

**The Department of
Human Development and Services**

Practicum and Internship Manual

REHABILITATION COUNSELING



**North Carolina Agricultural and Technical State University
School of Education
Greensboro, North Carolina 278411**

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Department of Human Development and Services (Rehabilitation Counseling) Handbook
North Carolina A & T State University

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INTRODUCTION

Mission

The Human Resources (Rehabilitation Counseling) program is accredited by the Council on Rehabilitation Education (CORE) and is designed to prepare culturally competent counselors who specialize in working with persons with physical, developmental, cognitive, psychological, and neurological disabilities and/or illness.

Objectives

The Human Resources - Rehabilitation Counseling Program has the following objectives:

- ❖ To equip students with knowledge, skills, and experiences to empower persons with disabilities through the counseling process
- ❖ To increase the student's knowledge of the role and functions of rehabilitation counselors
- ❖ To equip students with unique skills to provide effective rehabilitation counseling services within a cultural context
- ❖ To enhance the student's knowledge of the needs and associated resources to meet the evolving needs of persons with disabilities
- ❖ To prepare students to obtain professional licensure and certification in the profession of rehabilitation counseling
- ❖ To prepare student's to address professional issues
- ❖ To prepare students to work in a variety of public and private settings in the rehabilitation counseling profession

Purpose of the Clinical Experience

The clinical experience has been referred to as the most important, but neglected component within the pre-professional training and development of master's-level rehabilitation counselor supervisees. Clinical supervision of the student especially plays a critical role in the certification and licensure of rehabilitation counselors. Supervision is of paramount importance in the development of process skills, providing real-life experiences that help bridge the gap between the theoretical and didactic learning in the classroom, to the skill of providing individual counseling to persons with disabilities. Generally, clinical supervision is facilitated by a senior member of the helping profession who acts as the principle guide for new persons entering the field. Without ongoing clinical supervision, the supervisee's professional development as a counselor can become severely compromised.

Pursuant to the Rehabilitation Counseling: The Profession and Standards of Practice handbook, as sanctioned by the Commission on Rehabilitation Counselor Certification (CRCC), American and National Rehabilitation Counseling Associations (NRCA/ARCA), and the Alliance for Rehabilitation Counseling (ARC), the following statement defines the scope and practice of rehabilitation counseling:

"Rehabilitation counseling is a systematic process which assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process. The counseling process involves communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions."

Thus, some of the major goals for the course would include, but not be limited to following experiences which the intern would be involved:

- Assessment and appraisal (except Intelligence or Personality tests);
- Diagnosis and treatment planning;
- Career (vocational) counseling;
- Individual and group counseling treatment interventions focused on facilitating adjustments to the medical and psychosocial impact of disability;
- Case management, referral, and service coordination;
- Program evaluation and research;
- Interventions to remove environmental, employment, and attitudinal barriers, consultation services among multiple parties and regulatory systems;
- Job analysis, job development, and placement services, including assistance with employment and job accommodations; and
- The provision of consultation about and access to rehabilitation technology.

MAJOR GOALS OF THE CLINICAL EXPERIENCE

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SUMMARY OF ROLES AND RESPONSIBILITIES

Supervision by University Faculty

The term "supervision" has been described in a variety of applied settings and refers to a diversity of professional helping activities. Basically, clinical supervision is an intensive interpersonally focused, **one-to-one** relationship in which one person is designated to facilitate the development of therapeutic competence in the other person (see Loganbill, Hardy, & Delworth, 1982; p. 4). Typically, the faculty supervisor will engage in three general functions during your clinical supervision (a) assessing your learning needs as a beginning-level pre-professional counselor; (b) changing, shaping, or supporting specific counseling behaviors; and (c) evaluating your performance as a supervisee. The supervisor's choice of approach may be influenced by a number of factors. Your supervisor may choose different methods and techniques of supervision depending upon the: (a) session's learning goals, (b) your experience and developmental level, (c) your learning style, and (d) supervisor's theoretical orientation. Further, the University faculty supervisor may request interns to utilize verbal client/case presentations, audio/videotape review of a client session, microtraining, modeling, role-playing, and/or live observation so as to accomplish the goals of supervision. A more detailed listing of University Supervisor's rights and responsibilities is provided within this document.

Supervision by On-Site Supervisor

The role of the agency supervisor is an important one. The training and supervision which students receive at the internship site, may determine the future quality of his/her job performance as a counselor as well as their ethical and professional behaviors, as they begin working in the helping profession. To evaluate the quality of the intern's ability as a helping professional, Site-Supervisors will complete both a Mid-term and Final evaluation (see attached form) during the semester and forward this to the Program faculty supervisor. On-site supervisors are encouraged to communicate regularly throughout the semester with the MRC faculty supervisor to discuss any concerns related to the intern's progress.

Pursuant to CORE-Accreditation standards, the student's internship placement must be an agency/organization that provides rehabilitative services to individuals with disabilities which is appropriate to the mission of the program. Further, the on-site supervisor must be a person who: (a) has at least a master's degree in rehabilitation counseling, psychology, social work, or a related field; (b) has worked in the setting for at least one year; (c) can provide clinical supervision for one hour per week (i.e., meetings/staffings, individual or group); and (d) is a certified/licensed, credentialed professional, or eligible for the appropriate certification/license (e.g., CRC, LPC). The Rehabilitation Counseling Program is aware that there may not be a CRC or other licensed professional on staff to supervise the student(s), however, on-site supervision should continue to occur for one hour per week. A more detailed listing of On-Site Supervisor's rights and responsibilities is provided within this document.

Role of the Supervisee

The intern is expected to participate in the daily activities of the agency. Purely clerical or aide type duties are not acceptable intern roles unless other Master's level staff members are doing so. The activities that are expected include staff meetings, administrative activities, vocational evaluations/assessments, in-service education, individual counseling, group counseling, psychoeducational activities, case management, and other duties listed on the log. Supervisees should assume the responsibilities and dress code of the professional staff of that particular agency. The intern should also act in a professional manner at all times given that he/she represents the profession, the agency, the university, and the program. The intern will not engage in office politics or political matters of the agency. A more detailed listing of Supervisee's rights and responsibilities is provided within this document.

COURSE REQUIREMENTS AND EVALUATION PROCEDURES:

Evaluation of the student's clinical experience will be completed by both the student's on-site/agency supervisor and by a faculty member designated to provide clinical supervision for the student throughout his/her clinical experience. In addition, the student will be required to complete a self-evaluation of his/her skills as a counselor. Please review the attached evaluation forms prior to the beginning of your clinical experience so that you will know the requirements and expectations that are essential to receive a favorable evaluation and a passing grade. It is expected that students will adhere to the agency's organizational procedures and conduct themselves in a professional manner, pursuant to the Codes of Ethics for the profession (e.g. Rehabilitation Counseling, American Counseling Association).

Students are expected to keep a **weekly log** documenting the clock-hours spent in the agency/organization. The "Log" should document your daily/weekly activities (e.g., individual counseling session, group session, family session) as well as a weekly narrative summary of your experience. All clinical supervision sessions may be counted towards your total indirect hours (see definition). The student will meet with a faculty member for **1 ½ hours** weekly for group supervision.

The faculty members within the Department of Human Development and Services believe that facilitating graduate students' understanding of the dynamics of their learning and practice is critical in terms of becoming effective practitioners. Therefore, numerous courses and labs have been offered to assist with the overall growth, development, and maturity of students within the Department of Human Development and Services. More importantly, in order for students to gain practical and / or clinical experiences in Rehabilitation Counseling, students are required to participate in high quality professional Practicum and Internship experiences.

Students pursuing their clinical supervision are graduate students who have successfully completed the necessary coursework, have a 3.0 or higher grade point average, and are enrolled in HDSV 765. All HDSV Rehabilitation Counseling students are required to complete Internship I (HDSV 780), and Internship II (HDSV 790).

In order to assist Rehabilitation Counseling students in the Department of Human Development and Services with transitioning into their respective Practicum/Internship I and II experiences, this manual has been collaboratively developed by faculty members to provide an overview of all the

necessary information, deadline dates, forms, and resources. More importantly, this manual will be revised periodically to update information or include new sections. Students and faculty are welcomed and strongly encouraged to make suggestions about future revisions.

Finally, application for Practicum and Internship I & II are due on **September 15**, for the spring semester, and **March 15**, for the fall semester.

Procedures for Applying for Practicum and Internship in Rehabilitation Counseling

Students should begin to make preparations for their first practicum/internship approximately **two semesters** before the semester in which they plan to enroll. Preparations include the following:

1. Thoroughly read all the materials in this package.
2. Attend the Practicum and Internship Orientation. Remember, that
3. Select a Practicum or Internship Site. Prior to completing your application, you must contact a potential site in which you would like to conduct your clinical experience. You can either use the Practicum/Internship Site Listing in 214 Hodgin Hall or you can contact a potential site on your own. In selecting a site, please be sure that an appropriately qualified individual is available to supervise you.
4. Complete interviews with site supervisors.
5. Confirm site placement with a faculty advisor or practicum/internship faculty instructor.
6. Secure Professional Liability Insurance. Some students obtain insurance from the National Rehabilitation Association (www.nationalrehab.org), American Counseling Association (www.counseling.org) or Healthcare Provider Services Organization (www.hpsso.com/). Remember, you must submit a copy of your insurance.
7. Complete the Practicum and Internship application by **September 15** and fall applications are due **March 15**. You may want to complete this form well in advance in order to allow yourself time to obtain appropriate signatures.
8. Register for practicum or internship
9. Submit copy of the Site Supervisor Manual to the practicum/internship site supervisor upon having the site approved by the Department's Internship Coordinator.

10. Please be advised that once you have selected a practicum or internship site, you will **not** be allowed to change sites. Changing sites is only permissible if a student secures full-time employment in the counseling profession.

ORGANIZATIONAL CHECKLIST

Please complete the following activities upon beginning your practicum or internship. Place a check by the each category as you complete it.

1. _____ Orientation to Program
2. _____ Overview of agency policies and procedures
3. _____ Introduction to staff and their role and function
4. _____ Identification of your expectations as an intern
5. _____ Confidentiality procedures
6. _____ Code of Ethics for Rehabilitation Counselors
7. _____ Listing of emergency numbers at the site
8. _____ Review of safety procedures
9. _____ Review of goal statements and treatment plans

PRACTICUM

PRACTICUM

This section provides the reader with an overview of practicum and the subsequent rights and responsibilities of the student, the University Supervisor, and the Site Supervisor.

According to the Council on Rehabilitation Education (CORE), Practicum is “A *minimum of 100 clock hours of instruction and clinical practice experiences, which include 40 hours of direct service to individuals with disabilities and which facilitate the development of rehabilitation counseling skills. It fosters personal growth and introduces students to counseling approaches and rehabilitation issues that affect service delivery. Supervision is provided by program faculty, and on-site rehabilitation counseling personnel. Successful completion of a practicum is a prerequisite to the supervised rehabilitation counseling clinical experience.*”

Criteria for Enrolling in Practicum

1. Have completed the following courses:
 - ❖ HDSV 602 Human Development
 - ❖ HDSV 612 Foundations of Rehabilitation Counseling
 - ❖ HDSV 650 Theories of Counseling
 - ❖ HDSV 743 Medical Aspects of Disability
 - ❖ HDSV 735 Counseling Methods
 - ❖ HDSV 750 Group Counseling
2. Have **completed** the Practicum/Internship Application
3. Has an **approved** Practicum/Internship Application

GOALS AND OBJECTIVES

The following goals are applicable to **students** in Practicum:

- Students will demonstrate an understanding of the basic principles of human growth, development, and learning, and how these principles facilitate the human relations process.
- Students will seek to become excellent professionals by:
 - becoming more aware of themselves through personal and professional exploration,
 - demonstrating an understanding of human relations models, and
 - implementing appropriate human relations skills and approaches.
- Students will demonstrate an understanding of the basic principles of facilitation skills.

- Students will demonstrate the skills of an excellent communicator by using effective verbal and nonverbal communication skills, and demonstrating an understanding of the importance of those skills.
- Students will demonstrate an understanding of the role of a human relations professionals by:
 - practicing to be an excellent listener,
 - learning to communicate that they have listened,
 - maintaining the exploration process and defining significant problems,
 - helping others determine appropriate plans of action, and
 - following-up with clients / consumers.
- Students will develop an understanding of the dynamics specific to Rehabilitation settings.
- Students will recognize personal and professional limitations and make appropriate referrals.
- Each student will establish and maintain professional relationships consistent with the ethical standards of the Commission on Rehabilitation Counselor Certification (CRCC).
- Students are responsible for demonstrating effective documentation strategies consistent with their particular site requirements.

PRACTICUM STUDENT RIGHTS AND RESPONSIBILITIES

The student must meet with his or her Practicum university class prior to accumulating Practicum hours.

Rights

- The student has the right to a quality training experience.
- The student has the right to know the criteria for evaluation in the Practicum.
- The student has the right to know the expectations and procedures of the Practicum, and to receive this information accurately and in a timely manner.
- The student has the right to know the procedures for handling emergencies at their Practicum sites.
- The student has the right to receive supervision.
- The student has the right to request and receive additional supervision.
- The student has the right to receive feedback from both site and university supervisors
- The student has the right to ask questions, regarding the counseling process, and the appropriate management of human relations cases.
- The student has the right to confidentiality.
- The student has the right to reasonable accommodations.

Responsibilities

- The student has the responsibility for understanding Practicum requirements as outlined in the HDSV 765 and HDSV 780 and 790 syllabi.
- The student has the responsibility for understanding Practicum requirements as defined and described by his or her university and site supervisors.
- The student has the responsibility for understanding the criteria for evaluation in Practicum.
- The student has the responsibility for complying with the retention policy outlined in the HDSV Student Handbook.
- The student has the responsibility to follow professional ethical guidelines, as well principles defined by North Carolina legal statute, with particular attention to issues surrounding imminent danger.
- The student has the responsibility for maintaining client / customer confidentiality at all times, except in cases deemed imminently dangerous.
- The student has the responsibility for explaining to his or her client / customer the scope and limitations of confidentiality appropriate to and constrained by site requirements and legal statute.
- The student has the responsibility for behaving in a professional manner at all times during Practicum experiences, including but not limited to, establishing a professional stance, dressing in business attire, and maintaining appropriate boundaries between professional and personal responsibilities.
- The student has the responsibility for following site rules and practices, and to be present and punctual for site counseling and supervisory sessions.
- The student has the responsibility for being present and punctual for university individual and group supervisory sessions.
- The student has the responsibility for having necessary paperwork prepared for Practicum professional activities, as well as for supervisory sessions.
- The student has the responsibility for requesting additional supervision as needed.
- The student has the responsibility for informing his / her university and site supervisors immediately when Practicum problems or emergencies occur.
- The student has the responsibility for submitting all necessary forms and reports to their university supervisors at due date.
- The student has the responsibility for demonstrating and implementing appropriate documentation procedures as constrained by university and site requirements, as well state guidelines.
- The student has the responsibility for practicing, developing, and demonstrating basic and more sophisticated professional and clinical skills, essential to and effective in initiating, maintaining, and terminating the helping relationship.

- Please be advised that once you have selected a practicum or internship site, you will **not** be allowed to change sites. Changing sites is only permissible if a student secures full-time employment in the counseling profession.

Reasonable Accommodations

- In accordance with the American Disabilities Act, students may expect reasonable accommodation(s) consistent with his or her disability. It is understood that practicum students with disabilities will request accommodation(s) in a timely manner so that accommodation(s) may be arranged.

Insurance

- Professional liability insurance **is required** for all students. Copies of relevant liability insurance documentation must be submitted with Practicum applications. Applications for spring semester Practicum are due **September 15** and fall applications are due **March 15**.

PRACTICUM UNIVERSITY SUPERVISOR’S RIGHTS AND RESPONSIBILITIES

Rights

- The Practicum university supervisor has the right to determine the expectations and requirements of the Practicum / Internship I & II.
- The Practicum university supervisor has the right to expect the student’s regular and punctual attendance for all meetings and site visits.
- The Practicum university supervisor has the right to evaluate the student’s performance based on the supervisor’s stated criteria.
- The Practicum university supervisor has the right to expect that the student will follow directions when given.
- The Practicum university supervisor has the right to reprimand students whose behaviors are not consistent with ethical standards and practices outlined by students’ guiding professional organizations (i.e., ACA, SHRM, CORE).

Responsibilities

- The Practicum university supervisor has the responsibility to clearly state his or her expectations, requirements, and / or criteria for evaluation.
- The Practicum university supervisor has the responsibility to establish and support the role of the on-site supervisor.
- The Practicum university supervisor has the responsibility to be available to students who require additional supervision.
- The Practicum university supervisor has the responsibility to be available to provide feedback and evaluative remarks to students, regarding students’ skill development.

- The Practicum university supervisor has the responsibility to inform students, at the earliest time possible, if students' work is not satisfactory. As a matter of record and due process, said students will be provided detailed and specific behavioral expectations which may lead to improved student performance.
- The Practicum university supervisor has the responsibility to offer suggestions which the supervisor believes will enhance and expand student skill development.
- The Practicum university supervisor has the responsibility to demonstrate and implement appropriate documentation procedures as defined by the supervisor and student professional relationship.

PRACTICUM ON-SITE SUPERVISOR'S QUALIFICATIONS

In order to provide supervisory services to students, Practicum on-site supervisors in Rehabilitation Counseling must meet the following qualifications:

- The Practicum on-site supervisor in Rehabilitation Counseling must have a minimum of a Master's degree in Rehabilitation Counseling, a Human Development and Services program emphasis area (e.g., Counseling) or closely related field (e.g., Social Work).
- The Practicum on-site supervisor in Rehabilitation Counseling must have a minimum of two (2) years pertinent counseling professional experience.
- The Practicum on-site supervisor in Rehabilitation Counseling should possess appropriate licensure and / or certification in Rehabilitation Counseling (i.e. CRC, LRC, LPC) or meet the criteria for a qualified individual (see Definition of Terms).
- The Practicum on-site supervisor in Rehabilitation Counseling must be a professional in good standing with related licensing and certifying agencies.
- The Practicum on-site supervisor in Rehabilitation Counseling must demonstrate an understanding of his / her responsibilities related to the NC A&T SU / HDSV program expectations, Practicum requirements, student performance measures, and student evaluation procedures.

PRACTICUM ON-SITE SUPERVISOR'S RIGHTS AND RESPONSIBILITIES

Rights

- The Practicum on-site supervisor has the right to determine what additional Practicum / Internship I & II expectations and requirements may be required of students relative to the site.
- The Practicum on-site supervisor has the right to expect the student to follow site rules and practices.
- The Practicum on-site supervisor has the right to expect student's regular and punctual attendance.

- The Practicum on-site supervisor has the right to expect that students have been professionally and adequately prepared to assume Practicum responsibilities.
- The Practicum on-site supervisor has the right to assign cases based on the student's skill level and the client / customer presenting issue or concern.
- The Practicum on-site supervisor has the right to participate in the evaluation of student performance.
- The Practicum on-site supervisor has the right to report student(s) whose behavior is not consistent with the ethical standards of the student's guiding professional organization (i.e., ACA, CRCC).

Responsibilities

- The Practicum on-site supervisor is responsible for clearly defining his / her Practicum expectations and requirements.
- The Practicum on-site supervisor is responsible for clearly describing and explaining his / her Practicum / Internship I & II expectations and requirements to the student, university supervisor, and / or university internship coordinator through the completion of the internship contract.
- The Practicum on-site supervisor is responsible for consistently providing support to students related to paperwork deemed important to meeting HDSV 765 course requirements (e.g., Practicum Contract).
- The Practicum on-site supervisor is responsible for consistently providing written documentation, outlining growth and development related to student clinical and / or overall professional performance (i.e., Mid-Term and Final Evaluations).
- The Practicum on-site supervisor is responsible for consistently providing written documentation, outlining growth and development related to student clinical and / or overall professional performance.
- The Practicum on-site supervisor is responsible for being present and available for supervision activities whenever student is providing direct service to clients. According to CORE (2005), direct service is defined as *“Application of counseling and case management skills with consumers including the use of consultant and advocacy skills on behalf of consumers. In general, the term refers to time spent by practicum and internship students working with and for consumers”*.
- The Practicum on-site supervisor is responsible for accurately and promptly describing, documenting, and reporting to the student, university supervisor, and / or university internship coordinator the on-site supervisor's concerns regarding student's unsatisfactory clinical and / or overall professional performance.
- When deemed appropriate, the Practicum on-site supervisor is responsible for cooperatively working with the student, university supervisor, and / or university internship coordinator to develop a plan for student's clinical and / or overall professional improvement.

- When deemed appropriate, the Practicum on-site supervisor is responsible for cooperatively working with the student, university supervisor, and / or university internship coordinator to develop a plan for student's clinical and / or overall professional remediation or retention.

DESCRIPTIONS OF LEARNING EXPERIENCES FOR PRACTICUM STUDENTS

Course Requirements/Clinical Experience

In addition to three hours per week in class, The Human Development and Services Department has a 100-field hour requirement for students enrolled in Counseling Practicum (HDSV 765).

- **Class Meetings**

This is a laboratory course in which students engage in the supervised practice of counseling skills. The intent of the class meetings is to provide a platform for general instruction and application of counseling skills as well as sharing of problems and insights relevant to the practicum experience. The instructor who also serves as the university supervisor determines the mode for instruction.

- **Field Experience**

Students must spend a total of 100 hours in a rehabilitation setting. Students must have an on-site supervisor.

- **Direct Counseling:** At least 40% (40 hours) of the practicum student's field-based hours must be direct service to clients. *“Application of counseling and case management skills with consumers including the use of consultant and advocacy skills on behalf of consumers. In general, the term refers to time spent by practicum and internship students working with and for consumers”.* Please see the end of this section for more information on the definition of direct client contact hours.
- **Related Counseling Experiences:** The remaining required hours should be spent in counseling related activities (assessment, training, case management, professional development, staff meetings) specific to the site.
- **Field Documentation:** Students are required to document their field experience using an activity log and field journal. The Practicum instructor provides forms for the activity log. Additionally students are required to demonstrate the ability to utilize documentation consistent with their specific field experience setting (i.e. intake interviewing protocols).
- **Professional Liability Insurance:** Professional liability insurance **is required** for all students. Copies of relevant liability insurance documentation must be submitted with Practicum applications. Applications for spring semester Practicum are due **September 15** and fall applications are due **March 15**.
- **Formal Evaluation:** In addition to the class instructor's evaluation, site supervisors complete a formal midterm and final evaluation for each practicum student.

In cases in which the On-Site Supervisor and/or the University Supervisor deem that the student is not demonstrating satisfactory practicum knowledge or skills, the student will be notified in writing and a remediation plan addressing areas of concern will be developed for the student. If the student continues to display unsatisfactory knowledge, skills, or dispositions, the student may be subject to termination from the practicum site and/or program. The practicum student is also subject to the guidelines set forth in the Department of Human Development and Services Retention policy (see the Department Student Handbook www.ncat.edu). Students should note that both university and site supervisors have an ethical responsibility to protect the welfare of the client and the integrity of the profession by monitoring the quality of individuals entering into and being credentialed within the field of counseling. If a student is dismissed from the site by the site supervisor, the student shall not complete the practicum experience during the semester dismissed. If the student is removed from more than one site, the student shall meet with the Counseling department Committee and will be dismissed from the program.

Direct Client Contact Hours

According to the Commission on Certification of Rehabilitation Counselors (CRCC, 2006), Direct Client Contact Hours include the application of cognitive, affective, behavioral, and systemic counseling strategies that include development, wellness, and multicultural principle of human behavior. Such interventions are specifically implemented in the context of a professional counseling relationship and may include, but are not limited to: vocational, individual, group, marriage, and family counseling and psychotherapy; the diagnostic assessment and treatment of persons with mental, emotional, and behavioral impairment or disabilities; guidance and consulting to facilitate normal growth and development, including educational and career development; the utilization of functional assessment and career counseling for persons requesting assistance in adjusting to a disability or handicapping condition; appraisal; referral; consulting; and research.

- a) **Counseling:** The application of cognitive, affective, behavioral, and systemic counseling strategies which include developmental, wellness, pathologic, and multicultural principles of human behavior. Such interventions are specifically implemented in the context of a professional counseling relationship and may include, but are not limited to: appraisal; individual, group, marriage, and family counseling and psychotherapy; the diagnostic description and treatment of persons with mental, emotional, and behavioral disorders or disabilities; guidance and consulting to facilitate normal growth and development, including educational and career development; the utilization of functional assessments and career counseling for persons requesting assistance in adjusting to a disability or handicapping condition; referrals; consulting; and research.
- b) **Case management:** This is the process of analyzing, planning, supervising, and administering the sequential flow of rehabilitation services to the consumers for whom the student has responsibility as well as coordinating the services of other professional and resources as required.
- c) **Consumer assessment:** Assessment is the process of collecting in-depth information about a consumer's situation and functioning to include information pertaining to vocational, medical, psychological, social, functional and environmental factors, in order to identify the consumer's needs and develop a comprehensive rehabilitation plan the will address those needs The continual assessment and synthesizing of this information is the basis of a plan for rehabilitation services.

- d) **Services planning for individual with disabilities:** Service planning is the process of determining specific objective, goals, and action designed to meet the consumer's needs as identified through assessment results. The plan that is developed should be measurable, action-oriented and time specific.
- e) **Rehabilitation services coordination:** The student uses consumer assessment information to coordinate required rehabilitation services. The assessment results are used to determine the need for specific services and to make referrals to appropriate providers. Other activities involve assessing the consumer's progress toward rehabilitation goals, determining the financial resources/obligation related to the required service, and providing feedback to all appropriate parties.
- f) **Job analysis:** Job analysis provides systematic and detailed information about a job: what the worker does in relation to data, people, and things; the environmental and physical demands or the job; the methodology and techniques employed; the machines, tools equipment, and work aids used; the materials, products, subject matter or services that result; and the traits required of the worker.
- g) **Job development/placement:** Job development refers to the process of consultation with employers and the development of job opportunities in a comprehensive, professional manner. The intent is to establish continuing and mutually beneficial relationship with potential employers through selection placement, job modification, and adjustment counseling. Job development activities should provide consumers with an opportunity to reach their employment potential. Job placement refers to the professional activities involve in assisting persons with disabilities to seek, obtain and maintain appropriate employment. It may include guidance in vocational decision-making, training in job-seeking skills; supportive counseling; identify job leads; negotiating with employers, supervisors and co-worker; and providing post-employment and follow-up services.
- h) **Advocacy:** The process of working to reduce attitudinal and environmental barriers in society and facilitating the full inclusion of individual with disabilities in their communities. The process may include advocacy on the individual or systems levels, benefits counseling, or supporting self-advocacy efforts of individuals with disabilities.

INTERNSHIP

INTERNSHIP

According to CORE (2005), Internship is “A *field-based clinical experience of a minimum of 600 clock hours that allows the student to develop and deliver rehabilitation counseling services learned through didactic and experiential on-campus experiences, with at least 240 hours for direct service to individuals with disabilities. It permits the student to gain confidence in delivering rehabilitation counseling services by exposing the student to a variety of professional activities, community resources, assessment approaches, and consumer populations. Supervision is provided by program faculty and on-site rehabilitation counseling personnel.*”

Criteria for Enrolling in Internship

1. Internship I and II is typically taken during the last two semesters of the student’s program of study. Students taking Internship I and II should have completed all professional core courses with the exception of **HDSV 770, Applied Research** to include:
 - ❖ HDSV 602, Human Development
 - ❖ HDSV 612, Foundations of Rehabilitation Counseling
 - ❖ HDSV 650, Theories in Counseling
 - ❖ HDSV 735, Counseling Methods (Lab)
 - ❖ HDSV 736, Multicultural Counseling
 - ❖ HDSV 738, Psychosocial Aspects of Disability
 - ❖ HDSV 740, Appraisal
 - ❖ HDSV 743, Medical Aspects of Disability
 - ❖ HDSV 750, Group Counseling
 - ❖ HDSV 760, Career Counseling
 - ❖ HDSV 764, Case Management
 - ❖ HDSV 765, Practicum
 - ❖ HDSV 775, Job Development and Placement
2. Have **completed** the Practicum/Internship Application
3. Has an **approved** Practicum/Internship Application

GOALS AND OBJECTIVES

The following goals are applicable to students in Internships I & II:

- Students will demonstrate an understanding of the basic principles of human growth, development, and learning, and how these principles facilitate the human relations process.
- Students will seek to become excellent professionals by:
 - becoming more aware of themselves through personal and professional exploration,
 - demonstrating an understanding of human relations models, and

- implementing appropriate human relations skills and approaches.
- Students will demonstrate an understanding of the basic principles of facilitation skills.
- Students will demonstrate the skills of an excellent communicator by using effective verbal and nonverbal communication skills, and demonstrating an understanding of the importance of those skills.
- Students will demonstrate an understanding of the role of a human relations professionals by:
 - practicing to be an excellent listener,
 - learning to communicate that they have listened,
 - maintaining the exploration process and defining significant problems,
 - helping others determine appropriate plans of action, and
 - following-up with clients / consumers.
- Students will develop an understanding of the dynamics specific to Rehabilitation settings.
- Students will recognize personal and professional limitations and make appropriate referrals.
- Each student will establish and maintain professional relationships consistent with the ethical standards of the Commission on Rehabilitation Counselor Certification (CRCC).
- Students are responsible for demonstrating effective documentation strategies consistent with their particular site requirements.

INTERNSHIP I & II STUDENT RIGHTS AND RESPONSIBILITIES

The student must meet with his or her Internship university class prior to accumulating Internship hours.

Rights

- The student has the right to a quality training experience.
- The student has the right to know the criteria for evaluation in the Internship I & II.
- The student has the right to know the expectations and procedures of the Practicum / Internship I & II, and to receive this information accurately and in a timely manner.
- The student has the right to know the procedures for handling emergencies at their Practicum / Internship I & II sites.
- The student has the right to receive supervision.
- The student has the right to request and receive additional supervision.
- The student has the right to receive feedback from both site and university supervisors
- The student has the right to ask questions, regarding the counseling process, and the appropriate management of human relations cases.
- The student has the right to confidentiality.
- The student has the right to reasonable accommodations.

Responsibilities

- The student has the responsibility for understanding Internship I & II requirements as outlined in the HDSV 780 and 790 syllabi.
- The student has the responsibility for understanding Internship I & II requirements as defined and described by his or her university and site supervisors.
- The student has the responsibility for understanding the criteria for evaluation in Internship I & II.
- The student has the responsibility for complying with the retention policy outlined in the HDSV Student Handbook.
- The student has the responsibility to follow professional ethical guidelines, as well principles defined by North Carolina legal statute, with particular attention to issues surrounding imminent danger.
- The student has the responsibility for maintaining client / customer confidentiality at all times, except in cases deemed imminently dangerous.
- The student has the responsibility for explaining to his or her client / customer the scope and limitations of confidentiality appropriate to and constrained by site requirements and legal statute.

- The student has the responsibility for behaving in a professional manner at all times during Internship I & II experiences, including but not limited to, establishing a professional stance, dressing in business attire, and maintaining appropriate boundaries between professional and personal responsibilities.
- The student has the responsibility for following site rules and practices, and to be present and punctual for site counseling and supervisory sessions.
- The student has the responsibility for being present and punctual for university individual and group supervisory sessions.
- The student has the responsibility for having necessary paperwork prepared for Internship I & II professional activities, as well as for supervisory sessions.
- The student has the responsibility for requesting additional supervision as needed.
- The student has the responsibility for informing his / her university and site supervisors immediately when Internship I & II problems or emergencies occur.
- The student has the responsibility for submitting all necessary forms and reports to their university supervisors at due date.
- The student has the responsibility for demonstrating and implementing appropriate documentation procedures as constrained by university and site requirements, as well state guidelines.
- The student has the responsibility for practicing, developing, and demonstrating basic and more sophisticated professional and clinical skills, essential to and effective in initiating, maintaining, and terminating the helping relationship.
- Please be advised that once you have selected a practicum or internship site, you will **not** be allowed to change sites. Changing sites is only permissible if a student secures full-time employment in the counseling profession.

Reasonable Accommodation

- In accordance with the American Disabilities Act, students may expect reasonable accommodation(s) consistent with his or her disability. It is understood that internship students with disabilities will request accommodation(s) in a timely manner so that accommodation(s) may be arranged.

Insurance

- Professional liability insurance **is required** for all students. Copies of relevant liability insurance documentation must be submitted with Internship I & II applications. Applications for spring semester Internship I & II are due **September 15** and fall applications are due **March 15**.

PRACTICUM / INTERNSHIP I & II UNIVERSITY SUPERVISOR'S RIGHTS AND RESPONSIBILITIES

Rights

- The Internship I & II university supervisor has the right to determine the expectations and requirements of the Practicum / Internship I & II.
- The Internship I & II university supervisor has the right to expect the student's regular and punctual attendance for all meetings and site visits.
- The Internship I & II university supervisor has the right to evaluate the student's performance based on the supervisor's stated criteria.
- The Internship I & II university supervisor has the right to expect that the student will follow directions when given.
- The Internship I & II university supervisor has the right to reprimand students whose behaviors are not consistent with ethical standards and practices outlined by students' guiding professional organizations (i.e., ACA, CORE).

Responsibilities

- The Internship I & II university supervisor has the responsibility to clearly state his or her expectations, requirements, and / or criteria for evaluation.
- The Internship I & II university supervisor has the responsibility to establish and support the role of the on-site supervisor.
- The Internship I & II university supervisor has the responsibility to be available to students who require additional supervision.
- The Internship I & II university supervisor has the responsibility to be available to provide feedback and evaluative remarks to students, regarding students' skill development.
- The Internship I & II university supervisor has the responsibility to inform students, at the earliest time possible, if students' work is not satisfactory. As a matter of record and due process, said students will be provided detailed and specific behavioral expectations which may lead to improved student performance.
- The Internship I & II university supervisor has the responsibility to offer suggestions which the supervisor believes will enhance and expand student skill development.
- The Internship I & II university supervisor has the responsibility to demonstrate and implement appropriate documentation procedures as defined by the supervisor and student professional relationship.

PRACTICUM / INTERNSHIP I & II ON-SITE SUPERVISOR'S QUALIFICATIONS

In order to provide supervisory services to 780 and 790 students Internship I & II on-site supervisors in Rehabilitation Counseling must meet the following qualifications:

- The Internship I & II on-site supervisor in Rehabilitation Counseling must have a minimum of a Master's degree in Rehabilitation Counseling, a Human Development and Services program emphasis area (e.g., Counseling) or closely related field (e.g., Social Work).
- The Internship I & II on-site supervisor in Rehabilitation Counseling must have a minimum of two (2) years pertinent counseling professional experience.
- The Internship I & II on-site supervisor in Rehabilitation Counseling should possess appropriate licensure and / or certification in Rehabilitation Counseling (i.e. CRC, LRC, LPC) or meet the criteria for a qualified individual (see Definition of Terms).
- The Internship I & II on-site supervisor in Rehabilitation Counseling must be a professional in good standing with related licensing and certifying agencies.
- The Internship I & II on-site supervisor in Rehabilitation Counseling must demonstrate an understanding of his / her responsibilities related to the NC A&T SU / HDSV program expectations Internship I & II requirements, student performance measures, and student evaluation procedures.

PRACTICUM / INTERNSHIP I & II ON-SITE SUPERVISOR'S RIGHTS AND RESPONSIBILITIES

Rights

- The Internship I & II on-site supervisor has the right to determine what additional Practicum / Internship I & II expectations and requirements may be required of students relative to the site.
- The Internship I & II on-site supervisor has the right to expect the student to follow site rules and practices.
- The Internship I & II on-site supervisor has the right to expect student's regular and punctual attendance.
- The Internship I & II on-site supervisor has the right to expect that students have been professionally and adequately prepared to assume Internship I & II responsibilities.
- The Internship I & II on-site supervisor has the right to assign cases based on the student's skill level and the client / customer presenting issue or concern.
- The Internship I & II on-site supervisor has the right to participate in the evaluation of student performance.

- The Internship I & II on-site supervisor has the right to report student(s) whose behavior is not consistent with the ethical standards of the student's guiding professional organization (i.e., ACA, CRCC).

Responsibilities

- The Internship I & II on-site supervisor is responsible for clearly defining his / her Internship I & II expectations and requirements.
- The Internship I & II on-site supervisor is responsible for clearly describing and explaining his / her Practicum / Internship I & II expectations and requirements to the student, university supervisor, and / or university internship coordinator through the completion of the internship contract.
- The Internship I & II on-site supervisor is responsible for consistently providing support to students related to paperwork deemed important to meeting HDSV 780 and 790 course requirements (e.g., Practicum / Internship Contract).
- The Internship I & II on-site supervisor is responsible for consistently providing written documentation, outlining growth and development related to student clinical and / or overall professional performance (i.e., Mid-Term and Final Evaluations).
- The Internship I & II on-site supervisor is responsible for consistently providing written documentation, outlining growth and development related to student clinical and / or overall professional performance.
- The Internship I & II on-site supervisor is responsible for being present and available for supervision activities whenever student is providing direct service to clients. According to CORE (2005), direct service is defined as *“Application of counseling and case management skills with consumers including the use of consultant and advocacy skills on behalf of consumers. In general, the term refers to time spent by practicum and internship students working with and for consumers”*.
- The Internship I & II on-site supervisor is responsible for accurately and promptly describing, documenting, and reporting to the student, university supervisor, and / or university internship coordinator the on-site supervisor's concerns regarding student's unsatisfactory clinical and / or overall professional performance.
- When deemed appropriate, the Internship I & II on-site supervisor is responsible for cooperatively working with the student, university supervisor, and / or university internship coordinator to develop a plan for student's clinical and / or overall professional improvement.
- When deemed appropriate, the Internship I & II on-site supervisor is responsible for cooperatively working with the student, university supervisor, and / or university internship coordinator to develop a plan for student's clinical and / or overall professional remediation or retention.

DESCRIPTIONS OF LEARNING EXPERIENCES FOR INTERNSHIP STUDENTS

- **Course Requirements/Clinical Experience**

- In addition to one and one-half hours per week in seminar, the Department of Human Development and Services has a 600 field hour requirement for students enrolled in Counseling Internships I & II (300 field hours each). Note: Internships I & II may NOT be taken during the same semester.

- **Seminar**

- This is a seminar session in which students engage in dialogue regarding the internship experience. The intent of the seminar meetings is to provide an opportunity for students to share successes and concerns regarding their work in the field as a counselor, as well as insights relevant to their growth as professionals. The instructor, who also services as the university supervisor, facilitates these sessions and determines the mode for instruction.

- **Field Experience**

- Students must spend a total of 600 hours in the field (300 per internship). The specific setting must relate to the student's major area or study (school, agency, rehabilitation, or human resources/business and industry). Students have an on-site supervisor (see sections on supervisor qualifications and responsibilities).
- **Direct Counseling:** At least 40% (240 hours—120 hours per internship) must be direct service to clients. According to CORE, "*Application of counseling and case management skills with consumers including the use of consultant and advocacy skills on behalf of consumers. In general, the term refers to time spent by practicum and internship students working with and for consumers*". Please refer to the end of this section for more information on direct client contact hours.
- **Related Counseling Experiences:** The remaining required hours should be spent in counseling related activities (assessment, training, case management, professional development, staff meetings) specific to the site.
- **Field Documentation:** Students are required to document their field experience using an activity log and field journal. The Internship instructor provides forms for the activity log. Additionally students are required to demonstrate the ability to utilize documentation consistent with their specific field experience setting (i.e. intake interviewing protocols).
- **Professional Liability Insurance:** Professional liability insurance **is required** for all students. Copies of relevant liability insurance documentation must be submitted with Internship I and II applications. Applications for spring semester Practicum are due **September 15** and fall applications are due **March 15**.

- **Formal Evaluation:** In addition to the class instructor's evaluation, on-site supervisors complete a formal mid-term and final evaluation for each internship student.

In cases in which the On-Site Supervisor and/or the University Supervisor deem that the student is not demonstrating satisfactory internship knowledge or skills, the student will be notified in writing and a remediation plan addressing areas of concern will be developed for the student. If the student continues to display unsatisfactory knowledge, skills, or dispositions, the student may be subject to termination from the internship site and/or program. The internship student is also subject to the guidelines set forth in the Department of Human Development and Services Retention policy (see the Department Student Handbook www.ncat.edu). Students should note that both university and site supervisors have an ethical responsibility to protect the welfare of the client and the integrity of the profession by monitoring the quality of individuals entering into and being credentialed within the field of counseling. If a student is dismissed from the site, the student shall not complete the internship experience during the semester dismissed. If the student is removed from more than one site, the student shall meet with the Department Counseling department Committee and will be dismissed from the program.

- **Internship II Special Project:** To successfully complete Internship II, students must complete a research project related to their specific track. The internship professor provides specific instructions and guidelines.

Direct Client Contact Hours

According to the Commission on Certification of Rehabilitation Counselors (CRCC, 2006), Direct Client Contact Hours include the application of cognitive, affective, behavioral, and systemic counseling strategies that include development, wellness, and multicultural principle of human behavior. Such interventions are specifically implemented in the context of a professional counseling relationship and may include, but are not limited to: vocational, individual, group, marriage, and family counseling and psychotherapy; the diagnostic assessment and treatment of persons with mental, emotional, and behavioral impairment or disabilities; guidance and consulting to facilitate normal growth and development, including educational and career development; the utilization of functional assessment and career counseling for persons requesting assistance in adjusting to a disability or handicapping condition; appraisal; referral; consulting; and research.

- i) **Counseling:** The application of cognitive, affective, behavioral, and systemic counseling strategies which include developmental, wellness, pathologic, and multicultural principles of human behavior. Such interventions are specifically implemented in the context of a professional counseling relationship and may include, but are not limited to: appraisal; individual, group, marriage, and family counseling and psychotherapy; the diagnostic description and treatment of persons with mental, emotional, and behavioral disorders or disabilities; guidance and consulting to facilitate normal growth and development, including educational and career development; the utilization of functional assessments and career counseling for persons requesting assistance in adjusting to a disability or handicapping condition; referrals; consulting; and research.
- j) **Case management:** This is the process of analyzing, planning, supervising, and administering the sequential flow of rehabilitation services to the consumers for whom the

student has responsibility as well as coordinating the services of other professional and resources as required.

- k) **Consumer assessment:** Assessment is the process of collecting in-depth information about a consumer's situation and functioning to include information pertaining to vocational, medical, psychological, social, functional and environmental factors, in order to identify the consumer's needs and develop a comprehensive rehabilitation plan that will address those needs. The continual assessment and synthesizing of this information is the basis of a plan for rehabilitation services.
- l) **Services planning for individual with disabilities:** Service planning is the process of determining specific objectives, goals, and actions designed to meet the consumer's needs as identified through assessment results. The plan that is developed should be measurable, action-oriented and time specific.
- m) **Rehabilitation services coordination:** The student uses consumer assessment information to coordinate required rehabilitation services. The assessment results are used to determine the need for specific services and to make referrals to appropriate providers. Other activities involve assessing the consumer's progress toward rehabilitation goals, determining the financial resources/obligation related to the required service, and providing feedback to all appropriate parties.
- n) **Job analysis:** Job analysis provides systematic and detailed information about a job: what the worker does in relation to data, people, and things; the environmental and physical demands of the job; the methodology and techniques employed; the machines, tools, equipment, and work aids used; the materials, products, subject matter or services that result; and the traits required of the worker.
- o) **Job development/placement:** Job development refers to the process of consultation with employers and the development of job opportunities in a comprehensive, professional manner. The intent is to establish continuing and mutually beneficial relationships with potential employers through selection, placement, job modification, and adjustment counseling. Job development activities should provide consumers with an opportunity to reach their employment potential. Job placement refers to the professional activities involved in assisting persons with disabilities to seek, obtain and maintain appropriate employment. It may include guidance in vocational decision-making, training in job-seeking skills; supportive counseling; identifying job leads; negotiating with employers, supervisors and co-workers; and providing post-employment and follow-up services.
- p) **Advocacy:** The process of working to reduce attitudinal and environmental barriers in society and facilitating the full inclusion of individuals with disabilities in their communities. The process may include advocacy on the individual or systems levels, benefits counseling, or supporting self-advocacy efforts of individuals with disabilities.

DEFINITIONS OF TERMS

ACCOUNTABILITY

Practicum / Internship students are accountable for the professional and clinical services they provide to their clients / customers, to the practicum / internship site, and to the university.

DIRECT SERVICES

According to CORE (2005), direct service is defined as *“Application of counseling and case management skills with consumers including the use of consultant and advocacy skills on behalf of consumers. In general, the term refers to time spent by practicum and internship students working with and for consumers”*.

PRACTICUM EXPERIENCE

According to CORE (2005), Practicum is *“A minimum of 100 clock hours of instruction and clinical practice experiences, which include 40 hours of direct service to individuals with disabilities and which facilitate the development of rehabilitation counseling skills. It fosters personal growth and introduces students to counseling approaches and rehabilitation issues that affect service delivery. Supervision is provided by program faculty, and on-site rehabilitation counseling personnel. Successful completion of a practicum is a prerequisite to the supervised rehabilitation counseling clinical experience.”*

QUALIFIED INDIVIDUAL

According to CORE (2005), A qualified individual is *“An individual who is a CRC, or in those cases where the individual is not a CRC, the individual shall have demonstrated by experience and education, appropriate supervision skills satisfactory to the RCE program.”*

INTERNSHIP EXPERIENCE

According to CORE (2005), Internship is *“A field-based clinical experience of a minimum of 600 clock hours that allows the student to develop and deliver rehabilitation counseling services learned through didactic and experiential on-campus experiences, with at least 240 hours for direct service to individuals with disabilities. It permits the student to gain confidence in delivering rehabilitation counseling services by exposing the student to a variety of professional activities, community resources, assessment approaches, and consumer populations. Supervision is provided by program faculty and on-site rehabilitation counseling personnel.”*

SUPERVISION

The purpose of supervision is to facilitate practicum / internship student learning and understanding related to his or her role as a counseling or human relations professional. Generally speaking, the supervision process will focus upon the following:

- Regularly scheduled individual meetings between the student and his or her on-site supervisor
- Regularly scheduled group meetings between the student, his or her university supervisor, and other practicum / internship students
- Regularly scheduled review specific Practicum and / or Internship I & I activities and other relevant paperwork between the student and his or her university supervisor
- Regularly scheduled consultation and discussion between the student and his or her university and on-site supervisors, regarding student professional and / or clinical performance, including feedback and action plan development

REHABILITATION
COUNSELING
Practicum/Internship
Application

Professional Core Courses Taken	Credits	Semester	Grade
HDSV 602 Human Development	3		
HDSV 612 Foundations of Rehabilitation Counseling	3		
HDSV 650 Theories of Counseling	3		
HDSV 735 Counseling Methods (Lab)	3		
HDSV 736 Multicultural Counseling	3		
HDSV 738 Psychological Aspects of Disabilities	3		
HDSV 740 Appraisal	3		
HDSV 743 Medical Aspects of Disability	3		
HDSV 711 Human Resource Counseling	3		
HDSV 712 Counseling School Children	3		
HDSV 750 Group Counseling (Lab)	3		
HDSV 760 Career Counseling	3		
HDSV 764 Case Management	3		
HDSV 765 Practicum (Lab)	3		
HDSV 770 Applied Research in Counseling	3		
HDSV 775 Job Development and Placement	3		
HDSV 780 Internship I	3		
HDSV 790 Internship II	3		

Electives (REMBA or ADMIN)

Courses Taken	Credits	Semester	Grade

Total Overall Credit Hours _____

GPA _____

A 3.0 GPA is required to apply for Practicum, Internship I, and Internship II

Student's Signature

Date

Advisor's Signature

Date

APPLICATION FOR EDUCATIONAL GRADUATE INTERNSHIP

PLEASE TYPE

SECTION A To be completed by the Applicant.

1. Name (Mr.)(Mrs.)(Ms.)(Miss) _____
Last First Middle Maiden
Social Security Number: _____

2. Home Address _____ Telephone _____

3. School Address _____ Telephone _____

4. Have you ever been convicted of a felony or crimes other than minor traffic offenses?
_____ Yes _____ No. If the answer is Yes, please explain: _____

5. Having completed (or presently enrolled in) all courses required for licensure EXCEPT:

6. I request approval for admission to do Internship/Practicum in the area checked below:

- | | |
|------------------------------|-----------------------------------|
| a. () Adult Education | e. () Education Media ** |
| b. () Business/Industry* | f. () Instructional Technology |
| c. () Community/Agency* | g. () Rehabilitation Counseling* |
| d. () Counselor Education** | h. () School of Administration |
- Resume ** Piedmont Alliance Form

7. Estimated mileage one way from the Location of your internship to A&T's Campus _____

8. For what semester and year of Graduate Internship are you applying? _____

Signature of Applicant: _____ Date: _____

SECTION B.

9. I have made the necessary arrangements with the following Administrator to carry out the course requirements:	
SUPERVISING ADMINISTRATOR	
NAME _____	
TITLE _____	
AGENCY _____	TELEPHONE ____/_____
ADDRESS _____	COUNTY _____

Advisor's Signature Date

Department Chair Signature Date

**North Carolina A&T State University
School of Education
Department of Human Development and Services
Practicum and Internship Agreement**

Date: _____

I, _____ (SSN) _____, have received and read a copy of the North Carolina A&T State University, Department of Human Development and Services, Practicum and Internship I & II Manual. I understand that it is my responsibility to make myself aware of the guidelines and requirements of the Practicum and Internship I & II Manual. I also understand that it is my responsibility to follow the guidelines of this manual and that my failure to do so will result in an unsuccessful grade for Practicum/Internship as well as my possible removal from the program.

I also understand that if my On-Site Supervisor and/or the University Supervisor deem that I am not demonstrating satisfactory practicum/internship knowledge, skills, or dispositions, I will be notified in writing and a remediation plan addressing areas of concern will be developed for me. If I continue to display unsatisfactory knowledge, skills, and/or dispositions, I may be dismissed or terminated from the practicum/internship site and the Counseling Program.

I also understand that if I am dismissed from the site by the site supervisor, I will not complete my practicum or internship experience during the semester dismissed. If I am removed from more than one site, I will have to meet with the Counseling department committee and will be dismissed from the program.

(Student's Signature)

(Date)

(Signature of Notary)

(Date)

REHABILITATION COUNSELING Practicum Forms

REHABILITATION COUNSELING PRACTICUM GOALS & OBJECTIVES

List below the goals and objective that you would like to accomplish this semester at your respective Practicum/Internship site.

Signatures:

Student: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

Return to: HDSV
212 Hodgin Hall
N.C. A&T State University
Greensboro, NC 27411

REHABILITATION COUNSELING PRACTICUM DUTIES & RESPONSIBILITIES

List below the specific duties and/or responsibilities that will be assigned to _____
_____ as required practicum/internship activities. Keep in mind
that approximately 40% of the student intern's activities should be in direct service to employment,
clients, and/or prospective clients.

Signatures:

Student: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

Return to: HDSV
212 Hodgin Hall
N.C. A&T State University
Greensboro, NC 27411

**PRACTICUM
North Carolina A & T State University**

**Rehabilitation Counseling Program
REHABILITATION COUNSELING WEEKLY LOG**

Counselor In Training _____ Month _____ Year _____

I. Direct Hours

ACTIVITIES	WEEK 1 from: to:	WEEK 2 from: to:	WEEK 3 from: to:	WEEK 4 From: To:	MONTHLY TOTALS
Intake Interview					
Individual Counseling					
Group Counseling/ Family Counseling					
Consulting/Intervention					
Job Development and Placement/ Job Analysis					
Professional/Educational Presentations					
Report Writing					
Crisis Intervention					
Service Coordination/Advocacy Services					
Case Management and Service Planning					
Assessment					
Total Hours					

II. Indirect Hours

Interdisciplinary Case Conference					
Individual Supervision (Site Supervisor)					
Group/Video Supervision (University Supervisor)					
Consultation					
Staff Meetings					
Peer Group					
Off-Campus Educational Event Title:					
Total Hours					

University Supervisor's Signature

On-Site Supervisor's Signature

Student's Signature

REHABILITATION COUNSELING PRACTICUM MID-TERM EVALUATION

Supervisee's Name: _____

Site: _____

Site Supervisor: _____

Directions: Site supervisor is to complete this form in duplicate: One copy goes to the student and the other copy is sent to the faculty supervisor:

The areas listed below serve as a general guide for the activities typically engaged in during Community/Agency counseling. Please rate the student on the activities in which he/she has engaged using the following rating system:

A – FUNCTIONS EXTREMELY WELL AND/OR INDEPENDENTLY

B – FUNCTIONS ADEQUATELY AND/OR REQUIRES OCCASIONAL SUPERVISION

C – REQUIRES CLOSE SUPERVISION IN THIS AREA

N/A – NOT APPLICABLE TO THIS TRAINING EXPERIENCE

Training activities

- _____ Initial interview with clients
- _____ Assessment activities
- _____ Formulation of treatment plan
- _____ Individual counseling with clients
- _____ Group counseling with clients
- _____ Creation of progress notes documenting client activity
- _____ Consultation with other professionals regarding client activity
- _____ Recognition of potential or actual client crisis and utilization of crisis management techniques
- _____ Creation or performance of psycho-educational activities
- _____ Referral of clients to appropriate outside providers
- _____ Case management activities as appropriate
- _____ Career Counseling activities
- _____ Demonstrate knowledge and application of case-appropriate counseling theory and interventions with clients
- _____ Demonstrate orientation to program policy and procedures
- _____ Demonstrate knowledge of appropriate ethical standards of behavior
- _____ Case Management
- _____ Medical Aspects of Disability (functional capacity, knowledge of the various types of disabilities or disorders, determine need for assistive technology)
- _____ Rehabilitation Services and Resources (managed care, school to work transition, forensic rehabilitation, psychiatric rehabilitation practice)

Personal characteristics:

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

- 1 – Acceptable
- 2 – Needs Improvement
- 3 – Not Applicable

- _____ Promptness/Punctuality
- _____ Appropriate Professional Dress
- _____ Attitude
- _____ Reliability
- _____ Accepts constructive criticism
- _____ Initiative
- _____ Works well with others
- _____ Self-Confidence
- _____ Oral Communication
- _____ Written Communication

Compared with other graduate counseling students at this level of training and experience, this student performs overall at the following level:

- Please check one:
- _____ Top 10%
 - _____ Top 25%
 - _____ Other (please) comment

Final comments:

Site Supervisor Signature: _____ Date: _____

Return to: HDSV
Room 212 Hodgin Hall
1601 East Market Street
Greensboro, NC 27411

c. Demonstrate competency with individual clients:	1	2	3	4
d. Demonstrate competency with group clients:	1	2	3	4
e. Conduct psycho-educational groups:	1	2	3	4
f. Participate in and/or conduct case consultations:	1	2	3	4
g. Create and maintain client documentation:	1	2	3	4
h. Seek case consultation as appropriate:	1	2	3	4
i. Demonstrate professionalism in department	1	2	3	4
j. Demonstrate knowledge and application of ethical standards of practice	1	2	3	4
k. Demonstrates knowledge of Case Management techniques	1	2	3	4
l. Demonstrates knowledge of Medical Aspects of Disability (functional capacity, knowledge of the various types of disabilities or disorders, determine need for assistive technology)	1	2	3	4
m. Demonstrates knowledge of Rehabilitation Services and Resources (managed care, school to work transition, forensic rehabilitation, psychiatric rehabilitation practice)	1	2	3	4

Comments (Note: For those areas in which practicum student/intern received a 3 or 4 rating, provide details of shortcomings so that goals for improvement may be created):

Summary Comments:

Site Supervisor Signature: _____ Date: _____

Return to: HDSV
Room 212 Hodgin Hall
1601 East Market Street
Greensboro, NC 27411

REHABILITATION COUNSELING FINAL CHECKLIST

Name: _____

Placement Site: _____

REQUIREMENTS

DATE

1. Contract Received	
2. Field Placement Began	
3. Goals and Objectives	
4. Duties and Responsibilities	
5. On-Site Visit by University Coordinator	
6. Project Summary Received	
7. Final Evaluation Received	
8. Final Conference with University Supervisor	
Total Hours Completed	

Grade: _____

Student's Signature: _____

University Supervisor's Signature: _____

Date of Conference: _____

Rating Scale							
Poor/often				Good/Often			Excellent/Always
1.....	2.....	3.....	4.....	5.....	6.....	7	

NC A&T STATE UNIVERSITY DEPARTMENT of HUMAN DEVELOPMENT and SERVICES
STUDENT SELF-EVALUATION OF CLINICAL EXPERIENCE

1. Ability to comprehend client's issues.	N/A	1	2	3	4	5	6	7
2. Can facilitate client expression of thought and feeling.	N/A	1	2	3	4	5	6	7
3. Able to maintain control of the therapy session.	N/A	1	2	3	4	5	6	7
4. Can recognize and skillfully interpret client covert messages.	N/A	1	2	3	4	5	6	7
5. Can identify relationships among conceptual themes as expressed by the client.	N/A	1	2	3	4	5	6	7
6. Able to respond to important developments during session.	N/A	1	2	3	4	5	6	7
7. Trust your insight/intuition during therapy session.	N/A	1	2	3	4	5	6	7
8. Feel comfortable in the role of therapist.	N/A	1	2	3	4	5	6	7
9. Ability to show client the person behind the therapist (appropriate counselor self-disclosure).	N/A	1	2	3	4	5	6	7
10. Can recognize the significance of client statements in relation to the presenting problem.	N/A	1	2	3	4	5	6	7
11. Ability to keep session moving toward some therapeutic outcome.	N/A	1	2	3	4	5	6	7
12. Can assist the client to identify appropriate outcome and/or process goals.	N/A	1	2	3	4	5	6	7
13. Able to convey competence to the client.	N/A	1	2	3	4	5	6	7
14. Can resist feeling threatened or becoming defensive.	N/A	1	2	3	4	5	6	7
15. Ability to convey warmth and caring to the client.	N/A	1	2	3	4	5	6	7
16. Have an understanding of organizational procedures.	N/A	1	2	3	4	5	6	7
17. Overall ability to conceptualize the case correctly.	N/A	1	2	3	4	5	6	7
18. Can convey genuine interest in the client.	N/A	1	2	3	4	5	6	7
19. Able to establish a good rapport with others.	N/A	1	2	3	4	5	6	7
<i>Adapted from Evaluation of Therapists Rating Scaled Performance (Short Form) scale. Bernard, 1982.</i>								

Supervisee Evaluation of Supervisor

Supervisor's Name: _____

Supervisor to be Evaluated On-Site or University (circle one)

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree N/A = Not Applicable

RATING CATEGORIES RATING

I. My Supervisor:

- | | | | | | |
|---|---|---|---|---|-----|
| 1. Explained his/her role as my supervisor | 1 | 2 | 3 | 4 | N/A |
| 2. Made me feel at ease with the supervisory process | 1 | 2 | 3 | 4 | N/A |
| 3. Gave me feedback about my role as a counselor that was accurate and that I could use | 1 | 2 | 3 | 4 | N/A |
| 4. Helped me clarify the issues that my client brought to the session. | | | | | |
| 5. Assisted me in understanding my own feelings about the client and his/her issues | 1 | 2 | 3 | 4 | N/A |
| 6. Encouraged me to develop a plan to work with specific clients. | 1 | 2 | 3 | 4 | N/A |
| 7. Modeled appropriate counseling techniques when necessary. | 1 | 2 | 3 | 4 | N/A |

II. My Supervisor helped Promote:

- | | | | | | |
|--|---|---|---|---|-----|
| 8. My professional identity by encouraging membership in professional organizations. | 1 | 2 | 3 | 4 | N/A |
| 9. Professional standards by encouraging certification and accreditation of supervisors by accrediting bodies (State and National) | 1 | 2 | 3 | 4 | N/A |
| 10. Legal and ethical practice by discussing and modeling appropriate ethical standards. | 1 | 2 | 3 | 4 | N/A |

III. I Felt:

- | | | | | | |
|---|---|---|---|---|-----|
| 11. Confident of the counseling skills of my supervisor | 1 | 2 | 3 | 4 | N/A |
| 12. My supervisor respected me and was concerned with my professional growth. | 1 | 2 | 3 | 4 | N/A |
| 13. My supervisor was committed to his/her role as a supervisor. | 1 | 2 | 3 | 4 | N/A |
| 14. Motivated and encouraged me. | 1 | 2 | 3 | 4 | N/A |

- | | | | | | |
|--|---|---|---|---|-----|
| 15. My supervisor served as an appropriate professional role model. | 1 | 2 | 3 | 4 | N/A |
| 16. Supervision sessions allowed for personal and professional growth. | 1 | 2 | 3 | 4 | N/A |
| 17. Recognizes his/her own limitations. | 1 | 2 | 3 | 4 | N/A |
| 18. My supervisor was genuine, congruent, empathic, and honest. | 1 | 2 | 3 | 4 | N/A |

IV. My Supervisor Helped Me.

- | | | | | | |
|---|---|---|---|---|-----|
| 19. Clarify my own ideas about counseling theory. | 1 | 2 | 3 | 4 | N/A |
| 20. Focus on specific counseling strategies to assist the client. | 1 | 2 | 3 | 4 | N/A |
| 21. Develop techniques to resolve conflict. | 1 | 2 | 3 | 4 | N/A |

Please complete the following demographic questions.

The demographics will be used for descriptive analysis in research.

Your gender: Supervisor's gender: _____

Your age: Supervisor's age: _____

Your ethnic background: _____

(African American, Asian, Caucasian, Hispanic, Native American, Other)

Your supervisor's ethnic background: _____

(African American, Asian, Caucasian, Hispanic, Native American, Other)

Number of years that your supervisor has been a counselor: _____

(survey adopted from Mississippi State University Counseling Program)

REHABILITATION COUNSELING Internship Forms

REHABILITATION COUNSELING INTERNSHIP CONTRACT

This agreement is made on _____ by and between _____ and N.C.
(Date) (Practicum/Internship Site)
A&T State University Department of Human Development and Services. The agreement will be effective for a period from _____ to _____ for _____ hours per week for
(Date) (Date)

(Student Name)

Purpose: The purpose of this agreement is to provide a qualified graduate student with an internship in the field of Rehabilitation Counseling.

The University Program agrees to:

1. Assign a faculty member as supervisor of the student to facilitate and assure communication between university and the practicum/internship site.
2. Notify practicum student/intern that they must adhere to the administrative and practice policies, rules, standards, schedules, and practices of the site.
3. Have a faculty supervisor of the practicum student/intern available for consultation with both site supervisors and/or practicum student/interns, should any problem or difficulty in relation to student, site, or university occur.
4. That the University Supervisor is responsible for the assignment of a fieldwork grade for the practicum student/intern.

The Practicum/Internship Site agrees:

1. To assign an internship supervisor who is a certified or licensed practitioner, and has available time and interest in training practicum students/interns.
2. To provide opportunities for the practicum student/intern to engage in a variety of rehabilitation counseling activities under supervision, so as to provide for evaluation of the practicum student's/intern's performance.
3. To provide the practicum student/intern with adequate work space, telephone, office supplies, and or support staff and training so as to conduct professional activities.
4. To provide supervisory contact with involves appropriate examination and feedback concerning the intern's work.
5. To provide written evaluation of the practicum student/intern based on criteria established by the University program.

The Practicum/Internship Student agrees:

1. To abide by the guidelines set fort in the Practicum/Internship Manual
2. To adhere to the goals and objectives outlined by the site and university supervisor
3. To provide competent services to all consumers
4. To adhere to the rules and regulations in the respective agency

Within the specified time frame for the practicum/internship experience, _____
(Site Supervisor Name)
will be the primary site supervisor. The training activities checked below will be provided for the intern in sufficient amounts to allow an adequate evaluation of the practicum students/intern's

level of competence in each activity. _____ will be the faculty supervisor
(Faculty Supervisor Name)
with whom the practicum student/intern and the site supervisor will communicate regarding
progress, problems, and performance evaluations.

Projected Practicum/Internship Activities

- Initial Intake Activities (Interviews, collecting basic demographic information, determining eligibility for service)
- Individual Counseling
- Group Counseling
- Administration, Interpretation, and Processing of Test Results with Clients
- Report Writing
- Case Management
- Medical Aspects of Disability (functional capacity, knowledge of the various types of disabilities or disorders, determine need for assistive technology)
- Rehabilitation Services and Resources (managed care, school to work transition, forensic rehabilitation, psychiatric rehabilitation practice)
- Consultation
- Psycho/Educational Activities
- Career Counseling
- Case Conference
- Staff Presentation
- Other Agency Related Responsibilities

Signatures:

Practicum/Internship Site Supervisor*: _____ Date: _____

Daytime Phone Number: _____ Email: _____

Practicum Student/Intern: _____ Date: _____

Daytime Phone Number: _____ Email: _____

Faculty Supervisor: _____ Date: _____

Daytime Phone Number: _____ Email: _____

*Practicum/Internship Site Supervisor: Please attach a short personal resume and a brochure or flyer from your company to this contract.

REHABILITATION COUNSELING INTERNSHIP GOALS & OBJECTIVES

List below the goals and objective that you would like to accomplish this semester at your respective Internship site.

Signatures:

Student: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

Return to: HDSV
212 Hodgin Hall
N.C. A&T State University
Greensboro, NC 27411

REHABILITATION COUNSELING INTERNSHIP DUTIES & RESPONSIBILITIES

List below the specific duties and/or responsibilities that will be assigned to _____
_____ as required internship activities. Keep in mind that
approximately 40% of the student intern's activities should be in direct service to employment,
clients, and/or prospective clients.

Signatures:

Student: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

Return to: HDSV
212 Hodgin Hall
N.C. A&T State University
Greensboro, NC 27411

INTERNSHIP
North Carolina A & T State University

Rehabilitation Counseling Program
REHABILITATION COUNSELING WEEKLY LOG

Counselor In Training _____ Month _____ Year _____

I. Direct Hours

ACTIVITIES	WEEK 1 from: to:	WEEK 2 from: to:	WEEK 3 from: to:	WEEK 4 From: To:	MONTHLY TOTALS
Intake Interview					
Individual Counseling					
Group Counseling/ Family Counseling					
Consulting/Intervention					
Job Development and Placement/ Job Analysis					
Professional/Educational Presentations					
Report Writing					
Crisis Intervention					
Service Coordination/Advocacy Services					
Case Management and Service Planning					
Assessment					
Total Hours					

II. Indirect Hours

Interdisciplinary Case Conference					
Individual Supervision (Site Supervisor)					
Group/Video Supervision (University Supervisor)					
Consultation					
Staff Meetings					
Peer Group					
Off-Campus Educational Event Title:					
Total Hours					

 University Supervisor's Signature

 On-Site Supervisor's Signature

 Student's Signature

REHABILITATION COUNSELING INTERNSHIP MID-TERM EVALUATION

Intern Name: _____

Site: _____

Site Supervisor: _____

Directions: Site supervisor is to complete this form in duplicate: One copy goes to the student and the other copy is sent to the faculty supervisor:

The areas listed below serve as a general guide for the activities typically engaged in during Community/Agency counseling. Please rate the student on the activities in which he/she has engaged using the following rating system:

A – FUNCTIONS EXTREMELY WELL AND/OR INDEPENDENTLY

B – FUNCTIONS ADEQUATELY AND/OR REQUIRES OCCASIONAL SUPERVISION

C – REQUIRES CLOSE SUPERVISION IN THIS AREA

N/A – NOT APPLICABLE TO THIS TRAINING EXPERIENCE

Training activities

- _____ Initial interview with clients
- _____ Assessment activities
- _____ Formulation of treatment plan
- _____ Individual counseling with clients
- _____ Group counseling with clients
- _____ Creation of progress notes documenting client activity
- _____ Consultation with other professionals regarding client activity
- _____ Recognition of potential or actual client crisis and utilization of crisis management techniques
- _____ Creation or performance of psycho-educational activities
- _____ Referral of clients to appropriate outside providers
- _____ Case management activities as appropriate
- _____ Career Counseling activities
- _____ Demonstrate knowledge and application of case-appropriate counseling theory and interventions with clients
- _____ Demonstrate orientation to program policy and procedures
- _____ Demonstrate knowledge of appropriate ethical standards of behavior
- _____ Case Management
- _____ Medical Aspects of Disability (functional capacity, knowledge of the various types of disabilities or disorders, determine need for assistive technology)
- _____ Rehabilitation Services and Resources (managed care, school to work transition, forensic rehabilitation, psychiatric rehabilitation practice)

Personal characteristics:

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

- 1 – Acceptable
- 2 – Needs Improvement
- 3 – Not Applicable

- _____ Promptness/Punctuality
- _____ Appropriate Professional Dress
- _____ Attitude
- _____ Reliability
- _____ Accepts constructive criticism
- _____ Initiative
- _____ Works well with others
- _____ Self-Confidence
- _____ Oral Communication
- _____ Written Communication

Compared with other graduate counseling students at this level of training and experience, this student performs overall at the following level:

- Please check one:
- _____ Top 10%
 - _____ Top 25%
 - _____ Other (please) comment

Final comments:

Site Supervisor Signature: _____ Date: _____

Return to: HDSV
Room 212 Hodgin Hall
1601 East Market Street
Greensboro, NC 27411

REHABILITATION COUNSELING INTERNSHIP FINAL EVALUATION

Supervisee Name: _____

Site: _____

Site Supervisor: _____

Please utilize the following scale when rating the Practicum/Intern Student's performance during the last semester. Thank you for your attention to this matter.

1	2	3	4
Very Good	Satisfactory	Marginal	Unsatisfactory

1. Ability to initiate, develop, implement, and coordinate counseling services for clients in an effective and professional manner:

1	2	3	4
---	---	---	---

Comments:

2. Ability to convey warmth, unconditional positive regard, openness, tolerance, acceptance, and genuine concern for others, while maintaining boundaries of self:

1	2	3	4
---	---	---	---

Comments:

3. Ability to demonstrate qualities of responsibility, ability to adjust to changing situations within the counseling relationship, and flexibility of thought:

1	2	3	4
---	---	---	---

Comments:

4. Ability to demonstrate competence in the following areas:

a. An understanding of assessment techniques and issues:	1	2	3	4
b. Demonstrate effective interpersonal skills:	1	2	3	4
c. Demonstrate competency with individual clients:	1	2	3	4

d. Demonstrate competency with group clients:	1	2	3	4
e. Conduct psycho-educational groups:	1	2	3	4
f. Participate in and/or conduct case consultations:	1	2	3	4
g. Create and maintain client documentation:	1	2	3	4
h. Seek case consultation as appropriate:	1	2	3	4
i. Demonstrate professionalism in department	1	2	3	4
j. Demonstrate knowledge and application of ethical standards of practice	1	2	3	4
k. Demonstrates knowledge of Case Management techniques	1	2	3	4
l. Demonstrates knowledge of Medical Aspects of Disability (functional capacity, knowledge of the various types of disabilities or disorders, determine need for assistive technology)	1	2	3	4
m. Demonstrates knowledge of Rehabilitation Services and Resources (managed care, school to work transition, forensic rehabilitation, psychiatric rehabilitation practice)	1	2	3	4

Comments (Note: For those areas in which practicum student/intern received a 3 or 4 rating, provide details of shortcomings so that goals for improvement may be created):

Summary Comments:

Site Supervisor Signature: _____ Date: _____

Return to: HDSV
Room 212 Hodgin Hall
1601 East Market Street
Greensboro, NC 27411

REHABILITATION COUNSELING FINAL CHECKLIST

Name: _____

Placement Site: _____

REQUIREMENTS

DATE

1. Contract Received	
9. Field Placement Began	
10. Goals and Objectives	
11. Duties and Responsibilities	
12. On-Site Visit by University Coordinator	
13. Project Summary Received	
14. Final Evaluation Received	
15. Final Conference with University Supervisor	
Total Hours Completed	

Grade: _____

Student's Signature: _____

University Supervisor's Signature: _____

Date of Conference: _____

Rating Scale						
Poor/often			Good/Often			Excellent/Always
1.....	2.....	3.....	4.....	5.....	6.....	7

NC A&T STATE UNIVERSITY DEPARTMENT of HUMAN DEVELOPMENT and SERVICES
STUDENT SELF-EVALUATION OF CLINICAL EXPERIENCE

1. Ability to comprehend client's issues.	N/A	1	2	3	4	5	6	7
2. Can facilitate client expression of thought and feeling.	N/A	1	2	3	4	5	6	7
3. Able to maintain control of the therapy session.	N/A	1	2	3	4	5	6	7
4. Can recognize and skillfully interpret client covert messages.	N/A	1	2	3	4	5	6	7
5. Can identify relationships among conceptual themes as expressed by the client.	N/A	1	2	3	4	5	6	7
6. Able to respond to important developments during session.	N/A	1	2	3	4	5	6	7
7. Trust your insight/intuition during therapy session.	N/A	1	2	3	4	5	6	7
8. Feel comfortable in the role of therapist.	N/A	1	2	3	4	5	6	7
9. Ability to show client the person behind the therapist (appropriate counselor self-disclosure).	N/A	1	2	3	4	5	6	7
10. Can recognize the significance of client statements in relation to the presenting problem.	N/A	1	2	3	4	5	6	7
11. Ability to keep session moving toward some therapeutic outcome.	N/A	1	2	3	4	5	6	7
12. Can assist the client to identify appropriate outcome and/or process goals.	N/A	1	2	3	4	5	6	7
13. Able to convey competence to the client.	N/A	1	2	3	4	5	6	7
14. Can resist feeling threatened or becoming defensive.	N/A	1	2	3	4	5	6	7
15. Ability to convey warmth and caring to the client.	N/A	1	2	3	4	5	6	7
16. Have an understanding of organizational procedures.	N/A	1	2	3	4	5	6	7
17. Overall ability to conceptualize the case correctly.	N/A	1	2	3	4	5	6	7
18. Can convey genuine interest in the client.	N/A	1	2	3	4	5	6	7
19. Able to establish a good rapport with others.	N/A	1	2	3	4	5	6	7
<i>Adapted from Evaluation of Therapists Rating Saliest Performance (Short Form) scale. Bernard, 1982.</i>								

Supervisee Evaluation of Supervisor

Supervisor's Name: _____

Supervisor to be Evaluated On-Site or University (circle one)

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree N/A = Not Applicable

RATING CATEGORIES RATING

I. My Supervisor:

- | | | | | | |
|---|---|---|---|---|-----|
| 1. Explained his/her role as my supervisor | 1 | 2 | 3 | 4 | N/A |
| 2. Made me feel at ease with the supervisory process | 1 | 2 | 3 | 4 | N/A |
| 3. Gave me feedback about my role as a counselor that was accurate and that I could use | 1 | 2 | 3 | 4 | N/A |
| 4. Helped me clarify the issues that my client brought to the session. | | | | | |
| 5. Assisted me in understanding my own feelings about the client and his/her issues | 1 | 2 | 3 | 4 | N/A |
| 6. Encouraged me to develop a plan to work with specific clients. | 1 | 2 | 3 | 4 | N/A |
| 7. Modeled appropriate counseling techniques when necessary. | 1 | 2 | 3 | 4 | N/A |

II. My Supervisor helped Promote:

- | | | | | | |
|--|---|---|---|---|-----|
| 8. My professional identity by encouraging membership in professional organizations. | 1 | 2 | 3 | 4 | N/A |
| 9. Professional standards by encouraging certification and accreditation of supervisors by accrediting bodies (State and National) | 1 | 2 | 3 | 4 | N/A |
| 10. Legal and ethical practice by discussing and modeling appropriate ethical standards. | 1 | 2 | 3 | 4 | N/A |

III. I Felt:

- | | | | | | |
|---|---|---|---|---|-----|
| 11. Confident of the counseling skills of my supervisor | 1 | 2 | 3 | 4 | N/A |
| 12. My supervisor respected me and was concerned with my professional growth. | 1 | 2 | 3 | 4 | N/A |
| 13. My supervisor was committed to his/her role as a supervisor. | 1 | 2 | 3 | 4 | N/A |
| 14. Motivated and encouraged me. | 1 | 2 | 3 | 4 | N/A |

- | | | | | | |
|--|---|---|---|---|-----|
| 15. My supervisor served as an appropriate professional role model. | 1 | 2 | 3 | 4 | N/A |
| 16. Supervision sessions allowed for personal and professional growth. | 1 | 2 | 3 | 4 | N/A |
| 17. Recognizes his/her own limitations. | 1 | 2 | 3 | 4 | N/A |
| 18. My supervisor was genuine, congruent, empathic, and honest. | 1 | 2 | 3 | 4 | N/A |

IV. My Supervisor Helped Me.

- | | | | | | |
|---|---|---|---|---|-----|
| 19. Clarify my own ideas about counseling theory. | 1 | 2 | 3 | 4 | N/A |
| 20. Focus on specific counseling strategies to assist the client. | 1 | 2 | 3 | 4 | N/A |
| 21. Develop techniques to resolve conflict. | 1 | 2 | 3 | 4 | N/A |

Please complete the following demographic questions.

The demographics will be used for descriptive analysis in research.

Your gender: Supervisor's gender: _____

Your age: Supervisor's age: _____

Your ethnic background: _____

(African American, Asian, Caucasian, Hispanic, Native American, Other)

Your supervisor's ethnic background: _____

(African American, Asian, Caucasian, Hispanic, Native American, Other)

Number of years that your supervisor has been a counselor: _____

(survey adopted from Mississippi State University Counseling Program)

APPENDIX

- ❖ **Code of Ethics for Rehabilitation Counselors**
- ❖ **Preparation for Clinical Experience Reading**
- ❖ **Getting Started on Your Clinical Experience Reading**
- ❖ **Recognizing and Managing Critical Client Problems Reading**