participation of students. Course work, field projects, practicum, 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 program is designed to train counseling professionals employing an eclectic approach to practice in a variety of Clinical Mental Health agencies, including hospitals, youth service bureaus, EAPs, family counseling centers, mental health centers, and crisis centers. The faculty in the program represents diversity of practice specializations and skills.

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 Clinical Mental Health counseling program must follow the American Counseling Association (ACA) Code of Ethics and the National Board of Certified Counselor (NBCC) 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.

All courses in the Clinical Mental Health Counseling curriculum meet the educational requirements set by the Illinois Department of Financial and Professional Regulation at both the LPC and LCPC levels and are designed to meet the standards established by CACREP.

Students who complete this program are eligible to sit for the National Counselor Exam (NCE), which if passed, leads to Licensed Professional Counselor (LPC) status in the state of Illinois. After a period of no less than two years and 3,360 additional clinical hours under clinical supervision, counselors may apply to sit for the National Clinical Mental Health Counseling Examination (NCMHCE), which, if passed, leads to Licensed Clinical Professional Counselor (LCPC) status in the state of Illinois.

Professional Identity

Professional counselors are employed in many settings, from hospitals to halfway houses, prisons to clinics and large public agencies, and after appropriate experience, supervision, and licensure, private practice. All fifty states now require that counselors be licensed to practice. Licensing requirements include academic preparation, experiential learning, and a specified period of supervision before a counselor may practice independently.

Students in the Counseling Program are encouraged to join the professional organizations that represent counselors. Both the American Counseling Association (ACA) and the Illinois

Counseling Association (ICA) have been strong advocates for counselors and their clients. In addition, the American Mental Health Counseling Association (AMHCA), a division of ACA, participates with ACA in representing mental health interests. The Illinois Mental Health Counseling Association (IMHCA) serves counselors within this state. All students are invited to join the National Louis University Counseling Association (NLUCA), which is a chapter of ICA.

The faculty recommends that students participate in state and national conferences sponsored by the above organizations. These are venues that provide opportunities for students to network, to learn from others in the field, and to acquaint themselves with practices and procedures utilized in other parts of the country and world.

Faculty and alumni have been active in many professional organizations and suggest that students become involved in these organizations early in their academic careers.

The NLU Clinical Mental Health Counseling Program makes certain that students understand the Codes of Ethics subscribed to by each of the professional groups.

Provided below are the web addresses for selected professional organizations and agencies:

www.counseling.org

American Counseling Association

www.ilcounseling.org

Illinois Counseling Association

www.amhca.org

American Mental Health Counseling Association

www.imhca.org

Illinois Mental Health Counseling
Assoc.

www.nbcc.org

National Board of Certified Counselors

www.idfpr.com

Illinois Department of Financial and
Professional Regulation

Clinical Mental Health Counseling Curriculum

Course Title		Credit Hours
HSC501	Fundamentals of Counseling	3
HSC510	Theories of Counseling	3
HSC512	Theory and Perspective of Group Counseling	3
HSC511	Professional Practice and Ethics in Human Services	3
HSC509	Human Development Theory	3
HSC505	Clinical Assessment and Diagnosis	3
HSC506	Intro to Theory and Practice of Family Therapy	3
HSC503	Counseling Human Development in a Multicultural Society	3
HSC519	Psychological Assessment in Counseling	3
HSC504	Clinical Techniques of Counseling	3
HSC514	Counseling for Career Development	3
HSC 520	Human Sexuality	3
HSM508	Research and Evaluation Methodology	3
HSS534	Perspectives on Substance Abuse Counseling	3
HSC524	Introduction to Clinical Mental Health Counseling	3
HSC 541	Trauma and Crisis Intervention Theory, Response Models, and Techniques	3
HSC 543	Introduction to Theory and Practice of Counseling Children and Adolescents	3
HSC533	Counseling Practicum	3
HSC581	Internship I	3
HSC582	Internship II	3
	Total Required Hours	60

Clinical Mental Health Counseling Practicum and Internship Goals

The Practicum and Internship experiences are the culmination of professional preparation in the Clinical Mental Health Counseling Program. The general procedures to begin the Practicum/Internship experience are outlined elsewhere in the Handbook. This section outlines the specifics of the Clinical Mental Health Counseling Program.

Through their field placement, all practicum students/interns are required to meet specific goals.

1. Experience the varied responsibilities of a professional counselor in a site, including clinical work, paper work, staff meetings, record keeping, information and referral, in-service trainings, and clinical supervision
2. The student is to complete a minimum of 700 hours. Direct and indirect hours cannot overlap between practicum and internship. Students earn a minimum of 100 hours, including 40 direct hours during practicum, and a minimum of 600 hours, including 240 direct hours during internship. Direct service includes individual and group counseling experiences. The number of hours per week may be modified to meet the needs of the school and its counseling department. The student's exact schedule will be determined by the on-site supervisor and the school calendar. During Practicum, students typically spend 10-12 hours per week at their site. During Internship, students typically spend 18-22 hours per week at their site. It is extremely important to monitor hours on a weekly basis to provide reasonable pacing and ensure hours are accumulated at an appropriate rate.
3. Receive a minimum of one hour, onsite, face to face, individual or triadic supervision by the site supervisor weekly plus weekly group supervision by a faculty member at the university who provides feedback and opportunities for self-evaluation and personal/professional growth
4. Students will engage in program appropriate audio/video recordings and/or live supervision of interactions with clients
5. Write case studies/case conceptualizations about individual clients
6. Facilitate or co-facilitate a small group and submit a report about the experience
7. Write a consultation paper, acting as a consultant to the site
8. Network with other Clinical Mental Health agencies and become familiar with Clinical Mental Health resources to effect appropriate referrals
9. Become familiar with the laws and court system as they apply to the population represented at the Practicum/Internship site
10. Prepare for and complete appropriate Internship termination with the site and its staff
11. Prepare for and complete appropriate termination/transfer of clients upon completion of Internship

12. 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, interns will write goals specific to their sites and positions at the beginning of each term and complete self-evaluations at the end of each term which they share with their site supervisor and submit to the University supervisor.

Programmatic Expectations for the Student

The student's responsibilities are as follows:

1. To find a Practicum/Internship site that meets program requirements, then obtain approval of placement from his/her clinical coordinator in order to begin the Practicum/Internship experience.
2. Per CACREP accreditation requirements, students must be covered by professional liability insurance while engaged in field placement. Students are responsible for obtaining their own insurance and must provide proof of insurance to their university supervisor prior to enrollment in any of their field placement courses: HSC 533, HSC 581, HSC 582, and/or HSM 585X. Students failing to provide proof of insurance coverage will not be allowed to participate at their practicum/internship site and will be dropped from their field placement courses.
3. To use the Practicum/Internship as a learning opportunity to demonstrate appropriate knowledge and techniques.
4. To set specific weekly internship hours with the site.
Counseling placement usually consists of an average of 10-12 hours a week for the Practicum term and 18-22 hours per week during Internship (700 hours minimum, 100 hours practicum, 600 hours internship). Practicum Students/Interns 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 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 may be available.
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 internship placement coordinator must approve this arrangement before placement can be accepted.
5. To assume professional responsibility for client services and all related site activities assigned.
6. To complete written paperwork as required by the site.
7. To participate in scheduled weekly supervision with on-site supervisors. Practicum Student/Intern 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 and/or university supervisor regarding supervision and to inform the on-site supervisor of learning needs and to address problems that arise.
10. To keep a journal that is shared with their university supervisor but not the onsite supervisor.

Programmatic Expectations for the Site

1. By accepting the practicum student/intern, the site agrees to provide appropriate professional experiences beginning with an orientation to the site and its programs.
2. A clinically-licensed professional with at least two years experience must supervise practicum students/interns. The degrees, licenses, and certifications that are appropriate include:
 - Licensed Clinical Professional Counselor (LCPC)
 - Licensed Clinical Social Worker (LCSW)
 - Licensed Psychologist (Ph.D. or Psy.D.)
 - Licensed Psychiatrist (M.D.)
3. Per CACREP accreditation standards, all site supervisors are required to have relevant training in supervision. Any site supervisor without appropriate supervision training will be required to receive relevant training prior to supervising counseling students. National Louis University will provide relevant supervision training to all site supervisors who have not yet met the supervision training requirements. Supervisors maintaining clinical licensure meet the required supervision training through licensure continuing education requirements, and are therefore exempt from these additional training requirements provided by NLU.
4. The site supervisor will provide direct, face-to-face, clinical supervision for a minimum of one hour per week throughout the practicum/internship experience.
5. The site supervisor will prepare other site staff prior to the practicum student/Intern's arrival, involve staff in the learning experience, and enhance interaction between the site and the Master of Science in Counseling Program of National Louis University.
6. Practicum students/interns will be allowed to participate in staff meetings and in-service training as related to the practicum student/intern's functions at the site.
7. The site supervisor will assist the intern with development of goals and objectives, specifying the student's specific responsibilities.
8. The site will provide appropriate and adequate space for the practicum student/intern to work. This should include a place where he/she can receive mail and have a desk. This space can be shared but would be available to the practicum student/intern when he or she is on site.
9. The site supervisor will submit written evaluation of the practicum student/intern to the Master of Science in Counseling Program. 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 approximately 300 hours each). **The evaluation forms can be found within this Handbook.** The evaluation should be completed and reviewed with the practicum student/intern prior to being submitted to the University supervisor.

10. The site 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.
11. The site will afford the practicum student/intern 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.
12. The site supervisor will act as an advocate for the practicum student/intern to gain access to learning experiences within the professional community.
13. The site supervisor will monitor the practicum student/intern's work load, taking into consideration the individual's capacity, interests, life experience, and educational goals whenever possible. During Practicum, students typically spend 10-12 hours per week at their site. During Internship, students typically spend 18-22 hours per week at their site. It is extremely important to monitor hours on a weekly basis to provide reasonable pacing and ensure hours are accumulated at an appropriate rate. **"Busy" work such as typing, filing, etc., is not appropriate for a graduate placement.** The practicum student/intern should perceive assignments as meaningful to both the site functioning and his or her own educational experience. This includes increasing the nature and complexity of the assignments as the practicum student/intern's experience increases.
14. The site supervisor will assist the practicum student/intern 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.
15. The site supervisor will help the practicum student/intern recognize the steps taken in the performance of each task and the reactions this effort provokes both during and after role performance.
16. The site supervisor will assist the practicum student/intern in becoming aware of site problems, including gaps in service, unmet needs, and funding issues.

17. The site supervisor will
 - Teach the practicum student/intern the structure and purpose of accurate recording and record keeping.
 - Discuss ethical, legal, and professional issues including confidentiality and to outline site procedures regarding these matters.
18. The site will provide the opportunity for the practicum student/intern to audio or video record counseling sessions where appropriate. In addition, the site may offer live supervision through one-way mirrors or any other form of live supervision available through the site.
19. Any time a practicum student/intern is performing at a substandard level, the site supervisor is responsible for discussing the problem with the practicum student/intern and the University supervisor. This is to be followed up with an outline of tasks for the practicum student/intern to complete for remediation. The practicum student/intern, site supervisor and University supervisor should receive copies of the signed plan.

Programmatic Support for the Site

The Counseling Program will:

1. Provide pertinent information regarding the Counseling Program and the internship experience to the site supervisor;
2. Assist the practicum student/intern and site supervisor in resolving any problems rising in the placement;
3. Provide the site supervisor and practicum student/intern with all pertinent forms. Copies of all forms are found in the Handbook;
4. Contact the site prior to a practicum student/intern beginning the practicum/internship;
5. Maintain a collaborative relationship and routine consultation on a regular schedule with the site supervisor throughout the practicum student/intern's experience to assure that all needs of the field placement site, university, and student/intern are met;
6. Meet at least once on site with the practicum student/intern and supervisor;
7. Maintain regular contact with practicum student/intern through weekly supervision class, journal, and individual/triadic sessions.

National Louis University and the Master of Science in Counseling Program faculty believe that through the commitment and cooperation of the university, program, site, and practicum student/intern, this practicum/internship experience will be a positive one for all.

Definition of Direct versus Indirect Hours

The student is to complete a minimum of 700 hours. Direct and indirect hours cannot overlap between practicum and internship. Students earn a minimum of 100 hours, including 40 direct hours during practicum, and a minimum of 600 hours, including 240 direct hours during internship. Direct service includes individual and group counseling experiences. The number of hours per week may be modified to meet the needs of the school and its counseling department. The student's exact schedule will be determined by the on-site supervisor and the school calendar. During Practicum, students typically spend 10-12 hours per week at their site. During Internship, students typically spend 18-22 hours per week at their site. It is extremely important to monitor hours on a weekly basis to provide reasonable pacing and ensure hours are accumulated at an appropriate rate. Direct and indirect hours are defined as the following:

Direct hours include:

- Face-to-face interaction with a client in individual, group, or family counseling;
- Face-to-face interaction with the parents/legal guardians if the client is a minor/consultation;
- 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 (consultation with site supervisor can count toward direct hours if it exceeds the weekly, one-hour site supervision requirement);
- Participating in a counseling session with a more experienced counselor or co-counseling with a more experienced counselor;
- Facilitation or co-facilitation of a small group;
- Providing educational presentations/workshops for site clientele.

Indirect hours comprise all other services provided including:

- Supervision time with the on-site supervisor, either individually or in groups (one hour per week)
- Staff meetings;
- Site orientation/training;
- All paperwork;
- Research or treatment planning;
- Community outreach activities;
- Attending educational presentations/professional development/continuing education workshops.

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

The following pages contain forms which support the practicum and internship experiences.

Clinical Mental Health Counseling Practicum Forms

- Memorandum of Understanding
- Practicum Checklist
- Weekly Log
- End of Term Summary Log
- Practicum Evaluation (Supervisor Form)
- Practicum Evaluation (Student Form)



NLU CLINICAL MENTAL HEALTH COUNSELING
MEMORANDUM OF UNDERSTANDING

I. Practicum Student/Intern Information

Student Name:
Street Address:
City, State, Zip:
Phone Number:
Email:

II. Internship Site Information

Site Name:
Street Address:
City, State, Zip:
Site Phone Number:

III. Site Supervisor Information

Site Supervisor Name:
Supervisor's Credentials (Degree and license):
Supervisor's Phone Number:
Supervisor's Email:

IV. Student's Schedule

Beginning Date (Month/Year):

Ending Date (Month/Year):

The NLU Counseling student to complete a minimum of 700 hours. Direct and indirect hours cannot overlap between practicum and internship. Students earn a minimum of 100 hours, including 40 direct hours during practicum, and a minimum of 600 hours, including 240 direct hours during internship. Direct service includes individual and group counseling experiences, and may also include couples counseling, family counseling, consultation, and/or community outreach. The number of hours per week may be modified to meet the needs of the site and its counseling department. The student's exact schedule will be determined by the on-site supervisor and student. During Practicum, students typically spend 10-12 hours per week at their site. During Internship, students typically spend 18-22 hours per week at their site. It is extremely important to monitor hours on a weekly basis to provide reasonable pacing and ensure hours are accumulated at an appropriate rate.

V. Responsibilities of the Site

In accepting this student for a practicum/internship, the site agrees to:

- Make available a clinically-licensed mental health professional, with at least two years' experience in a full-time position, who will provide a minimum of one hour per week of individual or triadic supervision. If the student's primary supervisor is unavailable to provide supervision at any given time, they must make arrangements for another clinically-licensed supervisor to cover their supervision responsibilities (weekly supervision and training support) in their absence. The degrees and licenses that are appropriate for site supervisors include:
 - Licensed Clinical Professional Counselor (LCPC)
 - Licensed Clinical Social Worker (LCSW)
 - Clinical Psychologist (Ph.D. or Psy.D. with clinical licensure)
 - Licensed Psychiatrist (M.D.)
- Per CACREP accreditation standards, **all site supervisors are required to have relevant training in supervision.** Any site supervisor without appropriate supervision training will be required to receive relevant training prior to supervising counseling students. National Louis University will provide relevant supervision training to all site supervisors who have not yet met the supervision training requirements. Supervisors maintaining clinical licensure meet the required supervision training through licensure continuing education requirements, and are therefore exempt from these additional training requirements provided by NLU. **The site supervisor's signature at the end of this MOU signifies they have reviewed the supervision training documents provided by NLU (attached pdf).**
- Orient the NLU practicum student/intern to the site and provide the counselor-in-training with the opportunity to experience all facets of being a counselor in that particular setting, including clinical work, paper work, staff meetings, record keeping, information and referral, in-service trainings, and clinical supervision. The site will provide information regarding the purpose, function policies, and goals of the organization, including source of funds, clientele served, and personnel regulation.
- Prepare other site staff prior to the student's arrival, involve staff in student's learning experience, and enhance interaction between the site and the Master of Science in Counseling Program of National Louis University.
- Afford the student the opportunity, when appropriate, to observe other staff members at work in such specific situations as intake sessions, interviews, groups, presentations, etc., that represent a learning experience. Follow-up on what has been observed is vital.
- Expose the intern to a wide range of clients, representative of the population served by the site.

- Provide the student with the opportunity to audio record, video record, or engage in live supervision of some of their counseling sessions with clients to review with the site supervisor. When recording of sessions is not allowed, the site supervisor must provide live supervision of sessions in order to assess the student's counseling skill development. Additionally, the site supervisor will be required to complete a skill-assessment form (provided by the university), which will be submitted to the university supervisor. The participating site must be willing to work with the Practicum student to obtain client permission/consent to record/observe sessions. The site must also provide private, confidential space where these sessions can be conducted.
- Advocate for the student to gain access to learning experiences within the professional community. Whenever possible, the intern should be encouraged to network with other Clinical Mental Health agencies and become familiar with resources to effect appropriate referrals. Additionally, as appropriate, the intern should be encouraged to consult with other mental health professionals to coordinate care on behalf of their clients.
- Provide information related to laws and court system as they apply to the population represented at the Practicum/Internship site.
- Collaborate with the student to set goals at the beginning of each term and then complete a written evaluation of the intern at the end of the practicum and at the end of each of the two quarters of internship. The forms for these evaluations will be provided by National Louis University and will be available in Tevera.
- Monitor the student's workload, 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 site functioning and their own educational experience. This includes increasing the nature and complexity of the assignments as the student's experience and skill level increases.
- Complete monthly consultation/collaboration check-in (through Tevera) to evaluate student progress.
- Complete a formal evaluation (documented in Tevera) at the end of each field placement term (practicum, internship I, and internship II).
- Contact the university supervisor immediately if there are problems with the practicum/internship student.

In accepting this student, the school agrees to provide the practicum/internship opportunities as described above, as appropriate for the site and student's development and skill level.

VI: Responsibilities of National Louis University, MS Counseling Program

NLU Counseling Program will provide:

- Supervision classes and a university practicum/internship supervisor.
- An average of 1.5 hours per week of group supervision on a regular schedule throughout the practicum/internship field placement experience.
- A collaborative relationship and routine consultation on a regular schedule with the site supervisor to ensure that all needs of the field placement site, university, and intern are met.
- A minimum of one site visit during the practicum period to discuss the intern's progress, as well as to ensure that all site supervisors are in alignment with the program's policies and expectations.
- Internship orientation, supervision training material, and/or additional support or resources as needed.

VII: Responsibility of the Student:

In accepting the field placement, the student agrees to:

- Adhere to the policies and procedures set forth by the field placement site and MS Counseling Program.
- Complete all required site training.
- Adhere to professional standards of conduct, as outlined in the *ACA Code of Ethics* and NLU's *MS Counseling Program Graduate Student Handbook*.
- Notify the site and/or university supervisor if there are any problems or areas of concern while engaged in field placement.

Additionally, Per CACREP accreditation requirements, students must be covered by professional liability insurance while engaged in field placement, a copy of which will be provided to the site prior to the student's start date. Students are responsible for obtaining their own insurance and must provide proof of insurance to their university supervisor prior to enrollment in any of their field placement courses: HSC 533, HSC 581, HSC 582, and/or HSM 585X. Students failing to provide proof of insurance coverage will not be allowed to participate at their practicum/internship site and will be dropped from their field placement courses.

The student shall receive orientation training in site policies and procedures and shall be responsible to follow such policies and procedures, and complete any mandatory training(s) as assigned by the site. With respect to confidentiality, the student and NLU agree to abide by and require that its faculty and students abide by all applicable state and federal laws, rules and regulations regarding patient privacy, including but not limited to, the Standards for Privacy of Individually Identifiable Health Information as required under the Health Insurance Portability and Accountability Act (HIPAA) and 42 CFR Part 2, Confidentiality of Substance Abuse Disorder Patient Records. The student shall agree not to disclose to NLU, information that would identify, directly or indirectly, an individual as having been diagnosed, treated, or referred for treatment for a substance use disorder by the site. All students shall be subject to the same confidentiality standards as applicable to site employees and shall be subject to all site policies and procedures during their program.

Signatures:

NLU Counseling Intern

Date

NLU Internship Placement Coordinator

Date

Counselor/On-Site Supervisor

Date

Supervisor Please Note: In signing this MOU, you acknowledge that you have received and read a copy of the Site Supervisor Orientation document.

National Louis University

MS Counseling Program

Supervisor Orientation

Welcome!

The faculty and students of Counselor Education program at National Louis University wish to thank you for your generous contribution of valuable time in serving as an on-site supervisor for one of our School Counseling interns. Your efforts help promote excellence in the field of Counseling, and the supervisory role you play, will elevate the quality of education and directly impact the professional development of the intern at your site.

As you may know, National Louis University is accredited by the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP standards state that all on-site supervisors must receive orientation, assistance, and consultation regarding clinical supervision of interns and our program. A supervisor or faculty member from the university will be in touch with site supervisors periodically throughout the placement to provide whatever assistance you may need. In addition, in the following document, we have provided to you some basic information about clinical supervision. The following information includes an overall orientation and training for School Counseling concentration site supervisors.

Expectations for Interns

In compliance with CACREP standards, we require our interns to complete 700 hours at practicum/internship sites. Interns attend a university (NLU) group supervision seminar each week in which they will be required to participate in individual or triadic supervision to discuss their practicum/internship experience (two supervisees meeting with one supervisor). This method allows for the most effective feedback to enhance the learning experience of the developing intern. Additionally, interns must maintain logs of their time spent at the site, and develop a learning contract (goals) approved by both on-site and university supervisors. A foundation for these learning contracts (goals) can be accessed in the NLU graduate handbook. Finally, and perhaps most importantly, interns are required to receive weekly on-site supervision for one hour. This supervision takes place continuously throughout the duration of the practicum/internship.

Expectations of On-Site Supervisors

Supervisor Qualifications:

Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision. NLU requires three years of pertinent professional experience in specialty area.

What is Clinical Supervision?

Clinical supervision is "an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purpose of enhancing the professional functioning of the junior member(s), monitoring the quality of professional services offered to the clients, and serving as a gatekeeper for those who are to enter the particular profession" (Bernard & Goodyear, 2013).

Legal and Ethical Considerations

The American Counseling Association (ACA) established the ACA Code of Ethics and Standards of Practice.

Similarly, the Association for Counselor Education and Supervision (ACES), has developed Ethical Guidelines for Counseling Supervisors.

ACES Best Practices in Clinical Supervision

- Initiating Supervision
- Goal Setting
- Giving Feedback
- Conducting Supervision
- The Supervisory Relationship
- Diversity and Advocacy Considerations

Supervision Models

PSYCHOTHERAPY MODELS— Models grounded in specific counseling theory

DEVELOPMENTAL MODELS – focus on growth and change over time through supervision and training defines progressive stages of the supervisee from novice to expert

Looks at progress through: Beginning of journey, trial and tribulation,

Challenge and growth, integrated

The model is filtered through:

Other awareness, motivation, autonomy

Once a foundation is established, emphasis is placed on knowledge and skill development in the eight content areas:

- ▶ 1. Intervention skills competence
- ▶ 2. Assessment techniques
- ▶ 3. Interpersonal Assessment
- ▶ 4. Client Conceptualization
- ▶ 5. Individual Differences
- ▶ 6. Theoretical Orientation
- ▶ 7. Treatment Goals and Plans
- ▶ 8. Professional Ethics

INTEGRATED MODELS – focus on more than one theory or technique

SUPERVISORY ACTIVITIES - AIMED AT THREE ROLES TO MEET STUDENT NEEDS: Teacher, Counselor, Consultant

AIMED TOWARD; Intervention Skills, conceptualization skills, Personhood of Supervisee – personal elements that contribute to the therapeutic process

These supervision MODELS offer inventive ways to enhance intern development as well as providing an opportunity for the intern to take a new perspective on a variety of issues and client situations. In addition, please review the NLU graduate handbook, to learn about specific experiences needed by interns, and supervisor evaluations of interns.

A Final Word

We appreciate your time and willingness to serve as an on-site school supervisor. If you have any questions at all beyond this training, please do not hesitate to contact the university supervisor. They are here to support you through this process. Open communication is always key to promoting student development and maintaining good relationships between training institutions

Please take a moment to verify that you have received and read this orientation and training information. Please do this by signing the MOU, that says I have read and understand the document on supervision.

Thank You.

After reading the National Louis University Counseling Supervision Orientation information above, please sign and date the Memorandum of Understanding (MOU).

Your signature on the Memorandum of Understanding indicates that you have read and understand the material in this Internship Orientation. Thank you!



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**National Louis University
Master of Science in Counseling
HSC533 Counseling Practicum
CLINICAL MENTAL HEALTH COUNSELING
STUDENT ASSIGNMENT CHECK LIST**

Practicum Student: _____

- _____ Class Participation
- _____ Counseling Session Evaluation/Recording
 - _____ Recording/evaluation one
 - _____ Recording/evaluation two
 - _____ Extra recording(s) and evaluations(s) as needed
- _____ Time and Activity Logs (use form in Tevera)
- _____ End of Term Summary Log (use form in Tevera)
- _____ Practicum Goals & Objectives (use form in Tevera)
- _____ Personal Reaction Journals
- _____ Site Description Paper
- _____ Student Evaluation of Supervisor (use form in Tevera)
- _____ Final Practicum Self-Assessment Paper
- _____ National Counselor Exam Practice Test
- _____ Final Practicum Evaluations (in Tevera)
 - _____ Student form _____ Supervisor Form
- _____ Completed Practicum hours
 - _____ Number of total hours (minimum of 100 total hours)
 - _____ Number of direct hours (minimum of 40 direct hours)
 - _____ Additional Enrichment Assignments (per University supervisor)

Practicum Student Signature: _____

University Supervisor Signature: _____

Clinical Mental Health Counseling

Goals and Objectives Guidelines

A goal is a general statement about what you want to learn and/or accomplish. It is not a statement about what you are going to do. "I want to lead groups" is not a goal. "I want to improve my group facilitation skills" is a goal. A goal needs to make clear what you want to learn. There are four possible categories for goals: *knowledge*, *skills*, *personal growth*, and *career*. *Knowledge goals* describe new information you want to learn. *Skill goals* describe what you want to learn to do. *Personal growth and development goals* involve ways in which you hope to grow and change as a person. *Career development goals* focus on ways that your experience can help you clarify your career plans.

Objectives are more specific statements that form the components of your goals. Objectives should be written in observable terms. "I want to appreciate my client's cultural diversity" is not an objective, as how would you observe "appreciate". Writing "I could describe each client's cultural identity and some of its impact on their behavior" is an objective as it is observable. See example

Goal 1: Strengthen my multicultural counseling skills/knowledge

Objectives: Identify what different cultures are represented at my site
Work with three of the represented cultures
Read at least one journal article about each of these cultures
Discuss in supervision my reactions to working with clients from each of these cultures

Goal 2: Strengthen my knowledge of Clinical Mental Health resources for referrals

Objectives: Review the Human Services-Care Directory
Conduct a survey of other counselors at my site to see what referral resources they use
Start a list of referral resources for myself

Goal 3: Develop Self-Awareness

Objectives: Increase self-reflective writing through journaling
Assess personal strengths
Examine potential countertransference arising in work with clients

Goals & Objectives will be identified every term during field placement (practicum, internship I, and internship II) and will be documented in Tevera with the following acknowledgement. My supervisor and I have met, discussed and agreed upon my Personal Goals and Objectives. This process included us discussing my progress on the Program Learning Outcomes and Program Goals (PGs) over the duration of the program through my performance on the key assessments so they can support my ongoing growth and development. We are aware that these goals and objectives are to be reviewed each quarter and can be modified as appropriate throughout the course of my field placement experience.



NATIONAL
LOUIS
UNIVERSITY

**MASTER OF SCIENCE IN COUNSELING PROGRAM
CLIENT/PARENT/GUARDIAN RELEASE FORM**

Client's Name: _____

Parent (Guardian's) Name (if client is under 18) : _____

Address: _____

City, State and Zip Code: _____

Home Phone: _____ Cell: _____

The Graduate Counseling Program at National Louis University requires internship and practicum placements of all students. These courses are advanced courses in counseling and are taken near the end of the student's degree program. Both a university supervisor and a supervisor from the site supervise students in these courses. Students are required to audio and/or videotape counseling sessions as part of their course and degree requirements.

_____ (NLU student's name) would like to work with
_____ (client's name) at _____ (site).

All audio and videotapes will be erased at the completion of the NLU student's internship/practicum.
Thank you for your cooperation. I agree to have my counseling session audio/video recorded.

_____ Date: _____
Client/Parent's/Guardian's signature

_____ Date: _____
NLU Student's signature

_____ Date: _____
Supervisor's signature



NATIONAL
LOUIS
UNIVERSITY

MASTER OF SCIENCE IN COUNSELING PROGRAM
FORMA DE CONSENTIMIENTO DE CLIENTES/PADRES/TUTORES

Nombre de cliente: _____

Los padres nombre (tutores) (si el cliente es menor de 18 años): _____

Domicilio: _____

Ciudad, Estado y Código Postal: _____

Télefono (casa): _____ Télefono (celular): _____

El programa de consejería postgrado Universidad Nacional Louis requiere prácticas y Prácticum colocaciones de todos los estudiantes. Estos cursos son cursos avanzados en consejería y toman cerca del final del programa de grado del estudiante. Tanto un supervisor de la Universidad y un supervisor en el sitio (escuela o agencia) supervisan a los estudiantes en estos cursos. Los estudiantes están obligados a audio y/o video sesiones de asesoramiento como parte de sus requisitos de curso y grado.

_____ (Nombre del estudiante) quiere trabajar con
_____ (Nombre del cliente) a _____ (site).

Se borrarán todos los cintas de vídeo y audio en la realización de prácticas/practicum del estudiante NLU. Gracias por su cooperación. Estoy de acuerdo que mi consejera audio/vídeo grabado.

_____ Fecha: _____
Cliente/Padres/Tutor Firma

_____ Fecha: _____
NLU Estudiante Firma

_____ Fecha: _____
Supervisor Firma

**CLINICAL MENTAL HEALTH COUNSELING
WEEKLY LOG (completed in Tevera)**

Log # _____

Practicum Student / Intern's Name: _____

Site: _____

Beginning Date: _____ End Date _____

ASSESSMENT	This Week's Totals		Previous Totals		Cumulative Totals		Description of Activities
	Direct	Indirect	Direct	Indirect	Direct	Indirect	
<i>Intake</i>							
<i>Client Appraisal</i>							
<i>Telephone Contact</i>							
COUNSELING							
<i>Individual</i>							
<i>Group</i>							
<i>Family</i>							
<i>Telephone Contact</i>							
<i>Co-Counseling</i>							
<i>Career Counseling</i>							
<i>Crisis Intervention</i>							
<i>Case Management</i>							
<i>Workshop Presentations</i>							
<i>Education/Career Planning</i>							
SUPPORT SERVICES							
<i>Orientation</i>							
<i>Staff Meetings</i>							
<i>All other agency meetings</i>							
<i>All paperwork/planning</i>							
<i>Community Outreach</i>							
<i>Consultation</i>							
<i>Professional Development</i>							
<i>Research</i>							
ADDITIONAL							
<i>Other</i>							
SUPERVISION							
<i>Site Supervision</i>							
TOTALS	Direct	Indirect	Direct	Indirect	Direct	Indirect	

Intern Signature: _____

Date _____

Site Supervisor's Signature: _____

University Supervisor's Signature: _____

Practicum Student/Intern _____
(PRINT) (SIGNATURE)

University Supervisor (signature) _____

NLU Master of Science in Counseling Program ~ Graduate Student Handbook 2024 – 2025

National Louis University
Clinical Mental Health Counseling Emphasis
PRACTICUM EVALUATION
(Completion of 100 Hours)
SUPERVISOR FORM

Practicum Student: _____

Site: _____

Site Supervisor: _____

Evaluation Period (Dates): _____

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

Rating Scale

4 Exceeds Expectations

3 Meets Expectations

2 Below Expectations

1 Unsatisfactory

N.O. No Observation

Acclimation to the site and community

Attendance and Punctuality 1 2 3 4 N.O.

Ability to work within the purpose, structure and constraints of the site 1 2 3 4 N.O.

Ability to meet schedules, follow through, and attend to instructions 1 2 3 4 N.O.

Professional Development

Ability to assume responsibility for own learning, ask questions or take initiative as appropriate 1 2 3 4 N.O.

Written communication
(Degree of skill and ability to express thoughts in writing) 1 2 3 4 N.O.

Quality of work (Organization; thoroughness; soundness of decisions; foresight) 1 2 3 4 N.O.

Demonstrates professional ethical behavior and personal Integrity 1 2 3 4 N.O.

Professional Skills

Ability to relate well to clients, to listen and respond effectively, to pick up on verbal and nonverbal cues 1 2 3 4 N.O.

Responsiveness to clients from diverse cultural, ethnic and racial backgrounds, as well as different learning styles

or developmental abilities	1	2	3	4	N.O.
Demonstrated beginning counseling skills such as having insight into client issues, maintaining professional boundaries, and under supervision making decisions about an appropriate course of action	1	2	3	4	N.O.
Beginning ability to learn and use technology efficiently	1	2	3	4	N.O.

Overall impression of practicum student

What do you see as this student's strengths?

What concerns do you have about this student as a counselor?

Do you recommend this student for internship?

Yes No With reservation (please explain)

Site Supervisor

Date

I have read and discussed the supervisor's evaluation.

Yes _____

No _____

Practicum Student

Date

National Louis University
Clinical Mental Health Counseling Emphasis
PRACTICUM EVALUATION
(Completion of 100 hours)
STUDENT FORM

Practicum Student: _____
Site: _____
Site Supervisor: _____
Evaluation Period (Dates): _____

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

Rating Scale

- 4 Exceeds Expectations
- 3 Meets Expectations
- 2 Below Expectations
- 1 Unsatisfactory
- N.O. No Observation

Acclimation to the site and community

Attendance and Punctuality	1 2 3 4 N.O.
Ability to work within the purpose, structure and constraints of the site	1 2 3 4 N.O.
Ability to meet schedules, follow through, and attend to instructions	1 2 3 4 N.O.

Professional Development

Ability to assume responsibility for own learning, ask questions or take initiative as appropriate	1 2 3 4 N.O.
Written communication (Degree of skill and ability to express thoughts in writing)	1 2 3 4 N.O.
Quality of work (Organization; thoroughness; soundness of decisions; foresight)	1 2 3 4 N.O.
Demonstrates professional ethical behavior and personal Integrity	1 2 3 4 N.O.

Professional Skills

Ability to relate well to clients, to listen and respond effectively, to pick up on verbal and nonverbal cues	1 2 3 4 N.O.
Responsiveness to clients from diverse cultural, ethnic and racial backgrounds, as well as different learning styles or developmental abilities	1 2 3 4 N.O.

Demonstrated beginning counseling skills such as having insight into client issues, maintaining professional boundaries, and under supervision making decisions about an appropriate course of action	1	2	3	4	N.O.
Beginning ability to learn and use technology efficiently	1	2	3	4	N.O.

Overall observations

Strengths

Address any concerns

Site Supervisor

Date

I have shared this evaluation with my site supervisor.

Yes_____

No_____

Practicum Student

Date

Clinical Mental Health Counseling Internship I Forms

- Internship I Checklist
- Goals and Objectives Form
- End of Term Summary Log
- Internship I Evaluation (Supervisor Form)
- Internship I Evaluation (Student Form)



**National Louis University
MS Counseling Program
HSC 581 Internship I
CLINICAL MENTAL HEALTH COUNSELING
STUDENT ASSIGNMENT CHECK LIST**

Intern: _____

- _____ Class Participation
- _____ Goals and Objectives
- _____ Time and Activity Logs (use form in Tevera)
- _____ Case Conceptualization Presentation
- _____ Group Counseling Experience
- _____ Theoretical Modality Paper
- _____ Student Evaluation of Supervisor
- _____ National Counselor Exam Practice Test
- _____ Final Internship I Evaluations
- _____ Student form _____ Supervisor Form
- _____ Completed Internship I hours
 - _____ Number of total Internship I hours (minimum of 300 hours)
 - _____ Number of direct Internship I hours (minimum of 120 hours)
 - _____ Additional Enrichment Assignments (per University supervisor)

Intern Signature: _____

University Supervisor Signature: _____

Clinical Mental Health Counseling Goals and Objectives Guidelines

A goal is a general statement about what you want to learn and/or accomplish. It is not a statement about what you are going to do. "I want to lead groups" is not a goal. "I want to improve my group facilitation skills" is a goal. A goal needs to make clear what you want to learn. There are four possible categories for goals: *knowledge*, *skills*, *personal growth*, and *career*. *Knowledge goals* describe new information you want to learn. *Skill goals* describe what you want to learn to do. *Personal growth and development goals* involve ways in which you hope to grow and change as a person. *Career development goals* focus on ways that your experience can help you clarify your career plans.

Objectives are more specific statements that form the components of your goals. Objectives should be written in observable terms. "I want to appreciate my client's cultural diversity" is not an objective, as how would you observe "appreciate". Writing "I could describe each client's cultural identity and some of its impact on their behavior" is an objective as it is observable. See example

Goal 1: Strengthen my multicultural counseling skills/knowledge

Objectives: Identify what different cultures are represented at my site
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Read at least one journal article about each of these cultures
Discuss in supervision my reactions to working with clients from each of these cultures

Goal 2: Strengthen my knowledge of Clinical Mental Health resources for referrals

Objectives: Review the Human Services-Care Directory
Conduct a survey of other counselors at my site to see what referral resources they use
Start a list of referral resources for myself

Goal 3: Develop Self-Awareness

Objectives: Increase self-reflective writing through journaling
Assess personal strengths
Examine potential countertransference arising in work with clients

Goals & Objectives will be identified every term during field placement (practicum, internship I, and internship II) and will be documented in Tevera with the following acknowledgement. My supervisor and I have met, discussed and agreed upon my Personal Goals and Objectives. This process included us discussing my progress on the Program Learning Outcomes and Program Goals (PGs) over the duration of the program through my performance on the key assessments so they can support my ongoing growth and development. We are aware that these goals and objectives are to be reviewed each quarter and can be modified as appropriate throughout the course of my field placement experience.

National Louis University
Clinical Mental Health Counseling Emphasis
INTERNSHIP I EVALUATION
(Completion of 300 hours)
SUPERVISOR FORM

Intern: _____
Site: _____
Site Supervisor: _____
Evaluation Period (Dates): _____

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

Rating Scale

- 4 Exceeds Expectations
- 3 Meets Expectations
- 2 Below Expectations
- 1 Unsatisfactory
- N.O. No Observation

Acclimation to the site and community

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

Personal Characteristics

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

Individual Counseling

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

Comments/Concerns:

Group Counseling Skills

Ability to relate well to clients in a group setting	1	2	3	4	N.O.
Effectiveness of leadership ability	1	2	3	4	N.O.

Comments/Concerns:

Assessment and Appraisal

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

Comments/Concerns:

Information/Referrals

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

Comments/Concerns:

Supervision

Comes prepared for supervision	1	2	3	4	N.O.
Uses feedback constructively	1	2	3	4	N.O.

Comments/Concerns:

Overall observations

Strengths:

Areas for improvement:

Changes/modification to goals:

Overall rating

1 2 3 4 N.O.

Site Supervisor Signature

Date

I have read and discussed the supervisor's evaluation.

Yes_____ No_____

Intern Signature

Date

Master of Science in Counseling
National Louis University
Clinical Mental Health Counseling Emphasis
INTERNSHIP I EVALUATION
(Completion of 300 hours)
STUDENT FORM

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

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

Rating Scale

- 4 Exceeds Expectations
- 3 Meets Expectations
- 2 Below Expectations
- 1 Unsatisfactory
- N.O. No Observation

Acclimation to the site and community

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

Personal Characteristics

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

Individual Counseling

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

Comments/Concerns:

Group Counseling Skills

Ability to relate well to clients in a group setting	1	2	3	4	N.O.
Effectiveness of leadership ability	1	2	3	4	N.O.

Comments/Concerns:

Assessment and Appraisal

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

Comments/Concerns:

Information/Referrals

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

Comments/Concerns:

Supervision

Comes prepared for supervision	1	2	3	4	N.O.
Uses feedback constructively	1	2	3	4	N.O.

Comments/Concerns:

Overall observations

Strengths:

Areas for improvement:

Changes/modification to goals:

Overall rating

1 2 3 4 N.O.

***Please complete the Summary Progress hours on the next page. Student and Site supervisor should sign summary progress hours page for inclusion with the Internship I Evaluation.**

Summary of Internship Hours (*In Progress*)

ASSESSMENT	<i>Direct</i>	<i>Indirect</i>	<i>Combined Totals</i>
------------	---------------	-----------------	------------------------

<i>Intake</i>			
<i>Client Appraisal</i>			
<i>Telephone Contact</i>			
COUNSELING			
<i>Individual</i>			
<i>Group</i>			
<i>Family</i>			
<i>Telephone Contact</i>			
<i>Co-Counseling</i>			
<i>Career Counseling</i>			
<i>Crisis Intervention</i>			
<i>Case Management</i>			
<i>Workshop Presentations</i>			
<i>Education/Career Planning</i>			
SUPPORT SERVICES			
<i>Orientation</i>			
<i>Staff Meetings</i>			
<i>All other agency meetings</i>			
<i>All paperwork/planning</i>			
<i>Community Outreach</i>			
<i>Consultation</i>			
<i>Professional Development</i>			
<i>Research</i>			
ADDITIONAL			
<i>Other</i>			
SUPERVISION			
<i>Site Supervision</i>			
	Direct	Indirect	<i>Combined Total</i>
TOTALS			

Site Supervisor Signature

Date

I have shared and discussed this evaluation with my site supervisor.

Yes _____ No _____

Intern Signature

Date

University Supervisor Signature

Date

Clinical Mental Health Counseling Internship II Forms

- Internship II Checklist
- Internship II Goals and Objectives
- End of Term Summary Log
- Internship II Evaluation (Supervisor Form)
- Internship II Evaluation (Student Form)



1886

**National Louis University
Master of Science in Counseling
HSC 582 Internship II
CLINICAL MENTAL HEALTH COUNSELING
STUDENT ASSIGNMENT CHECK LIST**

Intern: _____

- _____ Class Participation
- _____ Goals and Objectives
- _____ Time and Activity Logs (use form in Tevera)
- _____ Internship Summary Log
- _____ Consultation Paper
- _____ Student Evaluation of Supervisor
- _____ Professional Capstone Assignment
- _____ Final Internship II Evaluations
 - _____ Student form _____ Supervisor Form
- _____ Completed Internship I & II hours
 - _____ Number of total hours (minimum of 600 hours)
 - _____ Number of direct hours (minimum of 240 direct hours)
- _____ Additional Enrichment Assignments (per University supervisor)

Intern Signature: _____

University Supervisor Signature: _____

Clinical Mental Health Counseling

Goals and Objectives Guidelines

A goal is a general statement about what you want to learn and/or accomplish. It is not a statement about what you are going to do. "I want to lead groups" is not a goal. "I want to improve my group facilitation skills" is a goal. A goal needs to make clear what you want to learn. There are four possible categories for goals: *knowledge*, *skills*, *personal growth*, and *career*. *Knowledge goals* describe new information you want to learn. *Skill goals* describe what you want to learn to do. *Personal growth and development goals* involve ways in which you hope to grow and change as a person. *Career development goals* focus on ways that your experience can help you clarify your career plans.

Objectives are more specific statements that form the components of your goals. Objectives should be written in observable terms. "I want to appreciate my client's cultural diversity" is not an objective, as how would you observe "appreciate". Writing "I could describe each client's cultural identity and some of its impact on their behavior" is an objective as it is observable. See example

Goal 1: Strengthen my multicultural counseling skills/knowledge

Objectives: Identify what different cultures are represented at my site
Work with three of the represented cultures
Read at least one journal article about each of these cultures
Discuss in supervision my reactions to working with clients from each of these cultures

Goal 2: Strengthen my knowledge of Clinical Mental Health resources for referrals

Objectives: Review the Human Services-Care Directory
Conduct a survey of other counselors at my site to see what referral resources they use
Start a list of referral resources for myself

Goal 3: Develop Self-Awareness

Objectives: Increase self-reflective writing through journaling
Assess personal strengths
Examine potential countertransference arising in work with clients

Goals & Objectives will be identified every term during field placement (practicum, internship I, and internship II) and will be documented in Tevera with the following acknowledgement. My supervisor and I have met, discussed and agreed upon my Personal Goals and Objectives. This process included us discussing my progress on the Program Learning Outcomes and Program Goals (PGs) over the duration of the program through my performance on the key assessments so they can support my ongoing growth and development. We are aware that these goals and objectives are to be reviewed each quarter and can be modified as appropriate throughout the course of my field placement experience.

National Louis University
Master of Science in Counseling
Clinical Mental Health Counseling Emphasis
Total Internship Summary Hours
(Internships I & II)

Practicum Student/Intern _____
 (PRINT) (SIGNATURE)

Site Supervisor (signature) _____

University Supervisor (signature) _____

ASSESSMENT	<i>Direct</i>	<i>Indirect</i>	<i>Combined Totals</i>
<i>Intake</i>			
<i>Client Appraisal</i>			
<i>Telephone Contact</i>			
COUNSELING			
<i>Individual</i>			
<i>Group</i>			
<i>Family</i>			
<i>Telephone Contact</i>			
<i>Co-Counseling</i>			
<i>Career Counseling</i>			
<i>Crisis Intervention</i>			
<i>Case Management</i>			
<i>Workshop Presentations</i>			
<i>Education/Career Planning</i>			
SUPPORT SERVICES			
<i>Orientation</i>			
<i>Staff Meetings</i>			
<i>All other agency meetings</i>			
<i>All paperwork/planning</i>			
<i>Community Outreach</i>			
<i>Consultation</i>			
<i>Professional Development</i>			
<i>Research</i>			
ADDITIONAL			
<i>Other</i>			
SUPERVISION			
<i>Site Supervision</i>			
	<i>Direct</i>	<i>Indirect</i>	<i>Combined Total</i>
TOTALS			

National Louis University
Clinical Mental Health Counseling Emphasis
INTERNSHIP II EVALUATION
(Completion of 300 hours)
SUPERVISOR FORM

Intern: _____

Site: _____

Site 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).

Rating Scale

- 4 Exceeds Expectations
- 3 Meets Expectations
- 2 Below Expectations
- 1 Unsatisfactory
- N.O. No Observation

Experiences/Assignment:

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

GENERAL TRAITS

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

Comments/Concerns:

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

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

Group Counseling Skills

Able to develop and recruit for a group	1	2	3	4	N.O.
Able to appropriately screen potential group members	1	2	3	4	N.O.
Developed appropriate activities for group	1	2	3	4	N.O.
Ability to relate well to clients in a group setting	1	2	3	4	N.O.
Effectiveness of leadership ability	1	2	3	4	N.O.
Works well as a co-facilitator	1	2	3	4	N.O.
Comments/Concerns:					

Treatment Planning

Able to develop appropriate treatment plans for clients	1	2	3	4	N.O.
Able to follow through on treatment plans as developed	1	2	3	4	N.O.
Comments/Concerns:					

Assessment and Appraisal

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

Information/Referrals

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

Supervision

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

Overall observations

Strengths:

Areas for improvement:

Would you hire this intern as a counselor? Explain:

Overall rating

1 2 3 4 N.O.

Site Supervisor Signature

Date

I have read and discussed my supervisor's evaluation.

Yes_____ No_____

Intern Signature

Date

National Louis University
Clinical Mental Health Counseling Emphasis
INTERNSHIP II EVALUATION
(Completion of 300 hours)
STUDENT FORM

Intern: _____
Site: _____
Site 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).

Rating Scale

- 4 Exceeds Expectations
- 3 Meets Expectations
- 2 Below Expectations
- 1 Unsatisfactory
- N.O. No Observation

Experiences/Assignment:

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

GENERAL TRAITS

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

Comments/Concerns:

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

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

Group Counseling Skills

Able to develop and recruit for a group	1	2	3	4	N.O.
Able to appropriately screen potential group members	1	2	3	4	N.O.
Developed appropriate activities for group	1	2	3	4	N.O.
Ability to relate well to clients in a group setting	1	2	3	4	N.O.
Effectiveness of leadership ability	1	2	3	4	N.O.
Works well as a co-facilitator	1	2	3	4	N.O.
Comments/Concerns:					

Treatment Planning

Able to develop appropriate treatment plans for clients	1	2	3	4	N.O.
Able to follow through on treatment plans as developed	1	2	3	4	N.O.
Comments/Concerns:					

Assessment and Appraisal

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

Information/Referrals

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

Supervision

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

Overall comments

Strengths:

Areas for improvement:

Overall rating

1 2 3 4 N.O.

Site Supervisor Signature

Date

I have shared my self-evaluation with my supervisor.

Yes____ No____

Intern Signature

Date

M.S. in Counseling: School Counseling Emphasis

Master of Science: School Counseling Emphasis

The School Counseling Program at National Louis University is approved by the Illinois State Board of Education. Students will be trained in crisis intervention, peer mediation, substance abuse prevention, anti-bullying, violence prevention, career counseling, parent consultation, and group counseling, as well as traditional school counselor functions. Graduates are certified to work in pre-K, elementary, middle, and high schools.

Students completing the school counseling option will be eligible for the School Service Personnel Professional Educator License- School Counselor Endorsement Certificate (School Counseling) in the State of Illinois. **In order to obtain the Professional Educator License- School Counselor Endorsement, students must pass the Content Area Exam (235) School Counselor.** Students who complete this program are also eligible to sit for the National Counselor Exam (NCE), which if passed, leads to Licensed Professional Counselor (LPC) status in the state of Illinois. In order to obtain this license, the state application process must be completed. After a period of no less than two years and 3,360 additional clinical hours under clinical supervision, counselors may apply to sit for the National Clinical Mental Health Counseling Examination (NCMHCE), which, if passed, leads to Licensed Clinical Professional Counselor (LCPC) status in the state of Illinois.

The State of Illinois now allows individuals who are not licensed teachers to acquire the School Service Personnel Professional Educator License- School Counselor Endorsement (School Counselor). To do this, non-teachers must complete four courses in the College of Education in addition to the 60-hour master's degree. These four courses for students who are not licensed teachers are:

SPE 500	Introduction to Exceptional Children and Adolescents	3 SH
EPS 509	Structure and Organization of the Educational System	2 SH
EPS 539	Foundational Behavioral Support	2 SH
RLR 585N	WS/Reading Lit Methods	1 SH

These are non-cohort classes. They are taken in addition to the 60 SH required for the degree program. School counseling students are required to take these courses, along with HSC 534 School Counseling, prior to Practicum and Internship. The reading course (RLR 585N), may be completed prior to or concurrent with practicum or internship.

School Counseling Track

TIMELINE/SCHEDULE

Target DUE Dates	Description of Item DUE
Orientation Session for the Program (Scheduled on or before the first class session of the first term).	Complete the NLU School Counseling Track ADVISING PLAN Check <u>Yes</u> or <u>No</u> for whether or not student has a Professional Educators License (PEL). If student response is <u>Yes</u> , proceed to Section B: <i>Take HSC 534. . .</i> ; write date for completing this course. If student response is <u>No</u> , complete items 1 and 2, then proceed to section B1.
Prior to start of Practicum	Take the following courses: (preferably in the order listed). SPE 500; EPS 509; EPS 539 (Not required for students who have PEL)
Prior to/ or concurrent with Practicum and Internship	Also, take: RLR 585N (Not required for students who have PEL)
Prior to finishing Practicum and after completing HSC 534	Pass the Content Area Exam (235)
November of Final Year (through NBCC)	Apply to take the NCE National Counselor Exam (Optional, but highly recommended)
April of Final Year	Apply for Degree
April or May of the final year of the program (through NBCC)	Take the National Counselor Exam (NCE) in order to get LPC (Optional, but highly recommended)
Various other dates (through IDFPR) See page 174 of the MS in Counseling Handbook	
After receiving test results from NBCC See page 176 of the MS in Counseling Handbook	Apply for LPC (Optional, but highly recommended)
Final Term of classes	Apply for PEL (Professional Educator License) See complete instructions on page 174 of the MS in Counseling Handbook

Professional Identity

Previously, to become a school counselor in Illinois, it was necessary to have been a teacher. In 2004, legislation was passed to allow non-teachers to become professional school counselors. In the former system, teachers then became aligned with their new profession, but many continued to have strong allegiances to teaching. With the new policy, counselors who have been employed in other settings or students who want to become school counselors may do so. For many, this is a shift from mental health, addictions, career counseling, or other specialties to school counseling. In addition, students must understand the legislative requirements of No Child Left behind (NCLB) and Individuals with Disabilities Education Improvement Act (2007) and the implications for school counselors.

The faculty strongly recommends that students join the professional organizations that support school counseling. Within the state, the Illinois Counseling Association (ICA) has been quite active in the legislative arena, as well as engaging in advocacy for school counseling issues at the national level. The Illinois School Counselors Association (ISCA) is a division of ICA whose mission is: To promote excellence in professional school counseling as an integral component in the development of all students while fostering public awareness in the counseling profession statewide (ilschoolcounselor.org; Mission Statement). In addition to participation in the fall ICA conference, ISCA holds an annual spring conference. The American Counseling Association (ACA) is a strong voice for all professional counselors, including school counselors. Its annual conference is held in the early spring. The American School Counselors Association (ASCA), a division of the American Counseling Association, is the national organization which represents the interests of those in schools. At the university level, students are invited to join the National Louis University Counseling Association (NLUCA), a chapter of ICA. A national conference is held in late spring, early summer. Faculty is active in these organizations and encourages student participation.

The NLU School Counseling Program makes certain that students understand the Code of Ethics subscribed to by each of the professional groups.

Helpful Resources

www.schoolcounselor.org

American School Counselor Association

www.ilschoolcounselor.org

Illinois School Counselor Association

www.ilcounseling.org

Illinois Counseling Association

www.counseling.org

American Counseling Association

www.isbe.net

Illinois State Board of Education

www.nbcc.org

National Board of Certified Counselors

School Counseling Curriculum

Course Title		Credit Hours
HSC 501	Fundamentals of Counseling	3
HSC 510	Theories of Counseling	3
HSC 512	Theory and Techniques of Group Counseling	3
HSM 508	Research Design & Methodology	3
HSC 504	Clinical Techniques of Counseling	3
HSC 519	Psychological Assessment in Counseling	3
HSC 505	Clinical Assessment & Diagnosis	3
HSC 511	Professional Practice & Ethics in Counseling	3
HSC 509	Human Development Theory	3
HSC 506	Intro to Theory and Practice of Family Therapy	3
HSC 503	Counseling & Human Development in Multicultural Society	3
HSC 514	Counseling for Career Development	3
HSC 520	Human Sexuality	3
HSS 534	Perspectives on Substance Abuse Counseling	3
HSC 534	School Counseling: Theory, Issues and Practice	3
HSC 541	Trauma and Crisis Intervention Theory, Response Models, and Techniques	3
HSC 543	Introduction to Theory and Practice of Counseling Children and Adolescents	3
HSC 533	Counseling Practicum	3
HSC 581	Internship 1	3
HSC 582	Internship 2	3
*SPE 500	Introduction to Exceptional Children and Adolescents	3
*EPS 509	Structure and Organization of the Educational System	2
*EPS 539	Foundational Behavioral Support	2
*RLR 585N	WS/Reading Lit Methods	1
	<i>*These courses are not required for PEL (Professional Educator's License) holders</i>	
	Total Required Hours	60
	*Total Required Hours for non-PEL holders	*68

National Louis University
Master of Science in Counseling
School Counseling Emphasis
ADVISING PLAN

Name _____ Phone _____
Address _____ Email _____
Campus _____ Practicum/Internship Year _____

Students in our Master's Degree program, School Counseling Emphasis must fulfill the requirements set by the Illinois State Board of Education for the Professional Educator License, School Support Personnel Endorsement: School Counselor (PK- Age 21). These requirements are subject to change by the Illinois State Board of Education at any time. It is **the student's** responsibility to be sure you are aware of these requirements.

A. Check your Professional Educator License Status

_____ *Yes, I have a Professional Educator License. ISBE #* _____

_____ *No, I do not have a Professional Educator License and need to fulfill the following requirements:*

1. Take EPS 509, EPS 539, and SPE 500:

Term of registration for EPS 539: _____
Term of registration for EPS 509: _____
Term of registration for SPE 500: _____

2. Take RLR 585N: Reading Literacy Methods for School Support Personnel:

Term of registration for RLR 585N: _____

B. Take HSC 534:

Term of registration for HSC 534: _____

C. Pass ISBE Content Exam-235 After Completing HSC 534

Date of Completion of Content Exam-235 _____

Advising Conferences:

Advisor Signature _____ Date _____
Student Signature _____ Date _____

Advisor Signature _____ Date _____
Student Signature _____ Date _____

Advisor Signature _____ Date _____
Student Signature _____ Date _____

Post-Masters School Counseling Licensure

In addition to the Master's Degree in Counseling, School Counseling Emphasis, National Louis University offers a program in School Counseling for individuals who already have a Master's Degree in Counseling and now wish to become school counselors.

Admission to the Post-Masters School Counseling Licensure Program

Individuals must fulfill all University admissions requirements and in addition, faculty will review the student's transcript to determine if the master's coursework meets the standards of the Illinois State Board of Education for certification. Additional coursework may be required for academic deficits as determined by the student's advisor. Any course considered for the license must be at the graduate level.

Students must also meet the requirements on page 88 to receive endorsement. Students who are deficient may take these courses while working toward endorsement.

School Counseling Licensure Curriculum

Course Title		Credit Hours
HSC 534	School Counseling	3
SPE 500	Introduction to Exceptional Children and Adolescents (Special Education)	3
EPS 509	Structure and Organization of the Education System	2
EPS 539	Foundational Behavior Support	2
HSC 509	Human Development Theory*	3
HSC 533	Counseling Practicum	3
HSC 581	Internship I	3
HSC 582	Internship II	3
RLR 585N	Reading Literacy Methods for School Support Personnel	1
	<i>*Unless student has completed graduate coursework in Counseling Children and/or Adolescents</i>	

ADVISING PLAN
Post Master's Licensure-Only Students
School Counseling Program

Student Name _____ Date _____
 Address _____ Campus _____
 Phone _____ Email _____
 Counseling License State _____ License # _____
 University Granting Degree _____ Date _____
 Degree _____
 Major _____
 Teachers: Professional Educator License # _____

Students in our Post-Master's Licensure Program must fulfill the requirements set by the Illinois State Board of Education for the Professional Educator License, School Support Personnel Endorsement: School Counselor (PK-Age 21). These requirements are subject to change by the Illinois State Board of Education at any time. It is **the student's** responsibility to be sure you are aware of current requirements.

REQUIRED EXAMINATIONS:

1. Illinois State Board of Education (ISBE) Date Passed _____
2. Illinois State Board of Education (ISBE) Date Passed _____
 Content Area Exam (235) School Counseling

COURSES REQUIRED BY ISBE, MAY HAVE BEEN TAKEN IN THE MASTER'S DEGREE PROGRAM:

HSC534 School Counseling: Theory & Practice Date _____
 Equivalent: _____

HSS534 Substance Abuse Date _____
 Equivalent: _____

HSC514 Counseling for Career Development Date _____
 Equivalent: _____

HSC509, EPD647; growth and development of children & youth. Date _____
 Equivalent: _____

NLU 60-Hour Course Deficiencies Date _____

COURSES NEEDED BY STUDENTS WHO DO NOT HAVE A PROFESSIONAL EDUCATOR LICENSE:

EPS 509: the structure, organization, and operation of the educational system, with emphasis on P-12 schools
 Equivalent: _____ Date/Term _____

EPS 539: effective management of the classroom and learning process
 Equivalent: _____ Date/Term _____

SPE 500: the diversity of Illinois students and the laws and programs that have been designed to meet their unique needs.
 Equivalent: _____ Date/Term: _____

FIELD PLACEMENT/APPLIED EXPERIENCE (PRACTICUM & INTERNSHIP):

HSC533 School Counseling Practicum Date/Term _____ HSC581,
 School Counseling Internship I Date/Term _____
 HSC582, School Counseling Internship II Date/Term _____

Advisor Signature _____ Date _____

Student Signature _____ Date _____

*This ADVISING PLAN must be completed and filed with the NLU registrar.

Learning Standards Matrix (23 Standards)

The Content-Area Standards for Educators define the knowledge and skills teachers, school service personnel, and administrators must demonstrate in their specific subject areas and professional roles to ensure that Illinois students meet or exceed the expectations defined by the Illinois Learning Standards. In addition to the content-area standards, all teachers are expected to meet the Illinois Professional Teaching Standards, the core Technology Standards, and the core Language Arts Standards; administrators must meet the expectations defined in the Illinois Professional School Leader Standards.

The matrix format was designed by the Division of Professional Preparation and Recruitment to assist higher education institutions with the analysis and design of their programs to ensure that they meet the State standards. The matrix format may also assist professional educators with the design of their professional development plans.

The standards are effective as rules of the State Board of Education and are recorded in the Illinois Administrative Rules (<http://www.isbe.net/rules>). The only exceptions are the special education standards for special education teachers, which are now in effect. By July 1, 2003, all other college and university professional preparation programs for teachers and administrators must be redesigned to address the Illinois standards. Programs preparing school service personnel, including school counselors, school nurses, school psychologists, and school social workers, must be redesigned in accordance with the standards by July 1, 2004.

When National Louis University developed its proposal for approved status, the matrix was submitted with information regarding courses, assignments, and student expectations.

The Practicum and Internship experiences are the culmination of professional preparation in the school counseling program. The general procedures to begin the Practicum/Internship experience are outlined elsewhere in the Handbook. This section outlines the specifics of the school counseling program.

School Counseling Practicum and Internship Goals

The Practicum and Internship experiences are the culmination of professional preparation in the school counseling program. The general procedures to begin the practicum/internship experience are outlined elsewhere in the Handbook. This section details the specifics of the school counseling program.

Students can apply and take this exam after successful completion of HSC 534 before completing Practicum. Information regarding this exam can be found at the Illinois Certification Testing System (ICTS). Homepage: <http://www.icts.nesinc.com/index.asp>

Through their field placement, all students are required to meet specific goals.

1. Experience the varied responsibilities of a professional counselor in a school, including clinical work, paper work, staff meetings, record keeping, information and referral, in-service trainings, and clinical supervision.
2. Complete a minimum of 700 hours (100 hours of practicum and 600 hours of internship) which must include 280 hours of direct service to students, family, and staff, including both individual and group counseling experiences.
3. Receive a minimum of one hour, onsite, face to face, individual or triadic supervision by the site supervisor plus weekly group supervision by a faculty member at the university who provides feedback and opportunities for self-evaluation and personal/professional growth.
4. Engage in program appropriate audio/video recordings and/or live supervision of interactions with students.
5. Write case studies about individual students.
6. Facilitate or co-facilitate a small group and submit a report about their experience.
7. Write a consultation paper, acting as a consultant to the school.
8. Network with other schools and clinical mental health agencies and become familiar with community resources in order to effect appropriate referrals.
9. Become familiar with the laws and court system as it applies to the population represented at the practicum/internship site.
10. Prepare for and complete appropriate internship termination with the school and its staff.
11. Prepare for and complete appropriate termination/transfer of students upon completion of internship.
12. 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.

Programmatic Expectations for the Student

1. Per CACREP accreditation requirements, students must be covered by professional liability insurance while engaged in field placement. Students are responsible for obtaining their own insurance and must provide proof of insurance to their university supervisor prior to enrollment in any of their field placement courses: HSC 533, HSC 581, HSC 582, and/or HSM 585X. Students failing to provide proof of insurance coverage will not be allowed to participate at their practicum/internship site and will be dropped from their field placement courses.
2. Practicum Students/Interns are expected to dress and behave in a professional manner throughout their experience.
3. Practicum Students/Interns will assume professional responsibility for all related school counseling activities to which they are assigned.
4. Practicum Students/Interns will work on days the school is open, regardless of whether or not the university is open or on break.
5. Practicum Students/Interns will complete any written paperwork required by the school.
6. Practicum Students/Interns will prepare questions and/or work requested for their meeting with their site supervisor.
7. Practicum Students will offer feedback to an on-site and/or university supervisor regarding supervision and to inform the on-site supervisor of learning needs and to address problems that arise.
8. Practicum Students/Interns will keep a school counseling log, a personal reaction journal, and other paperwork required by the university practicum or Internship supervisor. All hours must be documented and signed weekly by the on-site supervisor.

Programmatic Expectations of the School

Schools that accept a school counseling Practicum/Internship student from National Louis University must be willing to provide the following:

1. The participating school will orient the NLU Practicum Student/Intern to the school setting and provide him/her with the opportunity to experience all facets of being a school counselor.
2. The School Counseling Practicum is an orientation to school counseling, but it is also a clinical experience for students. The participating school must be willing to provide the opportunity for Practicum students to meet in individual and group counseling sessions with students to discuss academic, career, and/or social/personal issues.
3. During the placement, the school counseling intern must be exposed to students of all grade levels. It is expected that interns who are based in one school, for example, elementary, middle, or high school, will have experiences in schools at the other levels.
4. Interns should be encouraged to design and deliver classroom counseling core curriculum in collaboration with the classroom teacher.
5. Practicum Students/Interns who are teachers working in the school must be able to spend a block of time in the counseling area, not just one period a day. The participating school must be willing to work with teachers to arrange for a 2-3 hour time slot that the teacher can spend in the counseling office on a regular basis. Some of the Practicum and Internship hours may be fulfilled in after-school programs, but the

NLU student/intern must be able to spend a designated period of time in the counseling office for the terms that he/she is enrolled in Practicum and/or Internship.

6. The participating school will provide the student/intern with the opportunity to audio record, video record, or engage in live supervision of some of their counseling sessions with students to review with the site supervisor. When recording of sessions is not allowed, the site supervisor must provide live supervision of sessions in order to assess the student's counseling skill development. Additionally, the site supervisor will be required to complete a skill-assessment form (provided by the university), which will be submitted to the university supervisor. The participating site must be willing to work with the practicum student to obtain client permission/consent to record/observe sessions. The site must also provide private, confidential space where these sessions can be conducted.
7. The participating school will make available a Professional Educator Licensed-School Counselor Endorsed counselor with at least two years experience who will provide a minimum of one hour per week of individual/triadic on-site face-to-face supervision. If the student's primary supervisor is unavailable to provide supervision at any given time, they must make arrangements for another PEL-licensed supervisor to cover their supervision responsibilities (weekly supervision and training support) in their absence.
8. Per CACREP accreditation standards, all site supervisors are required to have relevant training in supervision. Any site supervisor without appropriate supervision training will be required to receive relevant training prior to supervising counseling students. National Louis University will provide relevant supervision training to all site supervisors who have not yet met the supervision training requirements. Supervisors maintaining clinical licensure meet the required supervision training through licensure continuing education requirements, and are therefore exempt from these additional training requirements provided by NLU.
9. The site supervisor will work with the student to set goals at the beginning of each quarter and then complete a written evaluation of the student at the end of the Practicum and at the end of each of the three quarters of Internship. The forms for these evaluations are contained in an online version of this Handbook. If a certified school counselor is not available other arrangements may be made at the discretion of the University.
10. The site supervisor will contact the University supervisor immediately if there are problems with the Practicum Student/Intern or site.
11. Any time a student/intern is performing at a substandard level, the on-site supervisor is responsible for discussing the problem with the student/intern and the University supervisor. This is to be followed up with an outline of tasks for the student/intern to complete for remediation. The student/intern, on-site supervisor, and University supervisor should receive copies of the signed plan.

Programmatic Support for the School

1. A University supervisor will meet with the school at the beginning of the Practicum or Internship experience and then will be available throughout the experience via phone, email, or another site visit, as needed.
2. The University supervisor will provide any information, forms, and/or clarification that the school needs for this to be a successful experience for all involved.

3. The university supervisors will engage in a collaborative relationship and routine consultation on a regular schedule with the site supervisor to ensure that all needs of the field placement site, university, and intern are met.

Definition of Direct versus Indirect Hours

The student is to complete a minimum of 700 hours. Direct and indirect hours cannot overlap between practicum and internship. Students earn a minimum of 100 hours, including 40 direct hours during practicum, and a minimum of 600 hours, including 240 direct hours during internship. Direct service includes individual and group counseling experiences. The number of hours per week may be modified to meet the needs of the school and its counseling department. The student's exact schedule will be determined by the on-site supervisor and the school calendar. During Practicum, students typically spend 10-12 hours per week at their site. During Internship, students typically spend 18-22 hours per week at their site. It is extremely important to monitor hours on a weekly basis to provide reasonable pacing and ensure hours are accumulated at an appropriate rate. Direct and indirect hours are defined as follows.

Direct hours include:

- Face-to-face interaction with students in individual, group, or family counseling;
- Face-to-face interaction with the parents/legal guardians if the client is a minor/consultation;
- Telephone contact with the student or the parent(s);
- In person or telephone consultation with other professionals to coordinate services to the client and his/her family (consultation with site supervisor can count toward direct hours if it exceeds the one-hour site supervision requirement);
- Co-counseling with a more experienced counselor or with other school service personnel;
- Facilitation or co-facilitation of a small group;
- Educational presentations/workshops for school staff and administration;
- Multidisciplinary conferences (special education staffing);
- Counseling Curriculum experience in the classroom.

Indirect hours include the following:

- Professional Development;
- Curriculum Development;
- Department Meetings;
- Staff Meetings;
- Supervision time spent with the site supervisor, either individually or in groups;
- All paperwork;
- Clinical Mental Health outreach activities.

Be aware that the ASCA National Model (3rd edition) p. XIV has redefined Direct and Indirect Services. At the time of this handbook writing, NLU will continue to use the above listed guidelines.

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

School Counseling Practicum Forms

- Memorandum of Understanding
- Practicum Checklist
- Practicum Goals and Objectives
- Weekly Log
- End of Term Summary Log
- Practicum Evaluation (Supervisor Form)
- Practicum Evaluation (Student Form)



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NLU SCHOOL COUNSELING **MEMORANDUM OF UNDERSTANDING**

I. Practicum Student/Intern Information

Student Name:
Street Address:
City, State, Zip:

Phone Number:
Email:

II. Internship Site Information

School/Site Name:
Street Address:
City, State, Zip:

Site Phone Number:

III. Site Supervisor Information

Site Supervisor Name:
Supervisor's Credentials (Degree and license):
Supervisor's Phone Number:
Supervisor's Email:

IV. Student's Schedule

Beginning Date (Month/Year):

Ending Date (Month/Year):

The NLU Counseling Student is to complete a minimum of 700 hours. Direct and indirect hours cannot overlap between practicum and internship. Students earn a minimum of 100 hours, including 40 direct hours during practicum, and a minimum of 600 hours, including 240 direct hours during internship. Direct service includes individual and group counseling experiences, and may also include classroom interventions, curriculum infusion, course selection and career planning, crisis intervention, and/or consultation with other school support personnel, such as conducted during IEP meetings. The number of hours per week may be modified to meet the needs of the school and its counseling department. The student's exact schedule will be determined by the on-site supervisor, NLU practicum student/intern and the school calendar. During Practicum, students typically spend 10-12 hours per week at their site. During Internship, students typically spend 18-22 hours per week at their site. It is extremely important to monitor hours on a weekly basis to provide reasonable pacing and ensure hours are accumulated at an appropriate rate.

V. Responsibilities of the Site

In accepting this student for a practicum/internship, the site agrees to:

- Make available a licensed school counselor (Professional Educator License—School Counselor Endorsement), with two or more years' experience in a full-time, school counselor role, who will provide a minimum of one hour per week of individual or triadic supervision. If the student's primary supervisor is unavailable to provide supervision at any given time, they must make arrangements for another PEL-licensed supervisor to cover their supervision responsibilities (weekly supervision and training support) in their absence.
 - Per CACREP accreditation standards, **all site supervisors are required to have relevant training in supervision.** Any site supervisor without appropriate supervision training will be required to receive relevant training prior to supervising counseling students. National Louis University will provide relevant supervision training to all site supervisors who have not yet met the supervision training requirements. Supervisors maintaining clinical licensure meet the required supervision training through licensure continuing education requirements, and are therefore exempt from these additional training requirements provided by NLU. **The site supervisor's signature at the end of this MOU signifies they have reviewed the supervision training documents provided by NLU (attached pdf).**
- Orient the NLU practicum student/intern to the school setting and provide the counselor-in-training with the opportunity to experience all facets of being a professional school counselor.
- Prepare other site staff prior to the student's arrival, involve staff in student's learning experience, and enhance interaction between the site and the Master of Science in Counseling Program of National Louis University. Whenever possible, the intern should be encouraged to design and deliver classroom counseling curriculum sessions in collaboration with the classroom teacher.
- Expose the intern to students of all grade levels. It is expected that interns who are based in one school, e.g. elementary, middle or secondary, will have experiences in schools (or will collaborate with school counselors) at the other levels.
- Expose the intern to a wide range of students, representative of the population served by the school/community.
- Provide the student with the opportunity to audio record, video record, or engage in live supervision of some of their counseling sessions with clients to review with the site supervisor. When recording of sessions is not allowed, the site supervisor must provide live supervision of sessions in order to assess the student's counseling skill development. Additionally, the site supervisor will be required to complete a skill-assessment form (provided by the university), which will be submitted to the university supervisor. The participating site must be willing to work with the Practicum student to obtain client permission/consent to record/observe sessions. The site must also provide private, confidential space where these sessions can be conducted.
- Advocate for the student to gain access to learning experiences within the professional community. Whenever possible, the intern should be encouraged to network with other school counselors and/or agencies within the community and become familiar with resources to effect appropriate referrals. Additionally, as appropriate, the intern should be encouraged to consult with other mental health professionals to coordinate care on behalf of their students.
- Provide adequate experiences and hours onsite to meet the practicum and internship requirements.
 - Practicum students and interns who are teachers working in the school must be able to spend a block of time in the counseling office, not just one period a day. The participating school must be willing to work with teachers to arrange for a continuous 2-3 hour time slot in the counseling office daily. Some of the practicum and internship hours may be fulfilled in after-

school programs, but the NLU intern must be able to spend a designated period of time in the counseling office for the terms that he/she is enrolled in practicum and/or internship.

- Collaborate with the student to set goals at the beginning of each term and then complete a written evaluation of the intern at the end of the practicum and at the end of each of the two quarters of internship. The forms for these evaluations will be provided by National Louis University and will be available in Tevera.
- Monitor the student's workload, 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 site functioning and their own educational experience. This includes increasing the nature and complexity of the assignments as the student's experience increases.
- Complete monthly consultation/collaboration check-in (through Tevera) to evaluate student progress.
- Complete a formal evaluation (documented in Tevera) at the end of each field placement term (practicum, internship I, and internship II).
- Contact the university supervisor immediately if there are problems with the practicum/internship student.

In accepting this student, the school agrees to provide the practicum/internship opportunities as described above, as appropriate for the site and student's development and skill level.

VI: Responsibilities of National Louis University, MS Counseling Program

NLU Counseling Program will provide:

- Supervision classes and a university practicum/internship supervisor.
- An average of 1.5 hours per week of group supervision on a regular schedule throughout the practicum/internship field placement experience.
- A collaborative relationship and routine consultation on a regular schedule with the site supervisor to ensure that all needs of the field placement site, university, and intern are met.
- A minimum of one site visit during the practicum period to discuss the intern's progress, as well as to ensure that all site supervisors are in alignment with the program's policies and expectations.
- Internship orientation, supervision training material, and/or additional support or resources as needed.

VII: Responsibility of the Student:

In accepting the field placement, the student agrees to:

- Adhere to the policies and procedures set forth by the field placement site and MS Counseling Program.
- Adhere to professional standards of conduct, as outlined in the *ACA Code of Ethics*, *ASCA Ethical Standards for School Counselors*, and NLU's *MS Counseling Program Graduate Student Handbook*.
- Notify the site and/or university supervisor if there are any problems or areas of concern while engaged in field placement.

Additionally, Per CACREP accreditation requirements, students must be covered by professional liability insurance while engaged in field placement. Students are responsible for obtaining their own insurance and must provide proof of insurance to their university supervisor prior to enrollment in any of their field placement courses: HSC 533, HSC 581, HSC 582, and/or HSM 585X. Students failing to provide proof of insurance coverage will not be allowed to participate at their practicum/internship site and will be dropped from their field placement courses.

The student shall receive orientation training in site policies and procedures and shall be responsible to follow such policies and procedures, and complete any mandatory training(s) as assigned by the site. All students shall be

subject to the same confidentiality standards as applicable to site employees and shall be subject to all site policies and procedures during their program.

Signatures:

NLU Counseling Intern

Date

NLU Counseling Placement Coordinator

Date

Counselor/On-Site Supervisor

Supervisor Please Note: In signing this MOU, you acknowledge that you have received and read a copy of the Site Supervisor Orientation document.

Date

*National Louis University
MS Counseling Program
Supervisor Orientation*

Welcome!

The faculty and students of Counselor Education program at National Louis University wish to thank you for your generous contribution of valuable time in serving as an on-site supervisor for one of our School Counseling interns. Your efforts help promote excellence in the field of Counseling, and the supervisory role you play, will elevate the quality of education and directly impact the professional development of the intern at your site.

As you may know, National Louis University is accredited by the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP standards state that all on-site supervisors must receive orientation, assistance, and consultation regarding clinical supervision of interns and our program. A supervisor or faculty member from the university will be in touch with site supervisors periodically throughout the placement to provide whatever assistance you may need. In addition, in the following document, we have provided to you some basic information about clinical supervision. The following information includes an overall orientation and training for School Counseling concentration site supervisors.

Expectations for Interns

In compliance with CACREP standards, we require our interns to complete 700 hours at practicum/internship sites. Interns attend a university (NLU) group supervision seminar each week in which they will be required to participate in individual or triadic supervision to discuss their practicum/internship experience (two supervisees meeting with one supervisor). This method allows for the most effective feedback to enhance the learning experience of the developing intern. Additionally, interns must maintain logs of their time spent at the site, and develop a learning contract (goals) approved by both on-site and university supervisors. A foundation for these learning contracts (goals) can be accessed in the NLU graduate handbook. Finally, and perhaps most importantly, interns are required to receive weekly on-site supervision for one hour. This supervision takes place continuously throughout the duration of the practicum/internship.

Expectations of On-Site Supervisors

Supervisor Qualifications:

Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision. NLU requires three years of pertinent professional experience in specialty area.

What is Clinical Supervision?

Clinical supervision is "an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purpose of enhancing the professional functioning of the junior member(s), monitoring the quality of professional services offered to the clients, and serving as a gatekeeper for those who are to enter the particular profession" (Bernard & Goodyear, 2013).

Legal and Ethical Considerations

The American Counseling Association (ACA) established the ACA Code of Ethics and Standards of Practice.

Similarly, the Association for Counselor Education and Supervision (ACES), has developed Ethical Guidelines for Counseling Supervisors.

ACES Best Practices in Clinical Supervision

- Initiating Supervision
- Goal Setting
- Giving Feedback
- Conducting Supervision
- The Supervisory Relationship
- Diversity and Advocacy Considerations

Supervision Models

PSYCHOTHERAPY MODELS— Models grounded in specific counseling theory

DEVELOPMENTAL MODELS – focus on growth and change over time through supervision and training defines progressive stages of the supervisee from novice to expert

Looks at progress through: Beginning of journey, trial and tribulation,

Challenge and growth, integrated

The model is filtered through:

Other awareness, motivation, autonomy

Once a foundation is established, emphasis is placed on knowledge and skill development in the eight content areas:

- ▶ 1. Intervention skills competence
- ▶ 2. Assessment techniques
- ▶ 3. Interpersonal Assessment
- ▶ 4. Client Conceptualization
- ▶ 5. Individual Differences
- ▶ 6. Theoretical Orientation
- ▶ 7. Treatment Goals and Plans
- ▶ 8. Professional Ethics

INTEGRATED MODELS – focus on more than one theory or technique

SUPERVISORY ACTIVITIES - AIMED AT THREE ROLES TO MEET STUDENT NEEDS: Teacher, Counselor, Consultant

AIMED TOWARD; Intervention Skills, conceptualization skills, Personhood of Supervisee – personal elements that contribute to the therapeutic process

These supervision MODELS offer inventive ways to enhance intern development as well as providing an opportunity for the intern to take a new perspective on a variety of issues and client situations. In addition, please review the NLU graduate handbook, to learn about specific experiences needed by interns, and supervisor evaluations of interns.

A Final Word

We appreciate your time and willingness to serve as an on-site school supervisor. If you have any questions at all beyond this training, please do not hesitate to contact the university supervisor. They are here to support you through this process. Open communication is always key to promoting student development and maintaining good relationships between training institutions

Please take a moment to verify that you have received and read this orientation and training information. Please do this by signing the MOU, that says I have read and understand the document on supervision.

Thank You.

After reading the National Louis University Counseling Supervision Orientation information above, please sign and date the Memorandum of Understanding (MOU).

Your signature on the Memorandum of Understanding indicates that you have read and understand the material in this Internship Orientation. Thank you!



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**National Louis University
MS Counseling Program
HSC 533 Counseling Practicum
SCHOOL COUNSELING
STUDENT ASSIGNMENT CHECK LIST**

Student: _____

- _____ Class Participation
- _____ Counseling Session Evaluations/ Recordings
 - _____ Evaluation/ Recording one
 - _____ Evaluation/ Recording two
 - _____ Extra recording(s) and evaluations(s) as needed
- _____ Time and Activity Logs (use form in Handbook)
- _____ End of Term Summary Log (use form in Handbook)
- _____ Practicum Goals & Objectives
- _____ Personal Reaction Journal
- _____ Site Description Paper
- _____ Student Evaluation of Supervisor
- _____ National Counselor Exam Practice Test
- _____ Final Practicum Self-Assessment Paper
- _____ Final Practicum Evaluations
 - _____ Student form _____ Supervisor Form
- _____ Completed Practicum hours
 - _____ Number of total hours (minimum of 100 hours)
 - _____ Number of direct hours (minimum of 40 hours)
 - _____ Additional Enrichment Assignments (per University supervisor)

Student Signature: _____

University Supervisor Signature: _____

School Counseling

Goals and Objectives Guidelines

A goal is a general statement about what you want to learn and/or accomplish. It is not a statement about what you are going to do. "I want to lead groups" is not a goal. "I want to improve my group facilitation skills" is a goal. A goal needs to make clear what you want to learn. There are four possible categories for goals: *knowledge*, *skills*, *personal growth*, and *career*. *Knowledge goals* describe new information you want to learn. *Skill goals* describe what you want to learn to do. *Personal growth and development goals* involve ways in which you hope to grow and change as a person. *Career development goals* focus on ways that your experience can help you clarify your career plans.

Objectives are more specific statements that form the components of your goals. Objectives should be written in observable terms. "I want to appreciate my client's cultural diversity" is not an objective, as how would you observe "appreciate". Writing "I could describe each client's cultural identity and some of its impact on their behavior" is an objective as it is observable. See example

Goal 1: Strengthen my multicultural counseling skills/knowledge

Objectives: Identify what different cultures are represented at my site
Work with three of the represented cultures
Read at least one journal article about each of these cultures
Discuss in supervision my reactions to working with clients from each of these cultures

Goal 2: Strengthen my knowledge of Clinical Mental Health resources for referrals

Objectives: Review the Human Services-Care Directory
Conduct a survey of other counselors at my site to see what referral resources they use
Start a list of referral resources for myself

Goal 3: Develop Self-Awareness

Objectives: Increase self-reflective writing through journaling
Assess personal strengths
Examine potential countertransference arising in work with clients

Goals & Objectives will be identified every term during field placement (practicum, internship I, and internship II) and will be documented in Tevera with the following acknowledgement. My supervisor and I have met, discussed and agreed upon my Personal Goals and Objectives. This process included us discussing my progress on the Program Learning Outcomes and Program Goals (PGs) over the duration of the program through my performance on the key assessments so they can support my ongoing growth and development. We are aware that these goals and objectives are to be reviewed each quarter and can be modified as appropriate throughout the course of my field placement experience.



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**MASTER OF SCIENCE IN COUNSELING PROGRAM
CLIENT/PARENT/GUARDIAN RELEASE FORM**

Client's Name: _____

Parent (Guardian's) Name (if client is under 18) : _____

Address: _____

City, State and Zip Code: _____

Home Phone: _____ Cell: _____

The Graduate Counseling Program at National Louis University requires internship and practicum placements of all students. These courses are advanced courses in counseling and are taken near the end of the student's degree program. Both a university supervisor and a supervisor from the site supervise students in these courses. Students are required to audio and/or videotape counseling sessions as part of their course and degree requirements.

_____ (NLU student's name) would like to work with
_____ (client's name) at _____ (site).

All audio and videotapes will be erased at the completion of the NLU student's internship/practicum.
Thank you for your cooperation. I agree to have my counseling session audio/video recorded.

_____ Date: _____
Client/Parent's/Guardian's signature

_____ Date: _____
NLU Student's signature

_____ Date: _____
Supervisor's signature



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MASTER OF SCIENCE IN COUNSELING PROGRAM
FORMA DE CONSENTIMIENTO DE CLIENTES/PADRES/TUTORES

Nombre de cliente: _____

Los padres nombre (tutores) (si el cliente es menor de 18 años): _____

Domicilio: _____

Ciudad, Estado y Código Postal: _____

Télefono (casa): _____ Télefono (celular): _____

El programa de consejería postgrado Universidad Nacional Louis requiere prácticas y Prácticum colocaciones de todos los estudiantes. Estos cursos son cursos avanzados en consejería y toman cerca del final del programa de grado del estudiante. Tanto un supervisor de la Universidad y un supervisor en el sitio (escuela o agencia) supervisan a los estudiantes en estos cursos. Los estudiantes están obligados a audio y/o video sesiones de asesoramiento como parte de sus requisitos de curso y grado.

_____ (Nombre del estudiante) quiere trabajar con
_____ (Nombre del cliente) a _____ (site).

Se borrarán todos los cintas de vídeo y audio en la realización de prácticas/practicum del estudiante NLU. Gracias por su cooperación. Estoy de acuerdo que mi consejera audio/vídeo grabado.

_____ Fecha: _____
Cliente/Padres/Tutor Firma

_____ Fecha: _____
NLU Estudiante Firma

_____ Fecha: _____
Supervisor Firma

SCHOOL COUNSELING WEEKLY LOG
(completed in Tevera)

Log # _____

Practicum Student / Intern’s Name: _____

Site: _____

Beginning Date: _____ End Date _____

	This Week’s Totals		Previous Totals		Cumulative Totals		
INDIVIDUAL PLANNING	Direct	Indirect	Direct	Indirect	Direct	Indirect	Description of Activities
Post HS/Career Planning/ College/HS Apps							
Follow-Up							
Testing							
Placement/Course Selection							
RESPONSIVE SERVICES							
Consultation							
Referrals							
Telephone Contact							
Individual Counseling							
Group Counseling							
Crisis Intervention							
SCHOOL COUNSELING CURRICULUM							
Developing Classroom Curriculum							
Career Presentations							
Curriculum Infusion							
Classroom & Group Intervention							
Character Ed./ Social Emotional Learning							
SYSTEM SUPPORT							
Research							
Program/Prof. Development							
Committees/Inservices							
Staff Consultations							
Outreach/Public Relations							
ADDITIONAL							
Other							
SUPERVISION							
Site Supervision							
	Direct	Indirect	Direct	Indirect	Direct	Indirect	
TOTALS							

Intern Signature: _____ Date _____

Site Supervisor’s Signature: _____

University Supervisor’s Signature: _____

National Louis University Master of Science in Counseling School Counseling Emphasis Practicum Summary Hours

Practicum Student/Intern _____
(PRINT) (SIGNATURE)

Site Supervisor (signature) _____

University Supervisor (signature) _____

INDIVIDUAL PLANNING	<i>Direct</i>	<i>Indirect</i>	<i>Combined Totals</i>
<i>Post HS/Career Planning/ College/HS Apps</i>			
<i>Follow-Up</i>			
<i>Testing</i>			
<i>Placement/Course Selection</i>			
RESPONSIVE SERVICES			
<i>Consultation</i>			
<i>Referrals</i>			
<i>Telephone Contact</i>			
<i>Individual Counseling</i>			
<i>Group Counseling</i>			
<i>Crisis Intervention</i>			
SCHOOL COUNSELING CURRICULUM			
<i>Developing Classroom Curriculum</i>			
<i>Career Presentations</i>			
<i>Curriculum Infusion</i>			
<i>Classroom & Group Intervention</i>			
<i>Character Ed./ Social Emotional Learning</i>			
SYSTEM SUPPORT			
<i>Research</i>			
<i>Program/Prof. Development</i>			
<i>Committees/Inservices</i>			
<i>Staff Consultations</i>			
<i>Clinical Mental Health Outreach/Public Relations</i>			
ADDITIONAL			
<i>Other</i>			
SUPERVISION			
<i>Site Supervision</i>			
	<i>Direct</i>	<i>Indirect</i>	<i>Combined Total</i>
TOTALS			

National Louis University
School Counseling Emphasis
PRACTICUM EVALUATION
(Completion of 100 hours)
SUPERVISOR FORM

Practicum Student: _____
School Site: _____
Site Supervisor: _____
Evaluation Period (Dates): _____

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

Rating Scale

- 4 Exceeds Expectations
- 3 Meets Expectations
- 2 Below Expectations
- 1 Unsatisfactory
- N.O. No Observation

Acclimation to the school and the counseling department

- | | | | | | |
|---|---|---|---|---|------|
| Attendance and Punctuality | 1 | 2 | 3 | 4 | N.O. |
| Ability to work within the purpose, structure, and constraints of the school and counseling department. | 1 | 2 | 3 | 4 | N.O. |
| Ability to meet schedules, follows through, and attends to Instructions | 1 | 2 | 3 | 4 | N.O. |
| Ability to work with counselors, teachers and administrators | 1 | 2 | 3 | 4 | N.O. |

Professional Development

- | | | | | | |
|--|---|---|---|---|------|
| Ability to assume responsibility for own learning, ask questions or take initiative as appropriate | 1 | 2 | 3 | 4 | N.O. |
| Written communication (Degree of skill and ability to express thoughts in writing) | 1 | 2 | 3 | 4 | N.O. |
| Quality of work (Organization; thoroughness; soundness of decisions; foresight) | 1 | 2 | 3 | 4 | N.O. |
| Demonstrates professional ethical behavior and personal Integrity | 1 | 2 | 3 | 4 | N.O. |

Professional Skills

- | | | | | | |
|--|---|---|---|---|------|
| Ability to relate well to students, to listen and respond effectively, to pick up on verbal and nonverbal cues | 1 | 2 | 3 | 4 | N.O. |
| Responsiveness to students from diverse cultural, ethnic and racial backgrounds, as well as different learning styles or developmental abilities | 1 | 2 | 3 | 4 | N.O. |
| Demonstrated beginning counseling skills such as having Insight into students issues, maintaining professional | | | | | |

boundaries, and under supervision making decisions about an appropriate course of action	1	2	3	4	N.O.
Beginning ability to learn and use technology efficiently, e.g. computerized career program, scheduling of students, etc.	1	2	3	4	N.O.

Overall impression of practicum student

What do you see as this student's strengths?

What concerns do you have about this student as a school counselor?

Do you recommend this student for internship?

Yes No With reservation (please explain)

Supervisor

Date

I have read and discussed my supervisor's evaluation.

Yes _____ No _____

Practicum intern

Date

National Louis University
School Counseling Emphasis

PRACTICUM EVALUATION

(Completion of 100 hours)

STUDENT FORM

Practicum Student: _____
School Site: _____
Site Supervisor: _____
Evaluation Period (Dates): _____

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

Rating Scale

- 4 Exceeds Expectations
- 3 Meets Expectations
- 2 Below Expectations
- 1 Unsatisfactory
- N.O. No Observation

Acclimation to the school and the counseling department

- | | | | | | |
|--|---|---|---|---|------|
| Attendance and Punctuality | 1 | 2 | 3 | 4 | N.O. |
| Ability to work within the purpose, structure, and constraints of the school and counseling department | 1 | 2 | 3 | 4 | N.O. |
| Ability to meet schedules, follows through, and attends to Instructions | 1 | 2 | 3 | 4 | N.O. |
| Ability to work with counselors, teachers and administrators | 1 | 2 | 3 | 4 | N.O. |

Professional Development

- | | | | | | |
|--|---|---|---|---|------|
| Ability to assume responsibility for own learning, ask questions or take initiative as appropriate | 1 | 2 | 3 | 4 | N.O. |
| Written communication (Degree of skill and ability to express thoughts in writing) | 1 | 2 | 3 | 4 | N.O. |
| Quality of work (Organization; thoroughness; soundness of decisions; foresight) | 1 | 2 | 3 | 4 | N.O. |
| Demonstrates professional ethical behavior and personal Integrity | 1 | 2 | 3 | 4 | N.O. |

Professional Skills

- | | | | | | |
|---|---|---|---|---|------|
| Ability to relate well to students, to listen and respond effectively, to pick up on verbal and nonverbal cues | 1 | 2 | 3 | 4 | N.O. |
| Responsiveness to students from diverse cultural, ethnic and racial backgrounds, as well as different learning styles or developmental abilities | 1 | 2 | 3 | 4 | N.O. |
| Demonstrated beginning counseling skills such as having Insight into students issues, maintaining professional boundaries, and under supervision making decisions about an appropriate course of action | 1 | 2 | 3 | 4 | N.O. |

Beginning ability to learn and use technology efficiently,
e.g., computerized career program, scheduling of
students, etc.

1 2 3 4 N.O.

Overall observations

Strengths:

Address any concerns:

Supervisor

Date

I have shared this evaluation with my site supervisor.

Yes _____

No _____

Practicum Intern

Date

School Counseling Internship I Forms

- Internship I Checklist
- Goals and Objectives Form
- Internship I Evaluation (Supervisor Form)
- Internship I Evaluation (Student Form)



National Louis University
Master of Science in Counseling
HSC 581 Internship I
SCHOOL COUNSELING EMPHASIS
STUDENT ASSIGNMENT CHECK LIST

Intern: _____

- _____ Class Participation
- _____ Goals and Objectives
- _____ Time and Activity Logs (use form in Handbook)
- _____ Case Conceptualization Presentation/Screening Team Report
- _____ Group Counseling Experience
- _____ Theoretical Modality Paper
- _____ Student Evaluation of Site Supervisor
- _____ National Counselor Exam Practice Test
- _____ Final Internship I Evaluations
- _____ Student form _____ Supervisor Form
- _____ Completed Internship I hours
 - _____ Number of total hours (minimum of 300 hours)
 - _____ Number of direct hours (minimum 120 hours)
- _____ Additional Enrichment Assignments (per University supervisor)

Intern Signature: _____

University Supervisor Signature: _____

School Counseling Goals and Objectives Guidelines

A goal is a general statement about what you want to learn and/or accomplish. It is not a statement about what you are going to do. "I want to lead groups" is not a goal. "I want to improve my group facilitation skills" is a goal. A goal needs to make clear what you want to learn. There are four possible categories for goals: *knowledge*, *skills*, *personal growth*, and *career*. *Knowledge goals* describe new information you want to learn. *Skill goals* describe what you want to learn to do. *Personal growth and development goals* involve ways in which you hope to grow and change as a person. *Career development goals* focus on ways that your experience can help you clarify your career plans.

Objectives are more specific statements that form the components of your goals. Objectives should be written in observable terms. "I want to appreciate my client's cultural diversity" is not an objective, as how would you observe "appreciate." Writing "I could describe each client's cultural identity and some of its impact on their behavior" is an objective as it is observable. See example below:

Goal 1: Understand the phases of career development and how they are applied across grade levels and guide students in the use of career resources. (Aligns with Standard 2—Career Development Domain)

Objectives:

- Become proficient in using and navigating Naviance
- Deliver curriculum using the world of Naviance
- Assist freshmen to identify academic/personal interests and abilities
- Provide a comprehensive vehicle to assist students with career/college planning
- Identify challenges, problem areas, and assess needs

Goal 2: Strengthen my multicultural counseling skills/knowledge. (Aligns with Standard 20—Social and Cultural Diversity)

Objectives:

- Identify what different cultures are represented at my school
- Work with three of the represented cultures
- Read at least one journal article about each of these cultures
- Discuss in supervision my reactions to working with students from each of these cultures

Goal 3: Decrease behaviors resulting in suspension and promote a safer school climate. (Aligns with Standard 3—Personal/Social Development Domain)

Objectives:

- Reduce the number of students with more than two suspensions by 25 percent via counselor interventions such as group counseling, in-school suspension (rather than out-of-school suspension), and introduction to service learning
- Reduce incidents of fighting at school by five percent via PBIS (Positive Behavioral Intervention and Support)

Goals & Objectives will be identified every term during field placement (practicum, internship I, and internship II) and will be documented in Tevera with the following acknowledgement. My supervisor and I have met, discussed and agreed upon my Personal Goals and Objectives. This process included us discussing my progress on the Program Learning Outcomes and Program Goals (PGs) over the duration of the program through my performance on the key assessments so they can support my ongoing growth and development. We are aware that these goals and objectives are to be reviewed each quarter and can be modified as appropriate throughout the course of my field placement experience.

National Louis University
School Counseling Emphasis
INTERNSHIP I EVALUATION
(Completion of 300 hours)
SUPERVISOR FORM

Intern: _____
School Site: _____
Site Supervisor: _____
Evaluation Period (Dates): _____

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

Rating Scale

- 4 Exceeds Expectations
- 3 Meets Expectations
- 2 Below Expectations
- 1 Unsatisfactory
- N.O. No Observation

Acclimation to the school and the counseling department

Attendance and Punctuality	1 2 3 4 N.O.
Ability to work within the purpose, structure and constraints of the school and counseling department	1 2 3 4 N.O.
Ability to meet schedules, follow-through, and attends to instructions	1 2 3 4 N.O.
Ability to work with other counselors, administrative staff and director	1 2 3 4 N.O.
Comments/Concerns:	

Professional Development

Ability to assume responsibility for own learning, ask questions or take initiative as appropriate	1 2 3 4 N.O.
Written communication (Degree of skill and ability to express thoughts in writing)	1 2 3 4 N.O.
Quality of work (Organization; thoroughness; soundness of decisions; foresight)	1 2 3 4 N.O.
Demonstrates professional ethical behavior and personal Integrity	1 2 3 4 N.O.
Comments/Concerns:	

Professional Skills

Ability to relate well to students, to listen and respond effectively, to pick up on verbal and nonverbal cues	1 2 3 4 N.O.
Responsiveness to students from diverse cultural, ethnic and racial backgrounds, as well as different learning styles or	

developmental abilities	1	2	3	4	N.O.
Demonstrated counseling skills such as having insight into students issues, using appropriate self-disclosure, maintaining professional boundaries, and making decisions about an appropriate course of action	1	2	3	4	N.O.
Able to learn and use technology efficiently, e.g., computerized career program, scheduling of students, etc.	1	2	3	4	N.O.
Comments/Concerns:					

Supervision

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

Overall observations

Strengths:

Areas for improvement:

Overall rating	1	2	3	4	N.O.
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Site Supervisor Signature

Date

I have read and discussed the supervisor's evaluation

Yes_____ No_____

Intern Signature

Date

National Louis University
School Counseling Emphasis
INTERNSHIP I EVALUATION
(Completion of 300 hours)
STUDENT FORM

Intern: _____
School Site: _____
Site Supervisor: _____
Evaluation Period (Dates): _____

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

Rating Scale

- 4 Exceeds Expectations
- 3 Meets Expectations
- 2 Below Expectations
- 1 Unsatisfactory
- N.O. No Observation

Acclimation to the school and the counseling department

Attendance and Punctuality	1 2 3 4 N.O.
Ability to work within the purpose, structure and constraints of the school and counseling department	1 2 3 4 N.O.
Ability to meet schedules, follow-through, and attends to instructions	1 2 3 4 N.O.
Ability to work with other counselors, administrative staff and director	1 2 3 4 N.O.
Comments/Concerns:	

Professional Development

Ability to assume responsibility for own learning, ask questions or take initiative as appropriate	1 2 3 4 N.O.
Written communication (Degree of skill and ability to express thoughts in writing)	1 2 3 4 N.O.
Quality of work (Organization; thoroughness; soundness of decisions; foresight)	1 2 3 4 N.O.
Demonstrates professional ethical behavior and personal Integrity	1 2 3 4 N.O.
Comments/Concerns:	

Professional Skills

Ability to relate well to students, to listen and respond effectively, to pick up on verbal and nonverbal cues	1 2 3 4 N.O.
Responsiveness to students from diverse cultural, ethnic and racial backgrounds, as well as different learning styles or	

developmental abilities	1	2	3	4	N.O.
Demonstrated counseling skills such as having insight into students issues, using appropriate self-disclosure, maintaining professional boundaries, and making decisions about an appropriate course of action	1	2	3	4	N.O.
Able to learn and use technology efficiently, e.g., computerized career program, scheduling of students, etc.	1	2	3	4	N.O.
Comments/Concerns:					

Supervision

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

Overall observations

Strengths:

Areas for improvement:

Overall rating	1	2	3	4	N.O.
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***Please complete the Summary Progress hours on the next page. Student and Site supervisor should sign summary progress hours page for inclusion with the Internship I Evaluation.**

Summary of Internship Hours (In Progress)

INDIVIDUAL PLANNING	<i>Direct</i>	<i>Indirect</i>	<i>Combined Totals</i>
<i>Post HS/Career Planning/ College/HS Apps</i>			
<i>Follow-Up</i>			
<i>Testing</i>			
<i>Placement/Course Selection</i>			
RESPONSIVE SERVICES			
<i>Consultation</i>			
<i>Referrals</i>			
<i>Telephone Contact</i>			
<i>Individual Counseling</i>			
<i>Group Counseling</i>			
<i>Crisis Intervention</i>			
SCHOOL COUNSELING CURRICULUM			
<i>Developing Classroom Curriculum</i>			
<i>Career Presentations</i>			
<i>Curriculum Infusion</i>			
<i>Classroom & Group Intervention</i>			
<i>Character Ed./ Social Emotional Learning</i>			
SYSTEM SUPPORT			
<i>Research</i>			
<i>Program/Prof. Development</i>			
<i>Committees/Inservices</i>			
<i>Staff Consultations</i>			
<i>Clinical Mental Health Outreach/Public Relations</i>			
ADDITIONAL			
<i>Other</i>			
SUPERVISION			
<i>Site Supervision</i>			
	<i>Direct</i>	<i>Indirect</i>	<i>Combined Total</i>
TOTALS			

Site Supervisor Signature

Date

I have shared and discussed this evaluation with my site supervisor.
Yes_____ No_____

Intern Signature

Date

University Supervisor Signature

Date

School Counseling Internship II Forms

- [Internship II Checklist](#)
- [Internship Goals and Objectives Guidelines](#)
- [End of Term Summary Log](#)
- [Internship II Evaluation \(Supervisor Form\)](#)
- [Internship II Evaluation \(Student Form\)](#)



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**National Louis University
MS Counseling Program
HSC 582 Internship II
SCHOOL COUNSELING
STUDENT ASSIGNMENT CHECK LIST**

Intern: _____

- _____ Class Participation
- _____ Goals and Objectives
- _____ Time and Activity Logs (use form in Handbook)
- _____ End of Term Summary Log (use form in Handbook)
- _____ Case Conceptualization Presentation/Screening Team Report
- _____ Consultation Paper
- _____ Student Evaluation of Supervisor
- _____ Professional Capstone Assignment
- _____ Final Internship II Evaluations
 - _____ Student form _____ Supervisor Form
- _____ Completed Internship I & II hours
 - _____ Total number of internship hours (minimum of 600 hours)
 - _____ Number of direct hours (minimum 240 direct hours)
 - _____ Total Internship hours (includes Internship I & II)
- _____ Additional Enrichment Assignments (per University supervisor)

Intern Signature: _____

University Supervisor Signature: _____

School Counseling Goals and Objectives Guidelines

A goal is a general statement about what you want to learn and/or accomplish. It is not a statement about what you are going to do. "I want to lead groups" is not a goal. "I want to improve my group facilitation skills" is a goal. A goal needs to make clear what you want to learn. There are four possible categories for goals: *knowledge*, *skills*, *personal growth*, and *career*. *Knowledge goals* describe new information you want to learn. *Skill goals* describe what you want to learn to do. *Personal growth and development goals* involve ways in which you hope to grow and change as a person. *Career development goals* focus on ways that your experience can help you clarify your career plans.

Objectives are more specific statements that form the components of your goals. Objectives should be written in observable terms. "I want to appreciate my client's cultural diversity" is not an objective, as how would you observe "appreciate." Writing "I could describe each client's cultural identity and some of its impact on their behavior" is an objective as it is observable. See example below:

Goal 1: Understand the phases of career development and how they are applied across grade levels and guide students in the use of career resources. (Aligns with Standard 2—Career Development Domain)

Objectives: Become proficient in using and navigating Naviance
Deliver curriculum using the world of Naviance
Assist freshmen to identify academic/personal interests and abilities
Provide a comprehensive vehicle to assist students with career/college planning
Identify challenges, problem areas, and assess needs

Goal 2: Strengthen my multicultural counseling skills/knowledge. (Aligns with Standard 20—Social and Cultural Diversity)

Objectives: Identify what different cultures are represented at my school
Work with three of the represented cultures
Read at least one journal article about each of these cultures
Discuss in supervision my reactions to working with students from each of these cultures

Goal 3: Decrease behaviors resulting in suspension and promote a safer school climate. (Aligns with Standard 3—Personal/Social Development Domain)

Objectives: Reduce the number of students with more than two suspensions by 25 percent via counselor interventions such as group counseling, in-school suspension (rather than out-of-school suspension), and introduction to service learning
Reduce incidents of fighting at school by five percent via PBIS (Positive Behavioral Intervention and Support)

Goals & Objectives will be identified every term during field placement (practicum, internship I, and internship II) and will be documented in Tevera with the following acknowledgement. My supervisor and I have met, discussed and agreed upon my Personal Goals and Objectives. This process included us discussing my progress on the Program Learning Outcomes and Program Goals (PGs) over the duration of the program through my performance on the key assessments so they can support my ongoing growth and development. We are aware that these goals and objectives are to be reviewed each quarter and can be modified as appropriate throughout the course of my field placement experience.

National Louis University
Master of Science in Counseling
School Counseling Emphasis
Total Internship Summary Hours
(Internship I & II)

Practicum Student/Intern _____
 (PRINT) (SIGNATURE)

Site Supervisor (signature) _____

University Supervisor (signature) _____

INDIVIDUAL PLANNING	<i>Direct</i>	<i>Indirect</i>	<i>Combined Totals</i>
<i>Post HS/Career Planning/ College/HS Apps</i>			
<i>Follow-Up</i>			
<i>Testing</i>			
<i>Placement/Course Selection</i>			
RESPONSIVE SERVICES			
<i>Consultation</i>			
<i>Referrals</i>			
<i>Telephone Contact</i>			
<i>Individual Counseling</i>			
<i>Group Counseling</i>			
<i>Crisis Intervention</i>			
SCHOOL COUNSELING CURRICULUM			
<i>Developing Classroom Curriculum</i>			
<i>Career Presentations</i>			
<i>Curriculum Infusion</i>			
<i>Classroom & Group Intervention</i>			
<i>Character Ed./ Social Emotional Learning</i>			
SYSTEM SUPPORT			
<i>Research</i>			
<i>Program/Prof. Development</i>			
<i>Committees/Inservices</i>			
<i>Staff Consultations</i>			
<i>Clinical Mental Health Outreach/Public Relations</i>			
ADDITIONAL			
<i>Other</i>			
SUPERVISION			
<i>Site Supervision</i>			
	<i>Direct</i>	<i>Indirect</i>	<i>Combined Total</i>
TOTALS			

National Louis University
School Counseling Emphasis
INTERNSHIP II EVALUATION
 (Completion of 300 hours)
SUPERVISOR FORM

Intern: _____
 School Site: _____
 Site Supervisor: _____
 Evaluation Period (Dates): _____

The purpose of this evaluation is to make a final appraisal of your school counseling intern. In order to receive the maximum benefit from this joint process, complete this evaluation and then confer and share your responses with your student.

Rating Scale

- 4 Exceeds Expectations
- 3 Meets Expectations
- 2 Below Expectations
- 1 Unsatisfactory
- N.O. No Observation

Personal Characteristics and Development

Attendance and Punctuality	1	2	3	4	N.O.
Responsibility/Dependability (ability to meet schedules, follow through and attend to instructions.)	1	2	3	4	N.O.
Level of independent functioning (effectiveness in planning and analysis; ability to assume responsibility for own learning)	1	2	3	4	N.O.
Is Introspective, open and receptive to feedback	1	2	3	4	N.O.
Demonstrates flexibility by making appropriate changes in response to feedback	1	2	3	4	N.O.
Demonstrates motivation for current and future roles as a school counselor	1	2	3	4	N.O.
Comments/Concerns:					

Professional Characteristics and Development

This area relates to the development of the intern's relationships and interaction with teachers, colleagues, administration and supervisor. Include level of student's self-awareness, awareness of others, the ability to work within the accepted framework of confidentiality and professional ethics and respects individual and cultural differences.

Knowledge of school, goals, purposes and philosophy	1	2	3	4	N.O.
Ability to work within the purpose, structure, and constraints of the school	1	2	3	4	N.O.
Written communication (degree of skill and ability to express thoughts)	1	2	3	4	N.O.
Quality of work (organization; thoroughness; soundness of decisions; foresight)	1	2	3	4	N.O.
Ability to work with students in relation to academic scheduling, college planning, and career choices	1	2	3	4	N.O.
Comments/Concerns:					

Communication skills

This area relates to intern's ability to listen, respond effectively, and pick up on verbal and nonverbal cues, maintain professional relationships with students and their families, and work with diverse cultural/ethnic and racial backgrounds.

1 2 3 4 N.O.

Comments/Concerns:

Counseling skills

Ability to counsel individual students to meet remedial, preventive, developmental, career development and personal needs	1	2	3	4	N.O.
Ability to identify students in need of personal/social counseling and make appropriate referral when necessary	1	2	3	4	N.O.
Intervenes appropriately with students in crisis	1	2	3	4	N.O.
Ability to provide group counseling to meet student remedial, preventive, developmental and emotional needs.	1	2	3	4	N.O.
Ability to develop and implement a classroom curriculum as appropriate to student and teacher needs	1	2	3	4	N.O.
Ability to identify and use school and Clinical Mental Health resources and make referrals as appropriate.	1	2	3	4	N.O.
Maintains the privacy and confidentiality of information	1	2	3	4	N.O.

Comments/Concerns:

Consultation

This area involves providing information, presenting instruction, giving suggestions for handling situations, and facilitating planning processes with students, parents, teachers, student service specialists administrators and Clinical Mental Health site professionals.	1	2	3	4	N.O.
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Comments/Concerns:

Supervision

This area relates to the intern's attending and coming prepared for supervision; ability to accept constructive criticism and recommendations; is open and honest in supervisory sessions and is able to recognize own limitations and seeks help and direction.	1	2	3	4	N.O.
--	---	---	---	---	------

Comments/Concerns:

Overall observations

Strengths

Areas for improvement

Would you hire this intern as a counselor?

Overall rating 1 2 3 4 N.O.

Site Supervisor Signature

Date

I have read and discussed my supervisor's evaluation.

Yes_____ No_____

Intern Signature

Date

National Louis University
School Counseling Emphasis
INTERNSHIP II EVALUATION
(Completion of 300 hours)
STUDENT FORM

Intern: _____
School Site: _____
Site Supervisor: _____
Evaluation Period (Dates): _____

The purpose of this evaluation is to make a final appraisal of your school counseling intern. In order to receive the maximum benefit from this joint process, complete this evaluation and then confer and share your responses with your student.

Rating Scale

- 4 Exceeds Expectations
- 3 Meets Expectations
- 2 Below Expectations
- 1 Unsatisfactory
- N.O. No Observation

Personal Characteristics and Development

Attendance and Punctuality	1	2	3	4	N.O.
Responsibility/Dependability (ability to meet schedules, follow through and attend to instructions)	1	2	3	4	N.O.
Level of independent functioning (effectiveness in planning and analysis; ability to assume responsibility for own learning)	1	2	3	4	N.O.
Is Introspective, open and receptive to feedback	1	2	3	4	N.O.
Demonstrates flexibility by making appropriate changes in response to feedback	1	2	3	4	N.O.
Demonstrates motivation for current and future roles as a school counselor	1	2	3	4	N.O.
Comments/Concerns:					

Professional Characteristics and Development

This area relates to the development of the intern's relationships and interaction with teachers, colleagues, administration and supervisor. Include level of student's self-awareness, awareness of others, the ability to work within the accepted framework of confidentiality and professional ethics and respects individual and cultural differences.

Knowledge of school, goals, purposes and philosophy	1	2	3	4	N.O.
Ability to work within the purpose, structure, and constraints of the school	1	2	3	4	N.O.
Written communication (degree of skill and ability to express thoughts)	1	2	3	4	N.O.
Quality of work (organization; thoroughness; soundness of decisions; foresight)	1	2	3	4	N.O.
Ability to work with students in relation to academic scheduling, college planning, and career choices	1	2	3	4	N.O.
Comments/Concerns:					

Communication skills

This area relates to intern's ability to listen, respond effectively, and pick up on verbal and nonverbal cues, maintain professional relationships with students and their families, and work with diverse cultural/ethnic and racial backgrounds.

1 2 3 4 N.O.

Comments/Concerns:

Counseling skills

Ability to counsel individual students to meet remedial, preventive, developmental, career development and personal needs	1	2	3	4	N.O.
Ability to identify students in need of personal/social counseling and make appropriate referral when necessary	1	2	3	4	N.O.
Intervenes appropriately with students in crisis	1	2	3	4	N.O.
Ability to provide group counseling to meet student remedial, preventive, developmental and emotional needs.	1	2	3	4	N.O.
Ability to develop and implement a classroom curriculum as appropriate to student and teacher needs	1	2	3	4	N.O.
Ability to identify and use school and Clinical Mental Health resources and make referrals as appropriate.	1	2	3	4	N.O.
Maintains the privacy and confidentiality of information	1	2	3	4	N.O.
Comments/Concerns:					

Consultation

This area involves providing information, presenting instruction, giving suggestions for handling situations, and facilitating planning processes with students, parents, teachers, student service specialists administrators and Clinical Mental Health site professionals.	1	2	3	4	N.O.
Comments/Concerns:					

Supervision

This area relates to the intern's attending and coming prepared for supervision; ability to accept constructive criticism and recommendations; is open and honest in supervisory sessions and is able to recognize own limitations and seeks help and direction.	1	2	3	4	N.O.
Comments/Concerns:					

Overall comments

Strengths:

Areas for improvement:

Overall rating 1 2 3 4 N.O.

Site Supervisor Signature

Date

I have read and discussed my supervisor's evaluation.

Yes____ No____

Intern Signature

Date

APPENDIX A

Course Descriptions

HSC 501 Fundamentals of Counseling

This course presents an overview of principles, techniques, and methods essential in establishing an effective counseling relationship. Specific skills, competencies, and concepts related to counseling will be studied and an ongoing experiential component will provide opportunity to practice these developing skills. In addition to basic skills and techniques, there will be a focus on self-awareness and insight. Students will learn to better understand themselves as individuals and how to use that awareness when working with clients. As students gain more self-awareness, increased insight, and counseling skills, they will be better prepared to become effective counselors. Fundamentals of Counseling is a prerequisite for every subsequent course. *3 semester hours*

HSC 503 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 subculture grouping. Prerequisite: HSC501. *3 semester hours*

HSC 504 Clinical Techniques of Counseling

This course expands interviewing skills and techniques through extending practice sessions with one client, relevant readings, examinations of case materials, and written exercises. Focus on advanced skills of interviewing, with emphasis on development and integration of individual style and techniques, and case conceptualization. Prerequisites: HSC501, HSC510. *3 semester hours*

HSC 505 Clinical Assessment and Diagnosis

This course will provide an overview of the current version of the Diagnostic and Statistical Manual of Mental Disorders (DSM) 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*

HSC 506 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*

HSC 510 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*

HSC 511 Professional Practice and Ethics in Human Services

This course will offer two components. One is a look at the field of professional counseling. Students will learn about the different types of counseling settings such as schools, Clinical Mental Health agencies, substance abuse programs, behavioral health programs, etc. Requirements for national certification, school 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*

HSC 512 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. Prerequisite: HSC501 and HSC510 *3 semester hours*

HSC 514 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*

HSM 508 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. *3 semester hours*

HSS 534 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 larger 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*

HSC 509 Human Development Theory

This course introduces and examines several theories of human growth, development, and regression, exploring the entire lifespan. Students examine various philosophical perspectives as to their implications for counseling. They further analyze developmental behaviors associated with stages of development, environmental and disruptive influences upon development, and responses of mental health services and practitioners. Other topics covered in this course include normal and abnormal human behavior and development, including psychological, sociological, moral, and physical factors. *3 semester hours*

HSC 519 Psychological Assessment in Counseling

This course is an introduction to the theory and practice of psychological assessment for the counseling field. Students review the history, principles, and current methods of psychological assessment with a focus on their applied use in counseling practice. Students explore selected psychological instruments and their basic relevant statistics, reliability, validity, and use of norms. They further discuss the role of the clinical interview and psychological testing (construction, administration, and interpretation), as well as ethical practices in assessment. *3 semester hours*

HSC 520 Human Sexuality

This course explores the various aspects of human sexual behavior and counseling issues related to sexuality. The biological, psychological, social, emotional, and developmental aspects of human sexual behavior are studied. Specific techniques and approaches to sexuality counseling are applied to case studies. The complexity of sexual behavior is emphasized, and other dynamics and related factors are also explored.

Special topics, including sexually transmitted disease, cultural influences, societal norms, ethical issues, family planning, substance abuse, aging, sexual disorder and sexual deviancy, are considered. The expected student outcome is the ability to apply knowledge about sexuality counseling to a variety of case studies, to analyze the case studies fully, and to recommend appropriate treatment plans. Pre-requisite(s): None, Co-requisite(s): None. 3 semester hours

HSC 524 Introduction to Clinical Mental Health Counseling

This course will introduce students to Clinical Mental Health site counseling by familiarizing them with the roles of the Clinical Mental Health counselor, program development, and Clinical Mental Health 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. Prerequisites: HSC501, HSC510; HSC511 and HSC512. *3 semester hours.*

HSC 534 School Counseling: Theory, Issues, and Practice

This course is intended to develop knowledge and skills in the application of counseling theory and techniques in a school setting. Focus will be on a developmental counseling curriculum, academic program planning, motivation, consultation, collaboration, and referral. Current issues and practices will be included. Prerequisites: HSC501; HSC510; HSC511. *3 semester hours*

HSC 533 Counseling Practicum

Integrate counseling knowledge and competencies in an approved placement setting. Apply professional, entry-level counseling skills needed to work with diverse clientele. Complete a minimum of 100 hours (40 of which must be direct client contact) over a minimum of a full ten-week academic term. Engage in assessment of skills (through recording or live observation of counseling sessions), competencies, and professional development under the supervision of qualified site and university supervisors. PREREQUISITES: HSC 501, 504, 505, 510, 511, 512, 514, and 524 or 534, and consent of advisor. 3 semester hours

HSC 541 Trauma and Crisis Intervention Theory, Response Models and Techniques

This course will present counseling theories and approaches which effectively address crises and trauma. The course will examine the impact of trauma and crisis and potential neurobiological responses. Students will gain knowledge and skills useful in assessing and intervening in crises and explore the application of these skills in addressing specific crisis situations such as: suicide, homicide, intimate partner violence, sexual assault, natural disasters and terrorism in both community and school settings. Self-care strategies will also be presented. *3 semester hours*

HSC 543 Introduction to Theory and Practice of Counseling Children and Adolescents

This course provides specialized knowledge and skills training in counseling individual children and adolescents through examination of theoretical, behavioral, and play therapy techniques. A strong emphasis will be on helping students understand how the developmental stages of children and adolescents relate to counseling approaches, appropriate assessments, and interventions. Throughout the course, the students will discuss the influence of multiculturalism on individual development, assessment, counseling interventions, and other contextual relationships. *3 semester hours*

HSC 581 Internship I

Integrate counseling knowledge and competencies in an approved field placement setting. Apply professional skills needed to work with diverse clientele and site personnel. Complete the first 300 (120 of which must be direct client contact) of the required 600 internship hours. Engage in assessment of skills, competencies, and professional development under the supervision of qualified site and university supervisors. Prerequisite: HSC 501, 504, 505, 510, 511, 512, 514, 534, 533, and consent of the practicum site and university supervisors. *3 semester hours*

HSC 582 Internship II

Integrate counseling knowledge and competencies in an approved field placement setting. Apply professional skills needed to work with diverse clientele and site personnel. Complete the remaining 300 (120 of which must be direct client contact) of the required 600 internship hours. Engage in assessment of skills, competencies, and professional development under the supervision of qualified site and university supervisors. Prerequisite: HSC 501, 504, 505, 510, 511, 512, 514, 534, 533, 581 and consent of the practicum site and university supervisors. *3 semester hours*

HSM 585X Internship Extension

All students enrolled in the Counseling & Human Services Department's Counseling Master's degree or the School Counseling Certificate are expected to achieve a required number of practicum/internship experience and supervision hours. When extenuating circumstances occur that deter a student from achieving the required number of hours within normal time parameters, a student may be able to continue accumulating hours and attending mandated university supervision for additional terms. The Internship & Supervision Continuation course awards no academic credit, but allows a student to remain a registered student of the university while completing their internship & supervision hour requirements. *0 semester hours*

School Counseling Licensure Program

EPS509 Structure and Organization of the Educational System

Introduces students to the structure, organization, and operation of the educational system with an emphasis on P-12 schools. Course is designed for school counseling professionals who function in roles that support direct instruction and intervene with students and their families in school setting. Activities provide an open forum in which students first understand and then construct their own ideas about effective schooling in the United States.

EPS539 Foundational Behavioral Support

The purpose of this course is to enhance student understanding of cognitive-behavioral change programs for children and adolescents. Students review psychological theory on the connection between culture, cognition, and action as it relates to child behavior in the classroom. Students apply this information to critique and develop culturally responsive intervention programs to support child or adolescent learning.

SPE500 Introduction to Exceptional Children and Adolescents/Special Education

This course provides fundamental knowledge of the historical, legal, philosophical, and instructional issues pertaining to the education of students with disabilities. Key components of the Individuals with Disabilities Education Act (IDEA) and other important laws and regulations are stressed. A basic understanding is gained of all high incidences – with an emphasis on learning disabilities and behavior disorders – and low incidence disabilities. A variety of assessment and instructional strategies are introduced. All types of classroom and intervention models are explored, including inclusive, co-teaching, mainstream, resource and self-contained. The responsibilities of general education and special education teachers, partnerships with parents, and

collaborative reform issues are highlighted. Fifteen clinical observation hours are required as part of this course.

RLR 585N Reading Literacy Methods for School Support Personnel

This workshop is designed for candidates completing endorsement programs for school counselors. Participants will enhance their knowledge of literacy development, teaching, and learning. Course expectations include identifying stages of and influences upon reading development, demonstrating understanding of barriers to attaining literacy, and assessment tools for identifying areas of weakness. Students will be expected to gain awareness of the roles of various school support personnel with regard to literacy learning, such as formulating action plans based on case studies, identifying literacy teaching practices that affirm cultural and linguistic diversity that support bilingual education, and synthesizing concepts learned into a statement of application to counseling practices.

APPENDIX B

Student Performance Review

Master of Science in Counseling Program Student Performance Review

Student _____	No concerns
Class _____	Term _____
Professor _____	Grade in Class _____

Rating Scale:

- 1- Below Expectation
- 2- At Expectation
- 3- Above Expectation

Academic Skills	1	2	3	Concerns -Be Specific
Makes valuable contributions to class discussions regarding content and readings				
Demonstrates thoughtfulness and self-reflection about the course content in class discussions and through written assignments				
Demonstrates an ability to make professional presentations				
Demonstrates college level writing skills				

Interpersonal Skills	1	2	3	Concerns -Be Specific
Actively contributes to small and large group discussion				
Does not monopolize classroom time or make inappropriate self-disclosure				
Refrains from being argumentative and attention getting				
Demonstrates insight into how personal characteristics and values impact professional identity development				
Demonstrates an awareness of how own actions or verbal responses impact classmates, teachers, supervisors, and/or clients				
Recognizes & can accurately assess own competencies& skills, & shares these with peers, teachers and supervisors				

Intrapersonal Awareness	1	2	3	Concerns -Be Specific
Recognizes and/or acknowledges own issues which may interfere with performance as a counselor				
When personal issues interfere is willing to take necessary steps to resolve such issues sufficiently				

Professional Behavior	1	2	3	Concerns -Be Specific
Demonstrates an awareness and sensitivity to ethical issues				
Attends class weekly, comes to class on time				
Does not leave class early				
Papers and assignments completed on time				
Demonstrates the ability to receive, integrate, and utilize feedback from peers, teachers, and supervisors				

In your opinion, at this time, do you feel that this student is appropriate for the counseling program/profession? YES NO
I have the following reservations about this student
Recommendations

NATIONAL LOUIS UNIVERSITY
M.S. Counseling Program
Professional Performance and Disposition Evaluation

STUDENT: _____ DATE: _____

ISSUING FACULTY: _____

EVALUATION PERIOD AND ASSOCIATED COURSE:

ENTRY: PROFESSIONAL PRACTICE & ETHICS MIDPOINT: CLINICAL TECHNIQUES OF COUNSELING
 FINAL: PRACTICUM

FACULTY INITIATED (PLEASE LIST COURSE IN WHICH REVIEW TAKES PLACE): _____

EACH STANDARD IS RATED ON A SCALE OF 0 (DEFICIENT), 1 (DEVELOPING), AND 2 (DEMONSTRATED) AS DESCRIBED IN THE CRITERIA FOR PROFESSIONAL PERFORMANCE STANDARDS EVALUATION BELOW. STUDENTS RECEIVING A RATING OF ZERO (0) ON ONE OR MORE OF THESE STANDARDS WILL BE CONSIDERED DEFICIENT IN PROFESSIONAL PERFORMANCE AND SUBJECT TO REFERRAL OR REMEDIATION.

Criterion		Rating		
1.	SELF-AWARENESS - DEMONSTRATES THE ABILITY TO ENGAGE IN ONGOING SELF-REFLECTION AND RECOGNIZES THE IMPACT OF ONE’S OWN VALUES, BELIEFS, ACTIONS, AND BEHAVIORS ON PERSONAL AND PROFESSIONAL DEVELOPMENT. - DEMONSTRATES THE ABILITY TO IDENTIFY AND MANAGE EMOTIONS, PARTICULARLY UNDER STRESS. - MONITORS ONE’S OWN WELLNESS AND DEMONSTRATE A COMMITMENT TO SELF-CARE. - RECOGNIZES AND/OR ACKNOWLEDGES OWN ISSUES WHICH MAY INTERFERE WITH PERFORMANCE AS A COUNSELOR. - SHOWS A WILLINGNESS TO TAKE NECESSARY STEPS TO SUFFICIENTLY RESOLVE PERSONAL ISSUES WHICH INTERFERE WITH PROFESSIONAL DEVELOPMENT AND/OR PERFORMANCE AS A COUNSELOR.	0	1	2
COMMENTS:				

2.	Openness • Demonstrates the ability to be open to receiving and inviting feedback as well as incorporating feedback to make positive changes. • Demonstrates the ability to maintain humility to invite and incorporate outside perspectives into interactions to evaluate values, beliefs, and behaviors. Comments:	0	1	2
3.	Interpersonal Effectiveness • Demonstrates the ability to show empathy and unconditional acceptance towards others. • Demonstrates the ability to dialogue with compassion and take responsibility and accountability for impact of actions toward others. • DEMONSTRATES AN AWARENESS OF HOW OWN ACTIONS, BEHAVIORS, OR VERBAL RESPONSES IMPACT CLASSMATES, TEACHERS, SUPERVISORS, AND/OR CLIENTS. • CONTRIBUTES ACTIVELY TO CLASS DISCUSSION AND ENGAGES IN CLASS/CLINICAL ACTIVITIES. • REFRAINS FROM MONOPOLIZING CLASSROOM TIME AND/OR MAKING INAPPROPRIATE SELF-DISCLOSURE. • REFRAINS FROM BEING ARGUMENTATIVE, PROVOCATIVE, AND/OR ATTENTION SEEKING. COMMENTS:	0	1	2

4.	Professional Integrity • Demonstrates the ability to tolerate ambiguity and discomfort while also initiating discussion and caring confrontation (<i>courage</i>) when necessary. • Demonstrates the ability to adjust to challenges with a positive attitude. • Demonstrates the ability to maintain professionalism appropriate for class, clinical experiences and when representing the counseling profession. • Attends class weekly; comes to class on time; does not leave class early. • Completes and submits assignments and paperwork on time. • Demonstrates the ability to receive, integrate, and utilize feedback from peers, teachers, and supervisors. Comments:	0	1	2
5.	Respect & Commitment to Diversity & Social Justice • Demonstrates the ability to collaborate with respect for differences in thought, opinion, and experiences. • Demonstrates the ability to initiate and take action to increase self-awareness of own social identities, social group statuses, power, privilege, oppression, strengths, limitations, assumptions, attitudes, values, beliefs, and biases. • Demonstrates knowledge, respect and integration of the Multicultural Social Justice Counseling Competencies (MSJCC) and commitment to social responsibility. Comments:	0	1	2
6.	Ethical Practice • Demonstrates the ability to identify ethical dilemmas and seek consultation. • Demonstrates the ability to monitor one's ethical behavior and seek to uphold professional ethical practices. Comments:	0	1	2

Additional Comments

Referral (*if applicable*)

Advisor ☐ **Department Chair(s)** ☐

Counseling Skills Assessment
(To be completed by site supervisor)

COUNSELOR: _____

SESSION DATE: _____

SKILL CHECKLIST:

SKILL	EXCELLENT	COMPETENT	NEEDS IMPROVEMENT	NOT OBSERVED/ NOT APPLICABLE
BEGINNING THE SESSION:				
Counselor introduces self and appropriately greets client				
Counselor helps client feel welcome and comfortable before proceeding with the session				
Counselor explains the purpose or process of today's session				
Counselor addresses the issue of confidentiality				
Counselor appropriately responds to questions from the client				
NON-VERBAL SKILLS:				
Body Language				
Eye Contact				
Appropriate use of Silence				
VERBAL SKILLS:				
Appropriate minimal encouragers/supportive listening responses				
Paraphrasing of content is accurate and appropriate				
Reflection of feeling is accurate and appropriate				
Counselor accurately determines when to use a paraphrase versus reflection of feeling				
Appropriate use of open-ended questions				
Appropriate use of closed questions				
Counselor accurately and appropriately tracks client and avoids being too directive in the counseling session				
Counselor demonstrates empathy and unconditional positive regard for client				
Counselor provides non-judgmental responses				
Counselor accurately and appropriately summarizes emotion and content				

Counselor sounds natural and relaxed in session				
Appropriate speech, rate, tone, and volume				
Self-disclosure (if used) is done in a meaningful and appropriate manner				
Self-involving/Immediacy statements (if used) are done in a meaningful and appropriate manner				
CLOSING THE SESSION:				
Counselor managed time well during the session and ends within the agreed time frame				
Counselor let the client know when the session was coming to an end and allowed adequate time for summarizing and reflection				
Counselor provided an accurate/meaningful summary of the session and allowed the client to reflect upon his/her experience of the session				

ADDITIONAL FEEDBACK:

1. Please provide additional feedback or observations regarding basic counseling skills (paraphrasing, summarizing, reflecting feelings, using open, non-directive questioning, starting and ending the session smoothly, etc.).

2. Please provide additional feedback or observations regarding relationship-building skills (actively and continuously attending to the interpersonal process of counseling and regularly demonstrating immediacy, utilizing self-involving statements, and responding to client's interpersonal style or transference, etc.).

Supervisor Signature: _____

Date: _____

National Louis University
Master of Science in Counseling Program
Student Success & Remediation Plan

Date_____ Student_____

Program Faculty Member(s) _____

After reviewing the above student's Performance Evaluation Forms and/or Incident Report Forms, the following Remediation Plan has been created. Completion of the Remediation Plan will be required before this student will be admitted into the clinical portion of this Master's Degree Program.

Areas of Concern/Areas to Develop (Academic Performance, Interpersonal Skills, Intrapersonal Awareness, Professional Behavior, Professional Dispositions, Other):

- 1.
- 2.

Plan (Goals & Objectives):

- 1.
- 2.
- 3.

Assessment (How will progress toward Goals & Objectives be measured):

- 1.
- 2.
- 3.

Acknowledgment:

I understand that admission into the clinical portion of this degree program (Practicum and Internship) is dependent upon my completion of the requirements in this agreed-upon Remediation Plan.

Student Name (Print)

Date

Student Signature

Date

PROGRAM GOALS AND LEARNING OUTCOMES RUBRIC FOR SCORING PROFESSIONAL CAPSTONE

Student Name _____

Date _____

Goal 1. To provide students with the academic training and professional experiences needed to develop counseling knowledge and skills, including technological competencies as a professional counselor. [2.F.1.j; 2.F.5.e]

Based on data/information contained in site supervisor evaluation, final resume, and summary of hours

Score 1 for criteria not met, 2 for meets criteria, score 3 for exceeds criteria

a. Minimum of average satisfactory rating on site supervisors' evaluations.	1	2	3
Total Score			

Objective met ☐

Objective not met ☐

Goal 2. To provide students with opportunities for self-reflection, and to impress upon the students the necessity of continuing education as well as the need for ongoing personal self-awareness and growth. [2.F.1.f; 2.F.1.k]

Based on data/information contained in the HSC 533 reflection journals, final self-assessment paper, HSC 582 professional capstone assignment: section 5

Score 1 for criteria not met, 2 for meets criteria, score 3 for exceeds criteria

a. Understands the necessity of continuing education.	1	2	3
b. Understands the need for ongoing personal self-awareness and growth.	1	2	3
c. Demonstrates understanding of necessity for involvement in professional organizations and activities.	1	2	3
Total Score			
Average Score			

Objective met ☐

Objective not met ☐

Goal 3. 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. [2.F.2.a; 2.F.3.a]

Based on data/information contained in site supervisor evaluation and professional capstone assignment: section 3

Score 1 for criteria not met, 2 for meets criteria, score 3 for exceeds criteria

a. Demonstrates appreciation for worth of each individual.	1	2	3
Total Score			

Objective met ☐

Objective not met ☐

Outcome 1. Demonstrate the ability to apply code of ethics and legal standards in the profession. [2.F.1.i]

Based on data/information contained in the HSC 582 professional capstone assignment: section 1; site supervisor evaluation

Score 1 for criteria not met, 2 for meets criteria, score 3 for exceeds criteria

a. Demonstrates practice consistent with legal and ethical standards.	1	2	3
b. Demonstrates understanding of necessity for adhering to ethical and legal integrity.	1	2	3
Total Score			
Average Score			

Objective met ☐ Objective not met ☐

Outcome 2. Demonstrate the ability to apply the multicultural competencies in diversity, multiculturalism, and advocacy. [2.F.1.e; 2.F.2.b; 2.F.2.c]

Based on data/information contained in site supervisor evaluation; HSC 582 professional capstone assignment: section 2

Score 1 for criteria not met, 2 for meets criteria, score 3 for exceeds criteria

a. Demonstrates awareness of the importance of context, culture, and diversity.	1	2	3
b. Minimum of average satisfactory rating on site supervisors' evaluations.	1	2	3
c. Has experience/training with advocacy for students/clients, and counseling profession.	1	2	3
Total Score			
Average Score			

Objective met ☐ Objective not met ☐

Outcome 3. Describe and apply theories of individual and family development across the lifespan. [2.F.3.a]

Based on data/information contained in the HSC 582 professional capstone assignment: section 3

Score 1 for criteria not met, 2 for meets criteria, score 3 for exceeds criteria

a. Demonstrates an understanding of development and human growth over the lifespan.	1	2	3
Total Score			

Objective met ☐ Objective not met ☐

Outcome 4. Describe and apply theories and models of career development, counseling and decision-making. [2.F.4.a; 2.F.4.j]

Based on data/information contained in site supervisor evaluation and professional capstone assignment:
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section 4 & 5

Score 1 for criteria not met, 2 for meets criteria, score 3 for exceeds criteria

a. Understands and demonstrates career theory with clients.	1	2	3
b. Describes and demonstrates career decision making with clients.	1	2	3
c. Demonstrates self-awareness regarding personal career decision-making, development, and career goals.	1	2	3
Total Score			
Average Score			

Objective met ☐ Objective not met ☐

Outcome 5. Describe, compare, contrast and apply major counseling skills and approaches to practice.

[2.F.5.a; 2.F.5.f; 2.F.5.h; 2.F.5.n]

Based on data/information contained in case conceptualization papers, counseling sessions in HSC 533 and HSC 582 professional capstone assignment: section 7

Score 1 for criteria not met, 2 for meets criteria, score 3 for exceeds criteria

a. Demonstrates adequate skill development,	1	2	3
b. Demonstrates ability to self-assess skill development and counseling competency.	1	2	3
c. Demonstrates intentionality through selection and application of particular techniques/counseling interventions.	1	2	3
Total Score			
Average Score			

Objective met ☐ Objective not met ☐

Outcome 6. Demonstrate the ability to select and utilize assessments for diagnostic and intervention planning purposes. [2.F.7.e; 2.F.7.i]

Based on data/information contained in HSC 582 professional capstone assignment: section 6

Score 1 for criteria not met, 2 for meets criteria, score 3 for exceeds criteria

a. Describes how assessment was implemented and conceptualized at practicum/internship site.	1	2	3
Total Score			

Objective met ☐ Objective not met ☐

Outcome 7. Describe, compare, contrast and apply major counseling theories to practice. [2.F.5.a; 2.F.5.b; 2.F.5.f; 2.F.5.g; 2.F.5.n]

Based on data/information contained in HSC 581 theoretical modality paper: section 1 and 2
Score 1 for criteria not met, 2 for meets criteria, score 3 for exceeds criteria

a. Demonstrates adequate integration of theory, techniques, and interventions.	1	2	3
b. Understands the importance of practicing within a theoretical framework.	1	2	3
c. Demonstrates flexibility in theoretical approach to attend to individual client characteristics and needs	1	2	3
Total Score			
Average Score			

Objective met ☐ Objective not met ☐

Outcome 8. Demonstrate effective group leadership through the application of theoretical foundations and techniques of group counseling, process and development. [2.F.6.a; 2.F.6.b; 2.F.6.c; 2.F.6.d; 2.F.6.e; 2.F.6.f; 2.F.6.g, 2.F.6.h]

Based on data/information contained in HSC 581 group experience paper and site supervisor evaluation
Score 1 for criteria not met, 2 for meets criteria, score 3 for exceeds criteria

a. Demonstrates leadership skills of group development, including group creation process and group dynamics such as norms, content and process, and member roles.	1	2	3
Total Score			

Objective met ☐ Objective not met ☐

Outcome 9. Demonstrate awareness of personal characteristics and behaviors that influence the counseling process and engage in ongoing personal and professional self-evaluation and implications for practice. [2.F.1.k; 2.F.5.f]

Based on data/information contained in HSC 533 counseling session critiques and reflective examinations, and HSC 533 final practicum paper and HSC 582 professional capstone assignment: section 7

Score 1 for criteria not met, 2 for meets criteria, score 3 for exceeds criteria

a. Engages in self-reflection and self-assessment related to personal and professional development.	1	2	3
b. Recognizes personal values and biases and works to acknowledge and minimize countertransference within the counseling relationship.	1	2	3
Total Score			
Average Score			

Objective met ☐ Objective not met ☐

Outcome 10. Demonstrate an understanding of the importance of evidence-based, ethical, and culturally relevant research in advancing the counseling profession. [2.F.8.a; 2.F.8.b; 2.F.8.d; 2.F.8.j]

Based on data/information contained in HSC 581 and HSC 582 case conceptualizations, and HSC 582 professional capstone assignment: section 8

Score 1 for criteria not met, 2 for meets criteria, score 3 for exceeds criteria

a. Explains and describes how research was utilized during practicum and internship.	1	2	3
b. Demonstrates a commitment to evidence-based, ethical, and culturally relevant research.	1	2	3
Total Score			
Average Score			

Objective met ☐

Objective not met ☐

Program Goals (PGs)

The program faculty designs the program and individual courses in such a way as to:

PG – 1 Provide students with the academic training and professional experiences needed to develop counseling knowledge and skills, including technological competencies as a professional counselor. [2.F.1.j.]

PG – 2 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. [2.F.1.f.; 2.F.1.k.]

PG – 3 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. [2.F.2.a.; 2.F.3.a.]

Program Learning Outcomes (PLOs)

At the completion of the Master's Degree in Counseling, students will:

1. Demonstrate the ability to apply code of ethics and legal standards in the profession. [2.F.1.i]
2. Demonstrate the ability to apply the multicultural competencies in diversity, multiculturalism, and advocacy. [2.F.2.c]
3. Describe and apply theories of individual and family development across the lifespan. [2.F.3.a]
4. Describe and apply theories and models of career development, counseling and decision-making. [2.F.4.a]
5. Describe, compare, contrast and apply major counseling skills and approaches to practice. [2.F.5.b.; 2.F.5.g.]
6. Demonstrate the ability to select and utilize assessments for diagnostic and intervention planning purposes. [2.F.7.e.; 2.F.7.j.]
7. Describe, compare, contrast and apply major counseling skills and theories to practice. [2.F.5.a.]
8. Demonstrate effective group leadership through the application of theoretical foundations and techniques of group counseling, process and development. [2.F.6.a.; 2.F.6.b.; 2.F.6.d.; 2.F.6.e.]
9. Demonstrate awareness of personal characteristics and behaviors that influence the counseling process and engage in ongoing personal and professional self-evaluation and implications for practice. [2.F.1.k.; 2.F.5.f.]
10. Demonstrate an understanding of the importance of evidence-based, ethical, and culturally relevant research in advancing the counseling profession. [2.F.8.a.; 2.F.8.j.]

[CACREP Standards]

Key Assessments (Aligned with PGs and PLOs)

The PLOs and PGs are measured through the students' performance on the key assessments that are embedded in specific courses. Students are expected to earn a B (80%) or higher on the key assessments in order to pass them. Since the key assessment is one of many assessments in each course, it is possible to accumulate enough points from all of the assessments to pass the course with a B grade, despite the fact that the student might have earned less than a B (80%) on a key assessment. Even though passing the course is sometimes possible without passing the key assessment, it is important for students to realize that the key assessments are the specific measures that the program is using to determine students' acquisition of the knowledge and skills associated with the PLOs and PGs. In order to ensure the students' growth and development in those specific areas, students who do not earn passing grades on the key assessments will be engaged in the student success/remediation process.

PLOs, PGs, and Key Assessments:

<u>PLOs & PGs</u>		<u>Courses</u>	<u>Key Assessments (Measures)</u>
PLO-1	Demonstrate the ability to apply code of ethics and legal standards in the profession.	HSC 511 Professional Practice and Ethics in Counseling	M1: HSC 511 - Ethical case analysis rubric
		HSC 582 Counseling Internship II	M2: HSC 582 - Professional capstone assignment section for PLO 1
PLO-2	Demonstrate the ability to apply the multicultural competencies in diversity, multiculturalism, and advocacy.	HSC 503 Counseling and Human Development in a Multicultural Society	M1: HSC 503 - Social Justice Counseling Paper
			M2: HSC 503 - Cultural and Ecological Case Analysis (Weeks 2 - 10) Rubric
		HSC 582 Counseling Internship II	M3: HSC 582 Professional capstone assignment section for PLO 2
PLO-3	Describe and apply theories of individual and family development across the lifespan.	HSC 509 Human Development Theory	M1: HSC 509 - Child Developmental Interview Rubric
			M2: HSC 509 - Adult Developmental Interview Rubric
		HSC 506 Introduction to Theory and Practice of Family Therapy	M3: HSC 506 - Case Analysis and Presentation Rubric

		HSC 582 Counseling Internship II	M4: HSC 582 - Professional capstone assignment section for PLO 3
PLO-4	Describe and apply theories and models of career development, counseling and decision-making.	HSC 514 Counseling for Career Development	M1: HSC 514 - Career Life Line Rubric
			M2: HSC 514 - Special Population Presentation Rubric
		HSC 582 Counseling Internship II	M3: HSC 582 - Professional capstone assignment section for PLO 4
PLO-5	Describe, compare, contrast and apply major counseling skills and approaches to practice.	HSC 504 Clinical Techniques of Counseling	M1: HSC 504 - Counseling Project Transcription & Skill Critique Rubric
		HSC 582 Counseling Internship II	M2: HSC 582 - Professional capstone assignment section for PLO 5
PLO-6	Demonstrate the ability to select and utilize assessments for diagnostic and intervention planning purposes.	HSC 519 Psychological Assessment in Counseling	M1: HSC 519 - Final Exam Project Rubric
		HSC 582 Counseling Internship II	M2: HSC 582 - Professional capstone assignment section for PLO 6
PLO-7	Describe, compare, contrast and apply major counseling theories to practice.	HSC 510 Theories of Counseling	M1: HSC 510 - Theory Paper Rubric
		HSC 582 Counseling Internship II	M2: HSC 582 - Professional capstone assignment section for PLO 7
PLO-8	Demonstrate effective group leadership through the application of theoretical foundations and techniques of group counseling, process and development.	HSC 512 Theories and Techniques of Group Counseling	M1: HSC 512 -Student Led Group Rubric
			M2: HSC 512 - Group Development Paper Rubric
		HSC 582 Counseling Internship II	M3: HSC 582 - Professional capstone assignment for PLO 8

PLO-9	Demonstrate awareness of personal characteristics and behaviors that influence the counseling process and engage in ongoing personal and professional self-evaluation and implications for practice.	HSC 582 Counseling Internship II	M1: HSC 582 - Professional capstone assignment section for PLO 9
PLO-10	Demonstrate an understanding of the importance of evidence-based, ethical, and culturally relevant research in advancing the counseling profession.	HSM 508 Research and Evaluation Methodology	M1: HSM 508 - Research Proposal Project Rubric
		HSC 582 Counseling Internship II	M2: HSC 582 - Professional capstone assignment section for PLO 10
PG-1	Provide students with the academic training and professional experiences needed to develop counseling knowledge and skills, including technological competencies as a professional counselor.	HSC 582 Counseling Internship II	M1: HSC 582 - Professional capstone assignment section for PG-1
PG-2	Provide students with opportunities for self-reflection, and to impress upon the students the necessity of continuing education as well as the need for ongoing personal self-	HSC 582 Counseling Internship II	M1: HSC 582 - Professional capstone assignment section for PG-2

	awareness and growth.		
PG-3	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.	HSC 582 Counseling Internship II	M1: HSC 582 - Professional capstone assignment section for PG-3

Program Learning Outcome and Program Goal Tracking Form

National Louis University - MS in Counseling Program

Student Name: _____

Student ID#: _____ Graduation Date: _____

Over the duration of the program, you are responsible for tracking your progress on achieving the Program Learning Outcomes (PLOs) and Program Goals (PGs). The PLOs and PGs are measured through your performance on the key assessments that are embedded in specific courses. You are expected to earn a B (80%) or higher on the key assessments in order to pass them. Use this form to confirm that you have passed each key assessment by earning a grade of 80% or higher on them. It is your responsibility to address questions or concerns regarding your progress on the key assessments with your course instructor, faculty advisor, and/or campus coordinator.

Tracking – Key Assessments Passed (80% or Higher):

<u>PLOs & PGs</u>		<u>Courses</u>	<u>Key Assessments (Measures)</u>	<u>Earned 80% or Higher (Yes/No)</u>
PLO-1	Demonstrate the ability to apply code of ethics and legal standards in the profession.	HSC 511 Professional Practice and Ethics in Counseling	M1: HSC 511 - Ethical case analysis rubric	
		HSC 582 Counseling Internship II	M2: HSC 582 - Professional capstone assignment section for PLO 1	
PLO-2	Demonstrate the ability to apply the multicultural competencies in diversity, multiculturalism, and advocacy.	HSC 503 Counseling and Human Development in a Multicultural Society	M1: HSC 503 - Social Justice Counseling Paper	
			M2: HSC 503 - Cultural and Ecological Case Analysis (Weeks 2 - 10) Rubric	
		HSC 582 Counseling Internship II	M3: HSC 582 Professional capstone assignment section for PLO 2	

PLO-3	Describe and apply theories of individual and family development across the lifespan.	HSC 509 Human Development Theory	M1: HSC 509 - Child Developmental Interview Rubric	
			M2: HSC 509 - Adult Developmental Interview Rubric	
		HSC 506 Introduction to Theory and Practice of Family Therapy	M3: HSC 506 - Case Analysis and Presentation Rubric	
		HSC 582 Counseling Internship II	M4: HSC 582 - Professional capstone assignment section for PLO 3	
PLO-4	Describe and apply theories and models of career development, counseling and decision-making.	HSC 514 Counseling for Career Development	M1: HSC 514 - Career Life Line Rubric	
			M2: HSC 514 - Special Population Presentation Rubric	
		HSC 582 Counseling Internship II	M3: HSC 582 - Professional capstone assignment section for PLO 4	
PLO-5	Describe, compare, contrast and apply major counseling skills and approaches to practice.	HSC 504 Clinical Techniques of Counseling	M1: HSC 504 - Counseling Project Transcription & Skill Critique Rubric	
		HSC 582 Counseling Internship II	M2: HSC 582 - Professional capstone assignment section for PLO 5	
PLO-6	Demonstrate the ability to select and utilize assessments for diagnostic and intervention planning purposes.	HSC 519 Psychological Assessment in Counseling	M1: HSC 519 - Final Exam Project Rubric	
		HSC 582 Counseling Internship II	M2: HSC 582 - Professional capstone assignment section for PLO 6	

PLO-7	Describe, compare, contrast and apply major counseling theories to practice.	HSC 510 Theories of Counseling	M1: HSC 510 - Theory Paper Rubric	
		HSC 582 Counseling Internship II	M2: HSC 582 - Professional capstone assignment section for PLO 7	
PLO-8	Demonstrate effective group leadership through the application of theoretical foundations and techniques of group counseling, process and development.	HSC 512 Theories and Techniques of Group Counseling	M1: HSC 512 -Student Led Group Rubric	
			M2: HSC 512 - Group Development Paper Rubric	
		HSC 582 Counseling Internship II	M3: HSC 582 - Professional capstone assignment for PLO 8	
PLO-9	Demonstrate awareness of personal characteristics and behaviors that influence the counseling process and engage in ongoing personal and professional self-evaluation and implications for practice.	HSC 582 Counseling Internship II	M1: HSC 582 - Professional capstone assignment section for PLO 9	
PLO-10	Demonstrate an understanding of the importance of evidence-based, ethical, and culturally relevant research in advancing the counseling profession.	HSM 508 Research and Evaluation Methodology	M1: HSM 508 - Research Proposal Project Rubric	
		HSC 582 Counseling Internship II	M2: HSC 582 - Professional capstone assignment section for PLO 10	
PG-1	Provide students with the academic training and professional experiences needed to develop counseling knowledge and skills,	HSC 582 Counseling Internship II	M1: HSC 582 - Professional capstone assignment section for PG-1	

	including technological competencies as a professional counselor.			
PG-2	Provide students with opportunities for self-reflection, and to impress upon the students the necessity of continuing education as well as the need for ongoing personal self-awareness and growth.	HSC 582 Counseling Internship II	M1: HSC 582 - Professional capstone assignment section for PG-2	
PG-3	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.	HSC 582 Counseling Internship II	M1: HSC 582 - Professional capstone assignment section for PG-3	



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MS Counseling Program **Student Petition for 2nd term of HSM 585X**

Student Name: _____

Date of Request: _____

Campus: _____

HSM 585X Term of Extension (Ex. Fall, 2024): _____

Current Placement Site: _____

NLU University Internship Supervisor: _____

Site Supervisor: _____

Current Number of Internship Hours: Total:___ Direct:_____ Indirect:_____

Please describe, in detail, the contributing factors which you feel have kept you from meeting your internship requirements: _____

Identify all outstanding assignments: _____

Provide a detailed plan for completion of your internship: _____

Student Signature: _____

Site Supervisor Signature: _____

NLU Internship Supervisor: _____

FOR OFFICE USE ONLY

Approved: _____ Date: _____

Dept. Chair: _____

Campus Team Members: _____

Appendix C

Certification and Licensure

Illinois Counselor Licensure

In Illinois, the professional counselor licensure bill became law in March, 1993. Specific application procedures, forms, and examination processes are available from the Illinois Department of Financial and Professional Regulation (www.idfpr.com)

Education requirements for LPC and LCPC

The program must be at least two academic years and require a minimum of 48 semester hours (or equivalent) in the following thirteen content areas:

1. Human growth and development and maladaptive behavior.
2. Counseling theory.
3. Counseling techniques.
4. Group dynamics, processing and counseling.
5. Appraisal of individuals.
6. Research and evaluation.
7. Professional, legal and ethical responsibilities relating to professional counseling, especially as related to Illinois law.
8. Social and cultural foundations.
9. Lifestyle and career development.
10. Substance Abuse Counseling
11. Family Therapy
12. Career Counseling
13. Practicum and Internship

Licensed Professional Counselor (LPC) Requirements:

Education: Completed a minimum of a 48 semester hour master's degree in counseling, psychology or related field. The program must be comprehensive and continuous. No combination of degrees/programs will be acceptable.

Exam: Pass the National Counselor's Exam (NCE).

Licensed Clinical Professional Counselor (LCPC) Requirements:

Education: Master's degree in psychology, counseling or related field

Exam: Pass both the National Counselor Exam and the National Mental Health Counselor Exam.

Experience: 3,360 hours of clinical counseling work with individuals, couples, families, groups or organizations under the direction of a qualified supervisor (LCPC, LCSW, licensed psychologist, or psychiatrist) *after completing the master's degree*.

The *minimum* amount of time to obtain post-Masters experience is 96 weeks (two units of 48 weeks each); there is *no maximum* amount of time; part time work is acceptable. Each 48-week unit of experience includes 960 hours of face-to-face service to clients

Note: The best source of current information in addition to IDFPR is: Illinois Mental Health Counselors Association IMHCA, 800/493-4424 www.imhca.org
The American Counseling Association (ACA) is an excellent resource for obtaining information and addresses of state licensing boards in other states beside Illinois.

How To Apply for Licensure Directly through IDFPR

- The process for applying for the LPC is as follows:

- Computerized testing is available in Illinois for the NCE exam.
- Applicants will submit their application for licensure directly to the IDFPR following graduation.
- IDFPR staff will review the application. If it is complete and all is in order you will receive a letter from IDFPR (a Counselor Examination Application Evaluation Notice) approving you to take the exam.
- Once you receive your Counselor Examination Application Evaluation Notice you will go to the Continental Testing website and the NBCC website.
- Next apply to take the exam at the Continental Testing Website by either printing the form and mail it in with payment or you can complete the form online and submit it with credit card payment
<http://www.continentaltesting.net/ProfDetail.aspx?Entity=2&ProfID=37> = NCE
- Next go to the NBCC website and register for the exam. NBCC will collect an exam fee.
- After successfully completing the above steps you will receive an Authorization to Test (ATT) letter from NBCC which will allow you to schedule the test date, time and location. You can schedule either on-line or by phone.
- On-Line Scheduling through Applied Measurement Professionals (AMP):
<http://www.goamp.com/> and select “Candidates”
- By phone: Call AMP at 888-519-9901
- Testing is offered at specific H&R Block offices the first full week of each month. The exam is administered by appointment only Monday through Fridays at 9:00 AM and 1:30 PM.
- Test Results: After completing the examination, report to the examination proctor to receive your score report. Your score report will be indicated as “pass” or “fail”. A complete score report will be mailed.
- Retakes: If you are unsuccessful in your examination attempt, you may re-register once every 90 days by completing another NBCC Examination Registration form. It is recommended that you not re-register until after you have received your complete score as this will indicate your areas of strength and weakness.

PROCEDURES MAY CHANGE AND COSTS MAY INCREASE. IT IS RECOMMENDED THAT YOU CHECK WITH THE IMHCA WEBSITE, <http://www.imhca.org/> FOR MOST CURRENT INFORMATION.

Certification

Counselor certification is recognized through the National Board of Certified Counselors (NBCC).

National Board of Certified Counselors, Inc. (NBCC)
3-D Terrace Way, Suite D
Greensboro, NC 27403-3660
336-547-0607

Certification is a national, voluntary process. Two levels of professional counselor certification are available: NCC (National Certified Counselor) and CCMHC (Certified Clinical Mental Health Counselor).

The National Counselor Exam: General Information

The purpose of the NCE is to assess knowledge, skills, and abilities viewed as important for providing effective counseling services. The NCE is designed to be general in nature. It is intended to assess cognitive knowledge which should be known by all counselors regardless of their individual professional specialties.

Content Areas & Work Behaviors

- Human Growth and Development
- Social and Cultural Foundations
- Helping Relationships
- Group Work
- Career and Lifestyle Development
- Appraisal
- Research and Program Evaluation
- Professional Orientation and Ethics

In addition, the NCE is based on the following five work behaviors:

- Fundamentals of Counseling
- Assessment and Career Counseling
- Group Counseling
- Programmatic and Clinical Intervention
- Professional Practice Issues

Examination Format

- The NCE is comprised of 200 multiple-choice questions and is scheduled for a four-hour period beginning at 9:00 a.m. Responses are recorded on a separate machine-scorable answer sheet.

- A different edition of the NCE is compiled for each administration of the exam. Each form's questions are drawn from the NCE item pool which has undergone extensive review and field testing. The entire item pool, each form of the NCE, and the answer sheet are copyrighted. Consequently, any distribution of the examination content or materials through any form of reproduction or oral or written communication is strictly prohibited. Disclosure of examination content is a violation of the NBCC Code of Ethics.

Scoring Procedures

- Of the 200 items on the examination, only 160 items are scored to determine whether you meet or surpass the minimum criterion (passing) score for that form of the NCE.
- The MAXIMUM possible score on the NCE is 160.
- The remaining 40 items on the exam are being field tested to determine their appropriateness for future use.
- Since the 160 items to be scored are not identified in the exam booklet, you should respond with equal effort to all items.
- The minimum criterion (passing) score is derived from a modified Angoff procedure.
- The NCE is not scored on a curve, therefore, the candidate pool does not determine the passing score.

Examination Results

- NBCC will mail examination results to examinees within eight weeks of the date of the examination. No scores are released by telephone.
- NBCC's score report contains: (1) your number of correct responses for 13 domains on the NCE and your TOTAL SCORE, which is the sum of the correct responses; (2) the group mean and standard deviation for each domain and the total exam; (3) the minimum criterion (passing) score for that form of the NCE.
- If your TOTAL SCORE meets or exceeds the minimum criterion score, you have passed the NCE. Score reports are mailed only to the examinee at the address provided on the NCC application or Exam Registration Form.
- It is your responsibility to send written notification to NBCC if there is a change of address.
- Your specific examination scores will not be released to a third party without your written permission. Scores cannot be released until all requirements, including fees, are fulfilled. There is a fee charged for sending score verifications to third parties.

HOW TO APPLY FOR LICENSURE IF YOU HAVE TAKEN THE NCC EXAM THROUGH NBCC

After receiving your passing test results from NBCC and after graduation, you are to do the following:

1. Contact the Illinois Department of Financial and Professional Regulation www.idfpr.com/. Once on the site, you can choose either a written application or an online application for the Licensed Professional Counselor (LPC). To download the application, you must use Acrobat Reader. Your application is valid for three years from the date you apply.
2. **Professional Code:** 178
3. **Licensure Method:** **ACCEPTANCE OF EXAMINATION** as you have already taken and passed the exam through NBCC.
4. **Submission of Certification form:** Contact NBCC. NBCC will request a processing fee, an official final transcript, and a written request to have your exam score sent to the Illinois Department of Financial and Professional Regulation.
5. **ED (Certificate of Education):** Submit form to NLU registrar. This form **MUST** have the University seal. For questions or form submission please contact records@nl.edu
6. **Submission of Transcript with University seal:** This means your transcript must have the University seal and be submitted in the envelope you receive your transcript in from the registrar's office. The envelope cannot have been opened.
7. **Professional Counselor Academic Criteria:** To fill out this section, please see attached form LPC/LCPC Core Areas. You do not need to fill out **VE-LPC** form.
8. Submit your application along with the required fee.

Follow all instructions carefully or your application will be returned. The State of Illinois charges an application fee. This fee does change, so please review the charges as stated in the application form.

Content Areas and Corresponding Courses for LPC and LCPC

Area	Counseling Course Title	Course Number	Course Credit	Comments
Human Growth & Dev.	Human Development Theory	HSC509	3	
Counseling Theory	Theories of Counseling	HSC510	3	
Counseling Techniques	Fundamentals of Counseling	HSC501	3	
Group Dynamics, Processing & Counseling	Theories and Techniques of Group Counseling	HSC512	3	
Appraisal of Individuals	Psychological Assessment In Counseling*	HSC519	3	
Research & Evaluation	Research and Evaluation Methodology	HSM508	3	
Professional, Legal & Ethical Responsibilities	Professional Practice and Ethics in	HSC511	3	
Social & Cultural Foundations	Counseling and Human Development in a Multicultural Society	HSC503	3	
Lifestyle & Career Development	Counseling for Career Development	HSC514	3	
Practicum/Internship	Counseling Practicum Internship I Internship II	HSC533 HSC581 HSC582	3 3 3	**
Counseling Education				
Counseling Supervision				
Family Dynamics	Introduction to the Theory and Perspective Family Therapy	HSC506	3	
Psychopathology & Maladaptive Behavior	Clinical Assessment and Diagnosis	HSC505	3	
Substance Abuse	Perspectives in Substance Abuse Counseling	HSS534	3	

Professional Educator License (PEL) – School Counselor Endorsement

How to Request Your Professional Educator License or Endorsements

- [Licensure Home](#)
- [Instructions](#)

The Illinois State Board of Education (ISBE) requires that candidates apply for endorsements through the university entitlement process unless specifically directed otherwise. If you apply directly to ISBE, NLU will be unable to process your endorsement, which will result in a delay to your entitlement (up to 90 days).

When to apply?

Begin the NLU endorsement application process only once you have completed all of your required coursework and you have passed the content or language proficiency exam(s) (where required). Applying too early may result in a delay in processing.

How to apply?

Step 1: Submit your online request

- Make sure you have the following information at-hand
 - Full contact information including your NLU ID number and last four digits of your Social Security number
 - Log in to the [NLU Student Portal](#)
 - Click on the Student Services tab
 - Click on the link "Request for Professional Educator License or Endorsements" under the Student Services header
 - Fill out the form
 - Note: Answering "yes" to any of the state-required questions will not prevent NLU from processing your request. However, the final decision regarding your application will be made by an ISBE evaluator before issuing your license or endorsement.
 - Click "Submit"
 - After submitting the form, your form will be directed to your Licensure Officer.

Your Licensure Officer will review requests in the order received. Once it's verified that you have met all requirements (including: all grades are posted, degree awarded where applicable, required content exams are passed, and any teaching experience requirements are met), your request will be processed and you will receive a confirmation email detailing your next steps with ISBE.

Licenses and endorsements earned through an undergraduate programs are processed after the bachelor's degree is awarded. Principal, School Counseling, School Psychologist, Superintendent, Reading Specialist and Teacher Leader endorsements require a master's degree and are processed after the degree has been awarded. This process may take up to four weeks.

Note: Your request expires after the end of the term following submission.

Step 2: Finalize your application online

- Review the confirmation email from your Licensure Officer. It will detail your next steps for applying and finalizing your license or endorsement with ISBE.
- Upon completing the finalization process, including paying any ISBE fees, your credential(s) should be issued immediately.

Note: ISBE requires that candidates apply for endorsements through the university entitlement process unless specifically directed otherwise. If you apply directly to ISBE, NLU will be unable to process your endorsement, which will result in a delay to your entitlement (up to 90 days).

COUNSELING PROGRAM NON-DEGREE SEEKING STUDENTS

SIGN OFF FORM FOR INDIVIDUALS SEEKING REGISTRATION INTO COUNSELING COURSES AS NON-DEGREE SEEKING STUDENTS TO ADDRESS IDENTIFIED ACADEMIC DEFICIENCIES FOR STATE LICENSURE

**In addition to this form, please submit all graduate-level transcripts
and documents from the State of Illinois listing the additional required coursework**

Contact information for the Non-degree seeking student:

Name: _____
Home Address: _____
City/State/Zip: _____
Email Address: _____
Preferred Phone: _____

Educational History:

Institution: _____
Degree and Major/Concentration: _____
Date Completed: _____

Name and number of course(s) requested. (In order to take more than 3 NLU Counseling Program courses, the student must complete the Counseling Program application, participate in an Admissions interview, and address any prerequisite course requirements)

Identity of the cohort(s)/campus(es) involved in the request.

1. We confirm that the requested cohort can accommodate a non-degree seeking student for the above listed course(s).

2. We believe that a non-degree seeking student will not adversely affect the overall dynamics of the cohort(s) listed above.

(Campus Coordinator)

(Program Director)

If all signatures are present, then the individual named above is permitted to register for the course(s) listed above.

Professional Educator License (PEL) – School Counseling Endorsement

APPENDIX D

Codes of Ethics

The 2014 ACA Code of Ethics can be accessed via this website:

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

The American School Counselor Code of Ethics can be accessed via this website: <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

The 2016 National Board for Certified Counselors (NBCC) Code of Ethics can be accessed via this website:

<https://www.nbcc.org/Assets/Ethics/NBCCCodeofEthics.pdf>