INTERNERSHIP AND CLINICAL MANUAL

Human Services Bachelor’s Degree Program
Department of Human Services
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I. General Information

A. Mission Statement of the Department of Human Services

The mission of the IPFW Department of Human Services is to provide an excellent education that will develop future leaders in their communities and the human services profession. The department promotes diversity, professionalism and service with a commitment to positive change for all individuals.

B. Program Learning Goals

Students who complete the bachelor’s degree curriculum will be able to:

1. apply concepts and principles from human services courses to work settings.
2. implement practice theories and design treatment plans utilizing the appropriate theory.
3. demonstrate competency, by analyzing human services helping skills.
4. understand the structure and function of human services organizations.
5. use a variety of computer programs necessary in human services organizations.
6. demonstrate competency in two concentration areas and a minor related to human services.
7. engage in a service learning project in the community.
8. understand people from a diverse range of backgrounds and varying demographics characteristics.
9. understand methods, analyses, and interpretation for human services’ research.
10. think critically using a clinical lens when working with clients.
11. analyze their own values, predicting how these values will affect their academic and professional experiences.
12. apply professional ethics and standards in human service settings.
13. involve themselves in professional organizations and activities and lifelong learning.

Mission Statement of the College of Health and Human Services

The mission of Health and Human Services is to provide the highest quality education to future and current healthcare and hospitality practitioners by providing a learning environment that supports the development of culturally competent caring, compassionate, and accountable professionals. Our undergraduate and graduate programs prepare graduates who are dedicated to the autonomy, dignity, and diversity of the people they serve.

The College is committed to excellence in teaching service and scholarship and to the elimination of health disparities in our community. Our graduates will value life-long learning and have a professional work ethic based on professional standards and the best practices. The College of Health and Human Services specifically identifies and addresses the ever changing health and hospitality needs of the community served by Indiana University-Purdue University Fort Wayne (IPFW) through service, leadership and the development of knowledge.

C. Internship/Clinical Philosophy

Supervised experience in a human services delivery setting is essential to the integration of the student's knowledge, skills, and attitudes, and an integral part of the total educational process. Therefore, internship and clinical courses are designed and sequenced to enhance the student's development as a human service professional. Internship and clinical courses are intended to be congruent with the content of their corresponding lecture courses and to provide opportunities for practice of learned skills. Regular evaluation of students' internship and clinical performance assists students in identifying their strengths as well as areas needing improvement and facilitates their personal and professional development. National standards approved by the Council for Standards in Human Service Education (CSHSE) will
serve as a guide to the faculty in the design and revision of all internship courses. (See Appendix A for a glossary of terms and Appendix B for CSHSE standards).

**MANDATORY MEETING for Students who will be taking Clinicals or Internships**

All students are required to attend a meeting in February prior to signing up for a sophomore clinical or senior internship the following fall. A list-serve announcement will be sent out several weeks before the meeting times.

### II. Internship and Clinical Policies

#### A. Seminar Hour and On-Site Hour Requirements for the Internship and Clinical

The field clinical and internship placements (hereafter referred to as "internship") component of the bachelor’s degree program consists of the four courses below and includes classroom orientation/preparation, biweekly seminars, and a total of 360 clock hours in community agencies. The seminar and internship are completed during the fall and spring semesters only. Courses hours and on-site hour requirements are as follows:

<table>
<thead>
<tr>
<th>Internship Course</th>
<th>Seminar Hours</th>
<th>On-Site Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSRV 20100 Clinical Bhvrl. Therapy</td>
<td>15</td>
<td>90</td>
</tr>
<tr>
<td>HSRV 25100 Clinical Case Study</td>
<td>15</td>
<td>90</td>
</tr>
<tr>
<td>HSRV 40000 Internship I</td>
<td></td>
<td>90</td>
</tr>
<tr>
<td>HSRV 40100 Internship Seminar I</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>HSRV 45000 Internship II</td>
<td></td>
<td>90</td>
</tr>
<tr>
<td>HSRV 45100 Internship Seminar II</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**Travel to and from internship sites and meal time breaks on-site are NOT counted towards hour requirements.**

#### B. Course Sequencing, Prerequisites, Co-requisites

Internship courses **must** be taken in sequence and with the corresponding core seminar course (see required co-requisites). Students must earn a “C-“ or higher in an internship course to receive credit toward their bachelor’s degree and progress through the program. **Students may not take more than one internship course at a time.** Students who have an "Incomplete" in the first internship course and/or seminar must complete their course requirements before beginning the second internship and corresponding seminar. All prerequisites must be met prior to signing up for an internship or clinical.

*See Appendix C for complete program requirements.*

**Part-time students must consult an advisor to develop a plan of study that ensures that internship courses are taken in sequence.**

#### C. College of Health and Human Services Progression Policy

Professional, mature conduct is expected of all students. Any form of academic or personal misconduct is in direct conflict with professionalism and will result in dismissal from the program in which the student is enrolled. Please refer to the current IPFW Bulletin regarding “Code of Student Rights, Responsibilities, and Conduct.”

The College of Health and Human Services chooses the most stringent course of action regarding misconduct. A student dismissed from his or her program will also be dismissed from the College of Health and Human Services.
Following University guidelines, after a specified time, a student who has been expelled from IPFW may petition for readmission to the University, program, and College. This does not assure the student will gain readmission.

D. Indiana University-Purdue University Fort Wayne

College of Health and Human Services Professional Misconduct

Students may be failed in a HSRV course and/or dismissed from the IPFW HSRV Department for unprofessional conduct that jeopardizes the health and/or safety of patients/clients and/or others or has a potentially detrimental effect on the HSRV Department. Due to the serious consequences of certain unprofessional behaviors, procedures for dismissals from the program may be initiated. If the student is in a clinical setting at the time that professional misconduct occurs, the person will be immediately removed from the site. The student will be suspended from all clinical settings, pending the outcome of the disciplinary process. Students are held to the standards of the NOHS and as such, they are liable for their own actions. Behaviors of professional misconduct occurring at any time while the person is a student in the HSRV program may result in disciplinary action including, but not limited to:

- Client abandonment and/or neglect
- Commission of fraudulent acts/documentation
- Breach of Confidentiality
- Theft of property from a clinical agency, clients, others, or IPFW
- Disorderly conduct
- Verbal abuse that involves an expressed or implied threat to a client, staff, or faculty’s safety
- Physical abuse of any person
- Possession of a weapon
- Failure to report conviction of criminal activity
- Failed drug screen and/or possession of drugs or controlled substances
- Failed drug screen and/or possession of alcohol while at a clinical agency
- Admitting the current use of illegal drugs
- Failure to report an arrest with felony charges or a felony conviction
- Any behavior that constitutes misconduct as defined by the IPFW Student Handbook and Planner and/or the IPFW Undergraduate Bulletin

The Human Services Department follows the processes outlined in the College of Health and Human Services (CHH) Policy on Professional Misconduct and the IPFW Student Disciplinary Procedures. The CHH Policy on Professional Misconduct may be obtained from the office of the Dean. The IPFW Student Disciplinary Procedures is found in the IPFW Student Handbook and Planner and/or the IPFW Undergraduate Bulletin.

E. Insurance

Purchase of professional malpractice/liability insurance through the IPFW bursar is required for all human services students before they may begin working at their internship site. Insurance is effective from date of purchase until the next May 31st. Students who do not have valid liability insurance may not begin their internship and may be administratively dropped from the course if they do not have insurance by the second week of the semester.

F. Code of Conduct

Students are required to follow the IPFW Code of Student Rights, Responsibilities, and Conduct while at the internship site. This code is found in the IPFW Bulletin for Undergraduate Programs. Students
are also required to abide by the College of Health and Human Services’ Policy on Student Personal Misconduct at the Internship Site (see Appendix D).

G. Code of Ethics
Students are required to follow the current "Ethical Standards of Human Service Professionals" adopted by the National Organization of Human Service Education (see Appendix D).

H. Confidentiality
Confidentiality is an especially important ethical standard in the human services setting. For this reason, students are required to sign the College of Health and Human Services' "Agreement to Maintain Client Confidentiality" prior to internship placement (see Appendix E). Students may not reveal the identity of clients or information about clients except to agency personnel who have a professional need for the information. Information must be presented in objective language. Hearsay, gossip, labeling, etc. are not appropriate. Students are responsible for ensuring that information is not overheard by parties who have no professional need for the information. Hallways, elevators, stairwells, cafeterias, restrooms, etc. are not appropriate places for exchange of confidential information. Care must be taken to secure confidential documents and computer files at all times. Students must disguise the identity of clients in any reports both at the site and in course seminars. In addition, confidentiality will be upheld regarding information learned about the internship site through the interviews and examination of documents required as course assignments. Any time students are unsure about what is appropriate exchange of information, they should consult with their on-site internship supervisor.

I. Zachary's Law
According to Zachary's Law (P.L. 11-1994): 'A person employed, appointed, or under contract with a state agency, who works with or around children, shall be immediately dismissed if that person is, or has ever been, convicted of any of the following: rape, if the victim is less than 18 years of age; criminal deviate conduct, if the victim is less than 18 years of age; child molesting; child exploitation; vicarious sexual gratification; child solicitation; child seduction; or incest, if the victim is less than 18 years of age.'

For this reason the Indiana Sex Offender Registry will be reviewed at the beginning of each semester. Any Department of Human Services student who is identified as a sex offender will not be permitted to work in an internship site where children are present. The student should be aware that he/she may not be accepted by other internship sites, particularly those serving mentally and physically disabled persons. Because the past offender's internship training and employment opportunities may be severely limited in the human services field, he/she is discouraged from continuing in the program.

J. TB TESTS AND BACKGROUND CHECK
TB/Mantoux (MUST BE THE TWO-STEP PROCESS)

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Each student must submit proof of completed 2-step TB by the last business day in June and the 2-step TB/Mantoux must be valid through the end of the Spring semester.

A student not submitting the required proof by the dates will be dropped from the clinical/internship course and any co-requisite course(s).

A student with a positive reaction to the TB skin test must have a chest x-ray to meet the deadlines of the last business day of June.

Allow three weeks for the completion of your 2-step TB testing.

A student may opt to have a chest x-ray instead of the 2-step TB test.
BACKGROUND CHECK
The sites associated with our clinical/internship program require background checks on incoming students to insure the safety of the clients treated by students in the program. You will be required to order your background check in sufficient time for it to be reviewed by the site prior to starting your clinical/internship placement. This can take from three to four weeks.

Before Starting:
- A valid email is REQUIRED
- Have your credit card (Visa/MasterCard/American Express/Discover) information ready in order to process payment.

NOTE: You may incur additional court fees dependent on your locations of residence. These fees will be disclosed to you if applicable.

Getting Started:
1. Log onto our website at www.VerifyStudents.com and click Start Here
2. Use this special promotional code: IPFWBG
3. Complete profile & e-sign forms as they appear
4. After completing the online application, you will be asked to provide payment for services
5. Following payment, you will receive payment confirmation on-screen as well as a separate payment receipt via email

NOTE: A unique login will be emailed to you. This will allow you to log back into www.VerifyStudents.com to manage your student background screening account and retrieve a copy of your report.

10 PANEL DRUG SCREEN
A 10 panel drug screen must be completed and the results provided with your application. Allow up to three weeks for these tests to be completed.

Drug Screening Sites:
Fort Wayne Central 3103 E. State Blvd. Fort Wayne, IN 46805 (260) 373-9300 (260) 373-9301, fax
Fort Wayne North Medical Park 2, Entrance 2C 11123 Parkview Plaza Dr., Suite 205 Fort Wayne, IN 46845 (260) 672-4680 (260) 672-4685, fax
Fort Wayne South 9318 Airport Dr. Fort Wayne, IN 46809 (260) 373-9330 (260) 373-9340, fax
Parkview Occupational Health, Huntington 2708 Guilford St. Huntington, IN 46750 (260) 355-3900 (260) 355-3836, fax
Parkview Occupational Health, LaGrange 0045 North 250 West LaGrange, IN 46761 (260) 499-4233 (260) 499-4235, fax
Parkview Occupational Health, Columbia City 1270 E. State Road 205 Columbia City, IN 46725 (260) 248-9490 (260) 248-9496, fax
Completed application and forms MUST be turned into the Human Services office (Neff 130) by 5:00 p.m., the last business day of June. NO LATE ADMISSION PACKETS WILL BE ACCEPTED!
There will be a mandatory orientation all day on the second Friday of July for newly accepted students. (Those entering sophomore clinical) Attendance IS required! Failure to attend will result in the student being withdrawn from their clinical course for the upcoming academic year.

K. Assignment of Students to Internship Sites
The Department of Human Services faculty will secure a list of approved clinical and internship sites that provide training and supervision commensurate to the focus, goals, and requirements of the course. The instructor will seek input from the student regarding his/her experience, and past internship assignments, and assign the student to a particular internship site. Students will not be placed at a site where they have previously completed a practicum or where they work. Once the student begins working at the internship site, he/she is expected to continue at the same site until course requirements are completed. Students will not be reassigned to a different internship site unless departmental guidelines (as described below) are followed.

L. Students who are Clients of an Agency
Because of a possible conflict of interest, students who are currently clients, who have been clients, or whose close family members are clients of an agency are discouraged from seeking or accepting an internship with that agency.

M. Acceptance by the Internship Site
Internship sites are independent agencies/facilities, and sites supervisors are volunteers who are not remunerated by the university. It is the prerogative of the internship site staff to determine if they will accept or retain any student for an internship placement. At the beginning of the semester, site supervisors will interview students from IPFW and inform the IPFW faculty of their willingness to accept a student. Internship placements are not guaranteed. Students who are unable to find internship placements will be unable to meet all course and/or graduation requirements, and, thus, will not be able to complete the requirements for the Human Services degree.

The student should be aware that some internship sites have an application, training, or screening process and requirements for acceptance. For example, some sites will require the student to have an additional criminal check. Other sites may require a physical exam.

N. Contracts between the Internship Site and IPFW
Contracts between the internship site and IPFW are established prior to the commencement of the student’s hours at the internship site. The department of Human Services faculty is responsible for generating contracts.

O. Resume and Cover Letter
Students will provide an updated resume and cover letter to the course instructors for approval prior to taking it to the internship site supervisor at the initial interview. Assistance with resume and cover letter writing is available to students in Career Services, Walb 113. Students cannot go to the initial interview at the internship site without these documents.

P. Attendance/Scheduling
Once a student is accepted by the internship site, it is the student's responsibility to determine a schedule that matches the agency's needs, is acceptable to the internship site supervisor, and allows for completion of course requirements by the end of the semester. Students are expected to report to the site at their scheduled times, except in the event of illness or an emergency, and, in such case, must
notify the site supervisor in advance of the absence (or as soon as reasonably possible). Failure to do so may result in termination from the site, a failing grade in the course, and possible dismissal from the Human Services degree program. Students are required to continue to report to their internship sites during the assigned period. More than one absence may result in termination from the site and a failing grade in the course. Students must follow the agency’s policy on attendance. Failure to do so will result in failure of the course. Students must document their attendance using the department’s attendance form (on Blackboard). This form must be returned to the course faculty instructor by a specified date to validate that all internship hours are completed. Failure to provide documentation of internship hours by the due date and time will result in failure of the internship course.

Q. Termination by the Internship Site
If a student is terminated by the internship site before completion of the course requirements, the student must immediately report the situation to the course faculty and provide an explanation for the termination. If the student has been terminated due to unprofessional behavior or failure to perform to a minimal standard, the student will receive a failing grade in the internship course and may be dismissed from the program.

R. Site Visits by IPFW Faculty
Students will be visited at their internship sites by the Department of Human Services faculty during the semester for the purpose of the student, instructor, and site supervisor sharing feedback about the experience and to determine if the student is meeting minimal course requirements for the internship. Site visits may be conducted by any internship and clinical faculty employed by IPFW’s Human Services Department. Students must make themselves available for these visits.

S. Evaluation
Students will be evaluated by their internship supervisors throughout the semester with formal evaluations. This process is crucial to the student's professional growth. The supervisor’s feedback is intended to facilitate self-awareness by identifying the student's strengths and suggesting areas for improvement. Students are encouraged to discuss their evaluations with their supervisors and to use the information to improve their performance for the final evaluation and future employment. Evaluations will become a permanent part of the student’s file.

T. Grading
Students in internship courses will receive a grade based on course assignments, attendance/participation, and evaluations from internship site supervisors. Final grading is the responsibility of the Department of Human Services faculty.

U. Procedures for Dismissal from Internship

Reasons for Immediate Dismissal from the Internship for Violating the College of Health and Human Services Professional Code:
1. Violating the NOHS Code of Ethical Conduct in relation to the placement site.
2. Violating the site’s workplace policies (includes anything for which you would dismiss an employee).
3. Failing to make changes in behavior at the internship site when procedures below are followed.
4. Unexcused absence from the internship site. (Not calling before the scheduled time OR repeated absences even if reported.

Consequences of Dismissal from Internship
Students who are dismissed from their internship site when the procedures below are implemented are subject to dismissal from the Human Services bachelor’s degree. Steps to be taken toward program dismissal also appear below.
Procedure for Resolving Concerns with Students by Internship Site

Concerns
There are concerns that would be cause for immediate dismissal at any workplace, and those concerns apply to the intern also. Concerns, if not deemed as cause for immediate dismissal, will be addressed in the following way. The first time a concern is noted by the agency supervisor, he/she will meet with the student, address the concern, and ask for a change in behavior. Written documentation will be provided to both the student and the faculty supervisor. The faculty supervisor will also meet with the student and document the meeting. A written warning will be given by the faculty supervisor stating if the behavior is repeated, dismissal from the internship site will occur, and may result in a failing grade. Documentation will be placed in the student’s file.

If a concern arises a second time, the agency supervisor will address the concern with the student again and, if the agency supervisor deems necessary dismissal from the site may occur at this step. If the agency supervisor chooses not to dismiss the student at this point then they may give a warning that dismissal could occur if behavior continues. The concern will be outlined in writing with the warning included. A copy will be provided to both the student and the faculty supervisor. The faculty supervisor will meet conjointly with the student and agency supervisor and discuss the concern.

3. Dismissal of Student Intern
After all previous procedures have been met the agency may dismiss the student from the site. The faculty supervisor will follow procedures for program dismissal (see section below).

Resolving Concerns of Student

1. Concerns with Site Supervisor
If a student reveals a concern about a site supervisor such as the site supervisor being unavailable; not being given enough work to do, or problems accomplishing assignments directed by the faculty supervisor, etc., the faculty supervisor will discuss the concern with the student. The faculty supervisor will discuss with the student whether or not the concern is one that should be addressed by the student or by the faculty supervisor. If the concern falls into the former category, the faculty supervisor will provide strategies for resolving the concern and ask the student to speak with the site supervisor. If the concern falls into the latter category, the faculty supervisor will discuss with the student how the faculty supervisor will address the concern with the site supervisor. If the site supervisor is violating any of the internship policies and expectations, the faculty supervisor will discuss with the student how the faculty supervisor will handle this concern. If the concern about the site supervisor is deemed serious and cannot be resolved, the faculty will mediate with the site to find another supervisor or assist the student in securing a new site without penalty to the student.

Students may not automatically drop out of their internship experience unless they are dropping the internship course. Students may not drop out of the internship due to everyday experiences such as deciding that it takes too long to get to the site; worrying that the supervisor doesn’t like them; deciding that they don’t like the purpose of the organization, etc.

If a student approaches a faculty supervisor about dropping out, the following steps will be taken: 1) the student and faculty supervisor will thoroughly discuss the situation with the faculty supervisor providing support and ideas to create change; 2) the student will develop a plan of action for making change and present it in writing to the faculty supervisor; 3) the student will implement the plan for two weeks; 4) the student and faculty supervisor will meet at the end of the two weeks and evaluate the situation again;
5) if the experience is still unsatisfactory to the student, the faculty supervisor uses discretion regarding a new placement or suggest further action.

V. **Grade Appeal Process**
The process for appealing a grade in any course is in the "IPFW Code of Students Rights, Responsibilities, and Conduct." Please refer to http://www.ipfw.edu/hhs/resources/appeal.shtml

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III Appendices

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Appendix A

GLOSSARY OF TERMS

**Client:** consumer of human services.

**Clinical, Internship:** A university approved, supervised field experience involving direct service to clients in a human services agency/setting for academic credit.

**Department of Human Services faculty:** faculty member responsible for the internship course.

**Clinical, Internship Course:** The course for which students register to complete the internship requirement of the degree.

**Clinical, Internship Site:** A university approved human services agency, treatment center, facility, program, etc. to which student is assigned to gain field experience.

**Clinical, Internship Agency Supervisor:** An individual designated by the human services agency/setting to supervise the student's day to day functioning at the internship site.

**Corresponding Seminar Course:** a seminar course which must be taken the same semester as an internship course; internship courses and their corresponding lecture courses are as follows:

<table>
<thead>
<tr>
<th>Internship Course</th>
<th>Corresponding Seminar Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSRV 40000</td>
<td>HSRV 40100</td>
</tr>
<tr>
<td>HSRV 45000</td>
<td>HSRV 45100</td>
</tr>
</tbody>
</table>

**Co-requisites:** a course which must be taken no later than the same semester as the course described.

**Course Sequencing:** order in which courses must be taken.

**Liability Insurance:** Insurance which the students will pay for through the IPFW Bursars office. Proof of insurance must be provided before on-site hours may be documented.

**Prerequisite:** a course which must be completed satisfactorily prior to enrollment in the course described.

**Site Visit:** visit by the Department of Human Services faculty to the internship site for the purpose of observing the student and consulting with site supervisor.
APPENDIX B

HSRV Standards

Standard 11: The curriculum shall include the historical development of human services.

a. The historical roots of human services.
b. The creation of the human services profession.
c. Historical and current legislation affecting services delivery.
d. How public and private attitudes influence legislation and the interpretation of policies related to human services.
e. Differences between systems of governance and economics.
f. Exposure to a spectrum of political ideologies.
g. Skills to analyze and interpret historical data for application in advocacy and social change.

Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.

a. Theories of human development.
b. Small groups:
   1. Overview of how small groups are used in human services settings,
   2. Theories of group dynamics, and
   3. Group facilitation skills.
c. Changing family structures and roles.
d. An introduction to the organizational structures of communities.
e. An understanding of the capacities, limitations, and resiliency of human systems.
f. Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs.
g. Processes to effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism.
h. Processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence service delivery systems.

Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.

a. The range and characteristics of human services delivery systems and organizations.
b. The range of populations served and needs addressed by human services professionals.
c. The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.
d. Economic and social class systems including systemic causes of poverty.
e. Political and ideological aspects of human services.
f. International and global influences on services delivery.
g. Skills to effect and influence social policy

Standard 14: The curriculum shall provide knowledge and skills in information management.

a. Obtaining information through interviewing, active listening, consultation with others, library or other research, and the observation of clients and systems.
b. Recording, organizing, and assessing the relevance, adequacy, accuracy, and validity of information provided by others.
c. Compiling, synthesizing, and categorizing information.
d. Disseminating routine and critical information to clients, colleagues, or other members of the related services system that is:
   1. Provided in written or oral form, and
   2. Provided in a timely manner.
e. Applying maintenance of client confidentiality and appropriate use of client data.
f. Using technology for word processing, sending email, and locating and evaluating information.
g. Performing an elementary community-needs assessment.
h. Conducting a basic program evaluation.
i. Utilizing research findings and other information for community education and public relations.
j. Using technology to create and manage spreadsheets and databases.

**Standard 15:** The curriculum shall provide knowledge and skill development in systematic analysis of service’s needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.

a. Analysis and assessment of the needs of clients or client groups.
b. Development of goals, design, and implementation of a plan of action.
c. Evaluation of the outcomes of the plan and the impact on the client or client group.
d. Program design.
e. Program implementation.
f. Program evaluation.

**Standard 16:** The curriculum shall provide knowledge and skills in direct service delivery and appropriate interventions.

a. Theory and knowledge bases of prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning.
b. Skills to facilitate appropriate direct services and interventions related to specific client or client group goals.
c. Knowledge and skill development in the following areas:
   1. Case management,
   2. Intake interviewing,
   3. Individual counseling,
   4. Group facilitation and counseling,
   5. Location and use of appropriate resources and referrals, and
   6. Use of consultation.

**Standard 17:** Learning experiences shall be provided for the student to develop his or her interpersonal skills.

a. Clarifying expectations.
b. Dealing effectively with conflict.
c. Establishing rapport with clients.
d. Developing and sustaining behaviors that are congruent with the values and ethics of the profession.
8. Administrative

**Standard 18:** The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.

a. Managing organizations through leadership and strategic planning.
b. Supervision and human resource management.
c. Planning and evaluating programs, services, and operational functions.
d. Developing budgets and monitoring expenditures.
e. Grant and contract negotiation.
f. Legal and regulatory issues and risk management.

Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.

a. The least intrusive intervention in the least restrictive environment.
b. Client self-determination.
c. Confidentiality of information.
d. The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity.
e. Belief that individuals, services systems, and society can change.
f. Interdisciplinary team approaches to problem solving.
g. Appropriate professional boundaries.
h. Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available on NOHS website).

Standard 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.

b. Clarification of personal and professional values.
c. Awareness of diversity.
d. Strategies for self-care.
e. Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency).

Standard 21: The program shall provide field experience that is integrated with the curriculum.

a. Provide a brief description of the overall process and structure of the fieldwork learning experience.
b. Provide evidence that one academic credit is awarded for no less than three hours of field experience per week.
c. Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program.
d. Provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements and policies.
e. Provide documentation of written learning agreements with field agencies that specify the student's role, activities, anticipated learning outcomes, supervision, and field instruction. The agreement must be signed by the appropriate agency director, fieldwork supervisor, program instructor, and student.
f. Provide syllabi for required seminars. Seminars must meet no less than every two weeks. Seminar hours must not be included in field experience hours.
g. Provide evidence that required field experience is no less than 350 (may include 250 from associate level) clock hours of field experience with at least 100 of these clock hours occurring in the junior and senior years.
h. Demonstrate how the field experience provides the student an opportunity to progress from:
   1. Observation to
   2. Directly supervised client contact to
   3. Indirectly supervised client contact to
   4. An independent caseload OR assignment of administrative responsibility.
i. Demonstrate that field supervisors have no less than the same degree the program awards. It is strongly recommended that field supervisors have no less than one level of degree above the level of degree awarded by the program.

j. Demonstrate that the program continually monitors the progress of each student and performs no less than one site visit to each field placement site per quarter or semester.

Appendix C

TECHNICAL STANDARDS WITH DISABILITY STATEMENT

College of Health and Human Services

Technical Standards for Admission and Retention of Students

The College of Health and Human Services professional program faculty has specified the following non-academic criteria (technical standards) that all applicants/students are expected to meet. These standards include the following five categories and may vary by degree program.

1. Observation: The applicant/student must be able to participate actively in all demonstrations, laboratory exercises, and clinical experiences, in the professional program component of the degree and to assess and comprehend the condition of all persons assigned to him or her for examination, diagnosis and treatment. Such observation and information usually requires the functional use of visual, auditory, and somatic sensations.

2. Communication: The applicant/student must be able to communicate effectively and sensitively with persons in order to elicit information, describe changes in mood, activity and posture, assess non-verbal communications, and be able to effectively and efficiently receive from and transmit information to persons, fellow students, faculty and staff, and all members of the health care team. Communication skills include listening, speaking, reading and writing, as well as the observation skills described above.

3. Motor: The applicant/student must have sufficient motor function to elicit information from persons by appropriate diagnostic or therapeutic maneuvers; be able to perform basic tests; possess all skill necessary to carry out diagnostic or therapeutic procedures; be able to interpret appropriate examinations and procedures, and be able to execute motor movements reasonably required to provide general care and emergency treatment to person.

4. Intellectual/Conceptual, Integrative, and Quantitative Abilities: the applicant/student must be able to measure, calculate, reason, analyze, evaluate, and synthesize. Problem solving, the critical skill demanded of allied health practitioners, requires all of these intellectual abilities. In addition, the applicant/student must be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. The applicant/student must have the capacity to perform these problem solving skills in a timely fashion.

5. Behavioral and Social Attributes: The applicant/student must possess the emotional health required for full utilization of his or her intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities attendant to care of persons; and the development of mature, sensitive and effective relationships with persons and others. Applicants must be able to tolerate taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in clinical problems of many persons. Compassion,
integrity, concern for others, commitment and motivation are personal qualities which each applicant/student should possess.

DISABILITIES STATEMENT: If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Service for Students with Disabilities (Walb, room 113, telephone number 481-6658), as soon as possible to work out the details. For more information, please visit the website for SSD at http://www.ipfw.edu/ssd/.
APPENDIX D

Ethics

National Organization for Human Services
Council for Standards in Human Service Education

Preamble
Human services is a profession developing in response to and in anticipation of the direction of human needs and human problems in the late twentieth century. Characterized particularly by an appreciation of human beings in all of their diversity, human services offers assistance to its clients within the context of their community and environment. Human service professionals and those who educate them, regardless of whether they are students, faculty or practitioners, promote and encourage the unique values and characteristics of human services. In so doing human service professionals and educators uphold the integrity and ethics of the profession, partake in constructive criticism of the profession, promote client and community well-being, and enhance their own professional growth.

The ethical guidelines presented are a set of standards of conduct which the human service professionals and educators consider in ethical and professional decision making. It is hoped that these guidelines will be of assistance when human service professionals and educators are challenged by difficult ethical dilemmas. Although ethical codes are not legal documents, they may be used to assist in the adjudication of issues related to ethical human service behavior.

Section I - Standards for Human Service Professionals

Human service professionals function in many ways and carry out many roles. They enter into professional-client relationships with individuals, families, groups and communities who are all referred to as "clients" in these standards. Among their roles are caregiver, case manager, broker, teacher/educator, behavior changer, consultant, outreach professional, mobilizer, advocate, community planner, community change organizer, evaluator and administrator.[1.] The following standards are written with these multifaceted roles in mind.

The Human Service Professional's Responsibility to Clients

STATEMENT 1 Human service professionals negotiate with clients the purpose, goals, and nature of the helping relationship prior to its onset as well as inform clients of the limitations of the proposed relationship.
STATEMENT 2 Human service professionals respect the integrity and welfare of the client at all times. Each client is treated with respect, acceptance and dignity.
STATEMENT 3 Human service professionals protect the client's right to privacy and confidentiality except when such confidentiality would cause harm to the client or others, when agency guidelines state otherwise, or under other stated conditions (e.g., local, state, or federal laws). Professionals inform clients of the limits of confidentiality prior to the onset of the helping relationship.
STATEMENT 4 If it is suspected that danger or harm may occur to the client or to others as a result of a client's behavior, the human service professional acts in an appropriate and professional manner to protect the safety of those individuals. This may involve seeking consultation, supervision, and/or breaking the confidentiality of the relationship.
STATEMENT 5 Human service professionals protect the integrity, safety, and security of client records. All written client information that is shared with other professionals, except in the course of professional supervision, must have the client's prior written consent.
STATEMENT 6 Human service professionals are aware that in their relationships with clients power and status are unequal. Therefore they recognize that dual or multiple relationships may increase the risk of harm to, or exploitation of, clients, and may impair their professional judgment. However, in some communities and
situations it may not be feasible to avoid social or other nonprofessional contact with clients. Human service professionals support the trust implicit in the helping relationship by avoiding dual relationships that may impair professional judgment, increase the risk of harm to clients or lead to exploitation.

STATEMENT 7 Sexual relationships with current clients are not considered to be in the best interest of the client and are prohibited. Sexual relationships with previous clients are considered dual relationships and are addressed in STATEMENT 6 (above).

STATEMENT 8 The client's right to self-determination is protected by human service professionals. They recognize the client's right to receive or refuse services.

STATEMENT 9 Human service professionals recognize and build on client strengths.

The Human Service Professional's Responsibility to the Community and Society

STATEMENT 10 Human service professionals are aware of local, state, and federal laws. They advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or client rights. Where laws are harmful to individuals, groups or communities, human service professionals consider the conflict between the values of obeying the law and the values of serving people and may decide to initiate social action.

STATEMENT 11 Human service professionals keep informed about current social issues as they affect the client and the community. They share that information with clients, groups and community as part of their work.

STATEMENT 12 Human service professionals understand the complex interaction between individuals, their families, the communities in which they live, and society.

STATEMENT 13 Human service professionals act as advocates in addressing unmet client and community needs. Human service professionals provide a mechanism for identifying unmet client needs, calling attention to these needs, and assisting in planning and mobilizing to advocate for those needs at the local community level.

STATEMENT 14 Human service professionals represent their qualifications to the public accurately.

STATEMENT 15 Human service professionals describe the effectiveness of programs, treatments, and/or techniques accurately.

STATEMENT 16 Human service professionals advocate for the rights of all members of society, particularly those who are members of minorities and groups at which discriminatory practices have historically been directed.

STATEMENT 17 Human service professionals provide services without discrimination or preference based on age, ethnicity, culture, race, disability, gender, religion, sexual orientation or socioeconomic status.

STATEMENT 18 Human service professionals are knowledgeable about the cultures and communities within which they practice. They are aware of multiculturalism in society and its impact on the community as well as individuals within the community. They respect individuals and groups, their cultures and beliefs.

STATEMENT 19 Human service professionals are aware of their own cultural backgrounds, beliefs, and values, recognizing the potential for impact on their relationships with others.

STATEMENT 20 Human service professionals are aware of sociopolitical issues that differentially affect clients from diverse backgrounds.

STATEMENT 21 Human service professionals seek the training, experience, education and supervision necessary to ensure their effectiveness in working with culturally diverse client

The Human Service Professional's Responsibility to Colleagues

STATEMENT 22 Human service professionals avoid duplicating another professional's helping relationship with a client. They consult with other professionals who are assisting the client in a different type of relationship when it is in the best interest of the client to do so.

STATEMENT 23 When a human service professional has a conflict with a colleague, he or she first seeks out the colleague in an attempt to manage the problem. If necessary, the professional then seeks the assistance of supervisors, consultants or other professionals in efforts to manage the problem.
STATEMENT 24 Human service professionals respond appropriately to unethical behavior of colleagues. Usually this means initially talking directly with the colleague and, if no resolution is forthcoming, reporting the colleague's behavior to supervisory or administrative staff and/or to the Professional organization(s) to which the colleague belongs.

STATEMENT 25 All consultations between human service professionals are kept confidential unless to do so would result in harm to clients or communities.

**The Human Service Professional's Responsibility to the Profession**

STATEMENT 26 Human service professionals know the limit and scope of their professional knowledge and offer services only within their knowledge and skill base.

STATEMENT 27 Human service professionals seek appropriate consultation and supervision to assist in decision-making when there are legal, ethical or other dilemmas.

STATEMENT 28 Human service professionals act with integrity, honesty, genuineness, and objectivity.

STATEMENT 29 Human service professionals promote cooperation among related disciplines (e.g., psychology, counseling, social work, nursing, family and consumer sciences, medicine, education) to foster professional growth and interests within the various fields.

STATEMENT 30 Human service professionals promote the continuing development of their profession. They encourage membership in professional associations, support research endeavors, foster educational advancement, advocate for appropriate legislative actions, and participate in other related professional activities.

STATEMENT 31 Human service professionals continually seek out new and effective approaches to enhance their professional abilities.

**The Human Service Professional's Responsibility to Employers**

STATEMENT 32 Human service professionals adhere to commitments made to their employers.

STATEMENT 33 Human service professionals participate in efforts to establish and maintain employment conditions which are conducive to high quality client services. They assist in evaluating the effectiveness of the agency through reliable and valid assessment measures.

STATEMENT 34 When a conflict arises between fulfilling the responsibility to the employer and the responsibility to the client, human service professionals advise both of the conflict and work conjointly with all involved to manage the conflict.

**The Human Service Professional's Responsibility to Self**

STATEMENT 35 Human service professionals strive to personify those characteristics typically associated with the profession (e.g., accountability, respect for others, genuineness, empathy, pragmatism).

STATEMENT 36 Human service professionals foster self-awareness and personal growth in themselves. They recognize that when professionals are aware of their own values, attitudes, cultural background, and personal needs, the process of helping others is less likely to be negatively impacted by those factors.

STATEMENT 37 Human service professionals recognize a commitment to lifelong learning and continually upgrade knowledge and skills to serve the populations better.
AGREEMENT TO MAINTAIN CLIENT CONFIDENTIALITY

I understand that any client information which is disclosed to me while I am a student fulfilling internship requirements in any of the various internship sites is confidential and is protected by HIPPA. I will respect clients’ confidentiality and not discuss specific clients and/or conditions with others who have no professional need for the information.

Any breach of confidentiality in violation of the HIPPA covered entity’s policies, professional standards, or state and federal laws and regulations governing protected health information, may result in applicable sanctions and/or university disciplinary action against the responsible student.

By signing below, I certify that I have received and reviewed information concerning the HIPPA Privacy Regulations and that I will abide by HIPPA covered entity’s policies and procedures to ensure appropriate confidentiality and security of the health information that I encounter to perform student functions.

Signature:

( Student Signed) (Date)

( Student Printed) (Date)

Department
APPENDIX F

Indiana University-Purdue University Fort Wayne
Department of Human Services
INTERNERSHIP/ CLINICAL ATTENDANCE RECORD

Internship for: ________________________ Instructor: _________________ Student_________________

Update with weekly signatures

<table>
<thead>
<tr>
<th>Week of:</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>R</th>
<th>F</th>
<th>Sa</th>
<th>Su</th>
<th>TOTAL</th>
<th>Signature</th>
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GRAND TOTAL
Hours rounded to the nearest tenth

*Hours should be rounded to the nearest tenth.

_____________________________  __________________________  _______________________
Signature of Supervisor        Name of Organization       Phone number

PLEASE RETURN TO: Department of Human Services – IPFW - 2101 E. Coliseum Blvd., Neff 130 - Fort Wayne, IN 46805.

Updated 10/16/2012
## APPENDIX G
Indiana University-Purdue University Fort Wayne
College of Health and Human Services
Human Services Department

Student ____________________________  
Date ________________________________  
Site Supervisor: ______________________  
Course Instructor ______________________

<table>
<thead>
<tr>
<th>SITE EVALUATION</th>
<th>Rating</th>
<th>0 Unknown at this time</th>
<th>1 Deficient</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Above Average</th>
<th>5 Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Punctuality</td>
<td></td>
<td>Absent often: rarely on time</td>
<td>Occasionally late or absent</td>
<td>Usually present and on time</td>
<td>Rarely absent or late</td>
<td>Never absent or late: always on time or early</td>
<td></td>
</tr>
<tr>
<td>Cooperativeness: Positive View of Others</td>
<td></td>
<td>Seldom works well with others</td>
<td>Occasionally does less and cooperates less than desirable</td>
<td>Generally works well with others: does own work well</td>
<td>Frequently exceeds expected standards of cooperativeness</td>
<td>Always cooperates fully: view self and others as a resource</td>
<td></td>
</tr>
<tr>
<td>General Attitude - Enthusiasm and Excitement</td>
<td></td>
<td>Shows no enthusiasm or interest in topic</td>
<td>Shows little enthusiasm or interest in topic</td>
<td>Displays minimal enthusiasm or interest in topic</td>
<td>Displays expected levels or enthusiasm and interest in topic</td>
<td>Displays a high interest in the topic, and is exceptionally enthusiastic</td>
<td></td>
</tr>
<tr>
<td>Dependability and Responsibility</td>
<td></td>
<td>Can seldom be counted on</td>
<td>Frequently unreliable</td>
<td>Responsible although needs some direction</td>
<td>Very dependable and responsible: requires little supervision</td>
<td>Totally dependable and responsible: needs little to no direct supervision</td>
<td></td>
</tr>
<tr>
<td>Personal Appearance - Professional Demeanor</td>
<td></td>
<td>Appearance is totally unacceptable</td>
<td>Appearance needs improvement</td>
<td>Usually neat and reasonably well groomed</td>
<td>Neat and appropriately groomed: a good role model, sets a good example</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Stamina</td>
<td></td>
<td>Seldom has strength or energy to participate in assignments</td>
<td>Sometimes lacks strength and energy to participate in assignments</td>
<td>Has strength and energy to attend to immediate assignments</td>
<td>Strength and energy exceeds standards</td>
<td>Never fatigues, always capable of doing more</td>
<td></td>
</tr>
<tr>
<td>Critically evaluates self</td>
<td></td>
<td>Unable to identify own strengths and weaknesses</td>
<td>Minimally able to identify strengths and weaknesses</td>
<td>Adequately able to identify strengths and weaknesses</td>
<td>Good ability to identify strengths and weaknesses</td>
<td>Excellent ability to identify strengths and weaknesses.</td>
<td></td>
</tr>
<tr>
<td>Accepts and uses suggestions for improvement</td>
<td></td>
<td>Unwilling or unable to accept and act on feedback</td>
<td>Minimally able to accept and act on feedback and suggestions</td>
<td>Adequately able to accept and act on feedback and suggestions</td>
<td>Willing to accept and act on feedback and suggestions</td>
<td>Very positive about accepting and acting on feedback and suggestions</td>
<td></td>
</tr>
<tr>
<td>SITE EVALUATION</td>
<td>Rating</td>
<td>0 Unknown at this time</td>
<td>1 Deficient</td>
<td>2 Developing</td>
<td>3 Proficient</td>
<td>4 Above Average</td>
<td>5 Outstanding</td>
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<tr>
<td>Understands and demonstrate the importance of confidentiality</td>
<td></td>
<td>Violates confidentiality in the classroom or workplace</td>
<td></td>
<td></td>
<td></td>
<td>Never violates confidentiality in the classroom or workplace, and can explain it to others: demonstrates a true understanding</td>
<td></td>
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<tr>
<td>Demonstrates lifelong learning skills</td>
<td></td>
<td>Has no skill at developing and carrying through self generated learning experiences</td>
<td>Demonstrates some skill at developing and carrying through self generated learning experiences</td>
<td>Demonstrates adequate skill at developing and carrying through self generated learning experiences</td>
<td>Has good skills at developing and carrying through self generated learning experiences</td>
<td>Has superior skills at developing and carrying through self generated learning experiences</td>
<td></td>
</tr>
<tr>
<td>Demonstrates cultural competency and gender equality</td>
<td></td>
<td>Fails to demonstrate an understanding of cultural or gender equity</td>
<td>Shows little understanding of cultural or gender equity</td>
<td>Adequate ability to demonstrate an understanding of cultural or gender equity</td>
<td>Good ability to demonstrate understanding of cultural or gender equity and act on that knowledge</td>
<td>Excellent ability to demonstrate understanding of cultural or gender equity and act on that knowledge in a meaningful manner</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td>Uses stigmatizing or demeaning language regarding persons in need</td>
<td>Occasionally uses stigmatizing or demeaning language regarding persons in need</td>
<td>Does not use stigmatizing or demeaning language regarding persons in need</td>
<td>Shows an understanding of the reasons for non-stigmatizing language and always uses it</td>
<td>Shows an understanding of the reasons for non-stigmatizing language and always uses it. Appropriately confronts each practice in others</td>
<td></td>
</tr>
<tr>
<td>Values</td>
<td></td>
<td>Is judgmental regarding clients’ lifestyles or actions</td>
<td>Is occasionally judgmental regarding clients’ lifestyles or actions</td>
<td>Does not vocalize a judgmental attitude regarding clients’ lifestyles or actions</td>
<td>Demonstrates acceptance if not approval of the choices clients make regarding lifestyle or behavior</td>
<td>Demonstrates acceptance if not approval of the choices clients make regarding lifestyle or behavior, and confronts other counselors about their</td>
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and suggestions

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<tr>
<th>SITE EVALUATION</th>
<th>Rating</th>
<th>0 Unknown at this time</th>
<th>1 Deficient</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Above Average</th>
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<td></td>
<td>judgmental behavior</td>
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<tr>
<td><strong>Self-Disclosure and Boundaries</strong></td>
<td></td>
<td>Poor or non-existent boundaries and failure to respond to supervisor remediation</td>
<td>Occasional boundary violations with some responsiveness to supervisor remediation</td>
<td>Occasional boundary violations with adequate responsiveness to supervisor remediation</td>
<td>Few if any boundary violations, disclosures with good responsiveness to supervisor remediation</td>
<td>No boundary violations and can articulate the necessity of such boundaries in clinical as well as classroom settings</td>
<td></td>
</tr>
<tr>
<td><strong>Personal Behavior</strong></td>
<td></td>
<td>Engages in activities that are contrary to those specified in the Ethics Code of NOHS</td>
<td>Occasionally engages in activities that are contrary to those specified in the Ethics Code of NOHS</td>
<td>Does not engage in activities that are contrary to those specified in the Ethics Code of NOHS</td>
<td>Does not engage in activities that are contrary to those specified in the Ethics Code of NOHS, and can explain the importance of the Ethics Code for the profession and the clients</td>
<td>Does not engage in activities that are contrary to those specified in the Ethics Code of NOHS, and advocates within and outside of the profession</td>
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Comments: ____________________________________________________________________________________________________________________________________________
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Updated: 07/10/2013