



Master of Arts in
REHABILITATION COUNSELING



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GENERAL POLICIES FOR RC SUPERVISED PROFESSIONAL PRACTICE

It is especially important that each student enrolled in the supervised professional practice sequence (RC 590, RC 591, and RC 592) recognize that the planning, seeking, interviewing, selecting, and on-site performance are all part of the process. The entire process is a learning experience from which increased professionalism should be gained. All parts of the experience and all assignments are considered in determining the overall final grade. A thorough reading of this Handbook prior to beginning any part of the supervised professional practice sequence is strongly required. Students should maintain communication with the RC Clinical Coordinator and faculty supervisor to insure an accurate understanding of the process.

- All students beginning their supervised professional practice sequence must be in good standing with the University, having no academic or disciplinary action standing or pending against them.
- All students in the MA in RC Program must adhere to the [CRCC Code of Professional Ethics for Rehabilitation Counselors](#) while in the program.
- CACREP requires that all students in the supervised professional practice sequence must have individual professional liability insurance. To meet this standard, the RC program requires coverage through [HPSO](#) prior to starting Pre-Practicum in the Fall. If you are a student member of the American Counseling Association (ACA), please visit your My ACA dashboard for savings on this liability insurance.
- Prerequisites:
 - Pre-Practicum (RC 590):
 - Passing grade in RC 582 (Introduction to Rehabilitation Counseling)
 - Grade of B or better in RC 583 (Theories and Techniques of Rehabilitation Counseling II)
 - RC Clinical Coordinator permission to register
 - Practicum (RC 591):
 - Grade of S in RC 590 (Pre-Practicum in Rehabilitation Counseling)
 - RC Clinical Coordinator permission to register
 - Internship (RC 592):
 - Students must not have any outstanding K (Incomplete) grades
 - Grade of S in RC 591 (Practicum in Rehabilitation Counseling)
 - RC Clinical Coordinator permission to register
- How to obtain permission of RC Clinical Coordinator prior to registering
 - Students are required to communicate during the Summer quarter or sooner preceding their supervised professional practice sequence (RC 590, RC 591, and RC 592) with the RC Clinical Coordinator for an initial advising session.
 - Students will be given permission to register for Practicum after the RC Clinical Coordinator verifies that all course assignments and paperwork have been completed for RC 590 (Pre-Practicum in Rehabilitation Counseling),

- Students will be given permission to register for Internship after the RC Clinical Coordinator verifies that all course assignments and paperwork have been completed for RC 591 (Practicum in Rehabilitation Counseling), including the draft Internship Agreement that was submitted to and reviewed by the Practicum instructor.
 - Students will be given permission to register for continuation in Internship after the RC Clinical Coordinator verifies that all course assignments and paperwork have been completed for the current quarter's RC 592 (Internship in Rehabilitation Counseling) course.
- When a student's readiness for placement into supervised professional practice or when a student's ability to meet professional performance expectations within a current placement are in question, the situation will be referred for a case conference prior to long-term or permanent restriction or removal from the supervised professional practice placement, based on the Department of Health and Community Studies Case Conference Policy (located in Appendix D). Temporary restriction or removal of a student in a supervised professional practice placement may occur until the case conference procedure has ended.

There may be situations where a supervised professional practice placement is not compatible between the site, the student, and/or the supervisor. If there is no question of a student's ethical or professional behavior or ability to meet essential functions, then these situations do not require a case conference. Rather, students will be allowed to find another placement and continue in supervised professional practice.

SELECTING AN APPROPRIATE SITE

Supervised professional practice sites must be appropriate for the rehabilitation counseling student and able to provide high quality professional practice experiences. The following list of characteristics is intended as a guideline to help students and agency/facility staff evaluate the likelihood of a placement being approved by the RC Clinical Coordinator.

1. The agency or facility should be well-established and recognized as providing professional services to clients with disabilities. This may be measured by reputation in the community, accreditations (e.g., Council for Accreditation of Rehabilitation Facilities, Joint Commission on Accreditation of Hospitals), state licenses, or certification.
2. The agency or facility should have a full-time professional staff whose members identify with rehabilitation counseling or closely-related professions. A staff member contemplating direct clinical supervision responsibility for a graduate Rehabilitation Counseling student must meet the CACREP standards for site supervisors.
 - a. For Practicum and Internship, if the agency or facility does not have a staff member who meets the CACREP standards, the supervising staff member will be designated as the administrative site supervisor and the student will need to find, in consultation with the RC Clinical Coordinator, either an external clinical site supervisor or an RC faculty member who will serve as the clinical site supervisor.
3. The agency or facility should be committed to rehabilitation counseling services and willing to cooperate with the Faculty supervisor in designing supervised professional practice experiences that will benefit both themselves and the students.

4. For interns receiving an RSA Scholarship, an internship (minimum of 300 hours) must be completed at a state vocational rehabilitation agency (e.g., DVR and DSB) unless prior approval has been obtained from Dr. Elizabeth Boland, RC Academic Program Director.

CACREP STANDARDS RELATED TO QUALIFIED SITE SUPERVISORS

According to the CACREP Standards, the following are the minimum requirements for anyone interested in becoming a clinical site supervisor for a student in the MA in Rehabilitation Counseling program.

1. Have a minimum of a master's degree, preferably in counseling, or a related profession
2. Have relevant certifications and/or licenses
3. Have a minimum of two years of pertinent professional experience in rehabilitation counseling
4. Have a knowledge of the program's expectations, requirements, and evaluation procedures for students
5. Have relevant training in counseling supervision

To satisfy the last two requirements, all clinical site supervisors must complete the online Canvas WWU RC Supervisor Training. In addition, all administrative site supervisors must complete this training.

RELEVANT CACREP DEFINITIONS

- Direct service: supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change.
 - These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation.
 - The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision.
- Group supervision: a tutorial and mentoring relationship between a member of the counseling professional and more than two counseling students.
- Individual supervision: a tutorial and mentoring relationship between a member of the counseling professional and one counseling student.
- Internship: a distinctly defined, post-practicum, supervised clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills related to program objectives.
- Practicum: a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.
- Relevant training in counseling supervision: training in counseling supervision to be determined by the program (e.g., workshop offered by the institution, graduate supervision course, possession of supervisory credential, etc.).

REQUIREMENTS FOR JOURNAL ENTRIES

Experience and Reflection = Growth. As the equation suggests, we do not actually learn from experience as much as we learn from reflecting on experience.

What is reflective thinking and why is it desirable? Reflective thinking means “turning a subject over in the mind and giving it serious and consecutive consideration.” John Dewey insists that reflective thinking frees us from mere impulsive and routine activity. It enables us to act in deliberate and intentional fashion to achieve what we need. It distinguishes us as human beings and is the hallmark of intelligent action.

Reflective rehabilitation counselors actively, persistently, and carefully consider beliefs and practices in light of the knowledge that supports them and the further consequences to which they lead. Reflective thinking allows the rehabilitation counselor to examine critically the assumptions that rehabilitation agencies make about what can count as acceptable client goals and appropriate methods, problems, and solutions. In your supervised professional practice, reflective thinking will allow you to act in deliberate and intentional ways and devise new ways to fulfill on-site responsibilities and to interpret new experiences from a fresh perspective.

If you merely “do” your supervised professional practice, accumulating the necessary on-site hours without thinking deeply about it, you merely allow your experiences to wash over you without savoring and examining them for their significance. Your growth will be greatly limited. The journal you write, the questions you try to answer, and other activities in which you engage will all be merely tools to facilitate reflective thinking about your supervised professional practice.

Because it is difficult to think deeply about all our experiences, it helps to focus thoughts on particularly significant events. Focusing on one or two events does not mean ignoring all others. Instead, it means keeping a record of all events while selecting, elaborating on, and analyzing one or more that represent an important development in perspective, goals, or plans. The following format is designed to help you grow as a rehabilitation counselor by enabling you to benefit from your supervised professional practice.

Your Journal

Your instructor will provide specifics on this course requirement in terms of format, length, frequency, and content.

Each entry should demonstrate LEARNING acquired from your work experience, not what you did. One model for doing this is to apply the **EIAG (Experience, Identify, Analyze, Generalize)** process:

- 1) Describe an **Experience**.
- 2) **Identify** ONE thing you learned from that particular experience. Whether your experiences reflect your successes or your failures, they are significant if you learned something important from them. Describe the experience(s) in detail.

- 3) **Analyze** why you think that was an important insight or learning for you; why did that experience stand out. Try to figure out what you accomplished, identify problems that emerge and how you plan to follow up, and distill from the experience(s) what you learned.
- 4) **Generalize** how you will use this knowledge in the future to help you become a better rehabilitation counselor. As an example, you might describe whether you learned what works or what does not. Describe what you conclude. If you learned something about your rehabilitation counseling philosophy, tell whether it confirms your ideas or forces you to reconsider; and/or note any questions that arrive for you that you would like to discuss with your supervisors or with your peers during a seminar class or online discussion board.

PRE-PRACTICUM IN REHABILITATION COUNSELING

RC 590

Description

The purpose of this course is to provide closely supervised practice with clients in a selected public or private agency or other appropriate setting that serves individuals with disabilities. The Pre-Practicum in Rehabilitation Counseling requires a total of 50 clock hours. Additionally, this course involves two types of clinical supervision: (a) supervised experience in an approved setting that provides services to individuals with disabilities and (b) faculty supervision via seminar classes and/or individual consultation. This course requires students to apply their counseling skills and to experience professional responsibilities in a realistic work environment.

Pre-Practicum Objectives and Activities

The following objectives and activities will be completed in varying levels depending on the pre-practicum site, however, all sites must provide activities and learning related to multicultural rehabilitation counseling and applying ethics. The clinical site supervisor (and administrative site supervisor, if applicable) and the student will negotiate the specific activities to be accomplished during the pre-practicum to meet the learning and skills development needs of the student.

1. To gain proficiency in multicultural rehabilitation counseling
 - a. incorporating culturally-sensitive interventions based on evidenced-based practice
 - b. understanding the intersectionality of disability and other demographic and sociocultural factors
 - c. increasing students' awareness of their own attitudes, values, and beliefs and the potential impact on service delivery for culturally diverse populations

2. To gain proficiency in applying the Code of Professional Ethics for Rehabilitation Counseling
 - a. engaging in self-care activities to maintain and promote the student's own emotional, physical, mental, and spiritual well-being
 - b. understanding the legal and ethical issues and aspects of the rehabilitation counseling profession
 - c. demonstrates ethical behavior
 - d. implementing interventions that are grounded in theory and/or are evidenced-based practices
 - e. understanding various ethical decision-making models

3. To gain proficiency in abstracting information from records and in writing a meaningful summary for use in planning by:
 - a. using proper channels to obtain records;
 - b. selecting pertinent records;
 - c. abstracting relevant material;
 - d. integrating material.

4. To gain proficiency in obtaining additional background information from other agencies or persons to which clients are known by:

- a. implementing knowledge of agencies or personnel who have worked with the client;
 - b. obtaining the needed information through interviewing of persons involved;
 - c. respecting confidentiality of client during such interviews.
5. To gain proficiency in doing initial intake interviews with clients for the purpose of determining their needs with respect to future evaluation, counseling, training, and placement activities by:
 - a. demonstrating knowledge of approved ways of contacting clients;
 - b. preparing for interview;
 - c. relating to client;
 - d. eliciting pertinent information;
 - e. integrating results and communicating them to designated personnel within the setting.
 6. To gain proficiency in conducting evaluations through the administration of batteries of educational, vocational, interest, and other related tests by:
 - a. selecting appropriate battery;
 - b. making arrangements with client for taking test;
 - c. administering battery accurately;
 - d. maintaining rapport with client during testing;
 - e. scoring tests;
 - f. interpreting results.
 7. To gain proficiency in counseling and communication by:
 - a. communicating the results of an evaluation to the client;
 - b. presenting evaluation results in a manner meaningful to the client;
 - c. handling possible negative reactions of client;
 - d. practicing short-term supportive counseling techniques through a series of on-going interviews with one or two carefully selected clients;
 - e. maintaining a “helping” relationship;
 - f. identifying major areas of concern for the client which evolve through the counseling process.
 8. To gain proficiency in goal setting and planning by:
 - a. establishing counseling goals with the client;
 - b. achieving counseling goals that were established with the client;
 - c. writing a rehabilitation plan with the client;
 - d. planning services needed based on a rehabilitation plan.
 9. To gain proficiency in consulting with work supervisors and/or employers in order to evaluate potential work settings in terms of their suitability for placement of the client by:
 - a. obtaining pertinent information through interviewing of persons involved;
 - b. maintaining client’s confidentiality;
 - c. integrating material obtained and to communicate it to designated personnel within the setting.

10. To gain proficiency in writing a final report that integrates the results of all of the parts of the evaluation by:
 - a. communication, accurate interpretation, clarity of thought;
 - b. formulating appropriate recommendations;
 - c. conveying knowledge of additional services which might be required to implement recommendations.

11. In addition to duties directly involving clients, the student is expected to attend meetings, conferences, etc., held in the setting during the time he/she is there, which are considered to be relevant to the current stage of training.

Time Commitment

The pre-practicum student will complete a minimum of 50 clock hours in performing the functions required at the agency, including at least 5 hours of supervision with the site supervisor. In addition to the hours at the pre-practicum site, the student will attend a minimum of five 4-hour seminar class sessions per quarter.

Supervision

Group Supervision

The pre-practicum student is expected to spend a minimum of 1½ hours per week in a group session facilitated by a faculty instructor. For the WWU RC Program, this typically involves attending five seminar classes during the quarter. Attendance at scheduled seminar classes is mandatory for the purposes of in vivo clinical supervision. Students are expected to attend each class session in professional attire consistent with dress code and expectations at their pre-practicum site. Failure to attend and participate in any class session will result in the student failing to meet requirements for an “S” grade.

No more than six students will be allowed to register for each pre-practicum section; however, two pre-practicum sections may meet together for group supervision, depending on the instructor’s preference.

Individual Supervision

The pre-practicum student is expected to spend a minimum of five hours during the quarter engaged in individual supervision with the site supervisor. These sessions provide an opportunity for intensive review of the student’s work and are often regarded as one of the most valuable of the course experiences.

Pre-Practicum Responsibilities

Student Responsibilities

1. to maintain standards in keeping with the Code of Professional Ethics for Rehabilitation Counselors;
2. to act within the limits of their defined roles, training, and competencies as defined and approved in this document;
3. to obtain and maintain individual professional liability insurance coverage;
4. to adhere to the policies and procedures for professional personnel at the pre-practicum site (e.g., working hours, dress, and activities) for the duration of the field experience;
5. to cooperate with the site supervisor and faculty supervisor, submitting reports at appropriate times, and keeping a log of activities performed as part of the pre-practicum;

6. to respect the confidentiality of information about clients or participants of the pre-practicum site at all times, and to follow any policies or guidelines of the university and the pre-practicum site relating to research or training with human subjects;
7. to report concerns or problems promptly and completely to both the site and faculty supervisors so that these issues may be resolved as soon as possible;
8. to avoid undertaking any activity in which competency, personal problems, or conflicts of interest are likely to lead to inadequate performance. If such a situation arises, the student shall seek agency or faculty supervisor assistance to determine the appropriate course of action;
9. to complete all course assignments and submit required pre-practicum documentation by specified due dates;
10. to attend all scheduled group supervision sessions and course seminar sessions;
11. to regularly meet and communicate with the Faculty supervisor for the purpose of evaluation of guidance, clinical skills, and professional growth; and
12. to complete the following evaluation activities: (a) Final Reflection Paper as a Self-Assessment and (b) a Faculty Evaluation.

University Program/Faculty Instructor Responsibilities

1. to assign an RC Clinical Coordinator to facilitate communication between the university and site;
2. to assign a university faculty supervisor who is a Certified Rehabilitation Counselor;
3. to notify the student that they must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
4. to be available for consultation with both site supervisors and students and shall be immediately contacted should any problem or change in relation to student, site, or university occur;
5. to assign a pre-practicum grade;
6. to assist pre-practicum student in locating sites for field experience, as needed;
7. to prepare pre-practicum student for placement in the field;
8. to have periodic communication with the site supervisor at the approved pre-practicum site to discuss pre-practicum student's program;
9. to meet on a regularly scheduled basis with the pre-practicum student to assess clinical skills and review progress; and
10. To collaborate with the site supervisor in evaluating the pre-practicum student's professional growth.

Pre-Practicum Site/Site Supervisor Responsibilities

1. to assign a pre-practicum supervisor who has appropriate credentials, time, and interest for training the pre-practicum student, preferably a Certified Rehabilitation Counselor;
2. to complete the required WWU RC Supervisor Training, if not completed previously;
3. to provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student's performance, which may include: (a) using information from records, (b) gathering additional background information, (c) conducting intake interviews, (d) administering tests or evaluation tools, (e) developing counseling and communication skills, (f) assisting with setting goals and planning, (g) consulting with work supervisors or employers, (h) writing reports, and (i) attending meetings;
4. to provide opportunities for the student to learn about and engage in multicultural rehabilitation counseling;
5. to provide opportunities for the student to learn about and apply ethics and ethical decision-making;
6. to provide the student with adequate workspace, telephone, office supplies, and staff support to conduct professional activities;
7. to provide weekly supervision meetings with the pre-practicum student to discuss performance, provide mentoring, and support with clinical issues;
8. to verify Pre-Practicum hours through signing the Contact Hours form at the end of the quarter;

9. to meet with the student and faculty supervisor at the end of the quarter to discuss performance;
10. to immediately communicate any concerns regarding the pre-practicum student to the faculty supervisor and/or the RC Clinical Coordinator.

Documenting Pre-Practicum Activities

In compliance with the University curriculum requirements, it is important that both the total number of hours spent in pre-practicum and the number of hours invested in performing particular counselor activities be accurately and completely reported (see Appendix A, Pre-Practicum Forms).

Beginning Your Pre-Practicum

1. The **STUDENT PRE-PRACTICUM AGREEMENT** outlines those conditions under which the pre-practicum student serves. The agreement must be completed and signed by the site supervisor and is due by the 2nd week of the quarter. You should keep a copy of the completed agreement for your records.

During Your Pre-Practicum

1. **PRE-PRACTICUM CONTACT HOURS** need to be submitted weekly in Web4U. The Hours Log/Report needs to be submitted with all required signatures at the end of the quarter in Canvas. The designation of hours and due dates will be discussed in seminar class sessions.
2. **JOURNAL** entries will be completed every other week. One entry will be on something that you learned from class and two journal entries will be from your pre-practicum site (note: if you have not started your site yet, the instructor will give you an additional topic).
3. Every other week, there will be required activities and assignments. See the syllabus and Canvas site for more details.

At the End of Your Pre-Practicum

1. The final **JOURNAL** entry will be a reflection on your experience and progress towards goals identified on the Pre-Practicum Agreement.
2. Participate in a final meeting with the site supervisor and faculty supervisor for review of performance.

Evaluation of Performance

The final grade issued for the pre-practicum course will be based on counseling skills proficiency, knowledge of topical issues in the field, and demonstrated professionalism as determined by both the site supervisor and the faculty instructor. However, the faculty instructor is responsible for assigning the final grade.

Specific evaluative criteria include, but are not limited to:

1. Adherence to the [Code of Professional Ethics for Rehabilitation Counselors](#).
2. Compliance with all policies and directives issued by the pre-practicum site, the faculty supervisor, and the University pertinent to performance as a pre-practicum student.
3. Attendance and active participation in all supervisory sessions.

4. Completion of all required assignments.
5. Professionalism in learning and problem-solving.
6. Final evaluation from site supervisor.

PRACTICUM IN REHABILITATION COUNSELING

RC 591

Description

Closely supervised practice with clients in a selected public or private agency or other appropriate setting that serves individuals with disabilities. Every effort is made to assure that Practicum sites are culturally diverse, foster personal growth, and introduce students to counseling approaches and rehabilitation issues that affect service delivery.

Purpose

Practicum provides an opportunity for the student to apply counseling skills as well as to sample professional responsibilities in a realistic work environment. As a participant in this field experience, the student will be expected to:

1. Practice those skills learned in previous or concurrent coursework.
2. Receive feedback on level of effectiveness.
3. Share clinical experiences and techniques with other students in a supportive and collaborative environment.
4. Learn what issues other practicum students are encountering and brainstorm solutions with application potential.
5. Work with a variety of clients and presenting issues.
6. Experience those dynamics that are unique to different professional settings (e.g., state vocational rehabilitation agencies, community rehabilitation programs, veteran agencies, hospital settings).
7. Relate theory to practice.
8. Begin to formulate and practice a personal approach to counseling.

In addition to providing “real world” experiences for the graduate rehabilitation counseling student, the practicum will help meet the programming needs of the organization or agency in which the placement takes place by providing well-trained students who can perform a variety of professional functions.

Practicum Objectives and Activities

The following objectives and activities will be completed in varying levels depending on the practicum site, however, all sites must provide activities and learning related to multicultural rehabilitation counseling and applying ethics. The clinical site supervisor (and administrative site supervisor, if applicable) and the student will negotiate the specific activities to be accomplished during the practicum to meet the learning and skills development needs of the student.

1. To gain proficiency in multicultural rehabilitation counseling
 - a. incorporating culturally-sensitive interventions based on evidenced-based practice
 - b. understanding the intersectionality of disability and other demographic and sociocultural factors
 - c. increasing students’ awareness of their own attitudes, values, and beliefs and the potential impact on service delivery for culturally diverse populations

2. To gain proficiency in applying the Code of Professional Ethics for Rehabilitation Counseling
 - a. engaging in self-care activities to maintain and promote the student's own emotional, physical, mental, and spiritual well-being
 - b. understanding the legal and ethical issues and aspects of the rehabilitation counseling profession
 - c. demonstrates ethical behavior
 - d. implementing interventions that are grounded in theory and/or are evidenced-based practices
 - e. understanding various ethical decision-making models
3. To gain proficiency in abstracting information from records and in writing a meaningful summary for use in planning:
 - a. use of proper channels to obtain records
 - b. selection of pertinent records
 - c. abstraction of relevant material
 - d. integration of material
4. To gain proficiency in obtaining additional background information from other agencies or persons to which clients are known:
 - a. knowledge of agencies or personnel who have worked with the client
 - b. ability to obtain the needed information through interviewing of persons involved
 - c. respect for confidentiality of client during such interviews
5. To gain proficiency in doing initial intake interviews with clients for the purpose of determining their needs with respect to future evaluation, counseling, training, and placement activities:
 - a. knowledge of approved ways of contacting clients
 - b. preparation for interview
 - c. ability to relate to client
 - d. ability to elicit pertinent information
 - e. ability to integrate results and to communicate them to designated personnel within the setting
6. To gain proficiency in conducting evaluations through the administration of batteries of educational, vocational, interest, and other related tests:
 - a. ability to select appropriate battery
 - b. ability to make arrangements with client for taking test
 - c. ability to administer battery accurately
 - d. ability to maintain rapport with client during testing
 - e. ability to score tests
 - f. ability to interpret results
7. To gain proficiency in counseling and communication:
 - a. ability to communicate the results of an evaluation to the client
 - b. ability to present evaluation results in a manner meaningful to the client

- c. ability to handle possible negative reactions of client
 - d. to practice short-term supportive counseling techniques through a series of on-going interviews with one or two carefully selected clients
 - e. ability to maintain a “helping” relationship
 - f. ability to identify major areas of concern for the client that evolve through the counseling process
8. To gain proficiency in goal-setting and planning
 - a. ability to establish counseling goals with the client
 - b. ability to achieve counseling goals that were established with the client
 - c. ability to write a rehabilitation plan with the client
 - d. ability to plan services needed based on a rehabilitation plan
 9. To gain proficiency in consulting with work supervisors and/or employers in order to evaluate potential work settings in terms of their suitability for placement of the client:
 - a. ability to obtain pertinent information through interviewing of persons involved
 - b. ability to maintain client’s confidentiality
 - c. ability to integrate material obtained and to communicate it to designated personnel within the setting
 10. To gain proficiency in writing a final report that integrates the results of all of the parts of the evaluation:
 - a. ability to communicate, accuracy of interpretation, clarity of thought
 - b. ability to make appropriate recommendations
 - c. knowledge of additional services that might be required to implement recommendations
 11. In addition to duties directly involving clients, the student is expected to attend meetings, conferences, etc., held in the setting during the time he/she is there, which are considered to be relevant to the current stage of training.

Time Commitment

According to CACREP Standards, the practicum student will complete a minimum of 100 clock hours in performing the functions required at the agency. A minimum of 40 hours of this time shall be spent in direct service to persons with disabilities as well as a minimum of 10 hours of individual supervision. In addition to the hours at the practicum site, the student will attend a minimum of 5 4-hour seminar class sessions per quarter.

Supervision/Instructional Experiences

Group Supervision

According to CACREP Standards, the practicum student is expected to spend a minimum of 1½ hours per week in a group session facilitated by a faculty instructor. For the WWU RC Program, this typically involves attending five seminar classes during the quarter. After addressing immediate concerns, practicum students might listen to and discuss recorded counseling sessions, discuss theories and techniques related to common issues, exchange feedback with peers regarding personal and professional impressions, and discuss professional growth and development areas.

No more than six students will be allowed to register for each practicum section; however, two practicum sections may meet together for group supervision, depending on the instructor's preference.

Individual Supervision

As a reminder, for Practicum, if the agency or facility does not have a staff member who meets the CACREP standards, the supervising staff member will be designated as the administrative site supervisor and the student will need to find, in consultation with Dr. Brickham, either an external clinical site supervisor (often a program alumnus) or RC faculty member who will serve as the clinical site supervisor.

According to CACREP Standards, the practicum student is expected to spend a minimum of one hour per week engaged in individual supervision with the clinical site supervisor. If the student also has an administrative site supervisor, they are encouraged to meet with that individual as well for additional individual supervision. These sessions provide an opportunity for intensive review of the student's work and are often regarded as one of the most valuable of the course experiences.

Counseling Recording Critiques

The practicum student is expected to record (audio and/or video) at least three, and up to five, counseling sessions. These sessions will be reviewed by the practicum student prior to submission and accompanied by written critique and SOAP note. No recordings will be accepted for review without accompanying self-evaluation documents (See the syllabus and Canvas site for more details). These counseling recordings will be reviewed either in the seminar class or with the faculty instructor.

Tips for Recording

Before Your Session

- Use only quality sound recording equipment. Poor recordings will not be reviewed.
- Record only one counseling session per uploaded file to avoid confusion during playback.
- Be sure to conduct a sound check prior to your client's arrival, minimize distracting background noises, and ensure that the volume is adjusted properly.
- Minimize interruptions by placing a "Counseling in Session" or a "Do Not Disturb" sign on the door.

During your Session

- Record the client's permission to record on the recording itself, or use the format required by the site or the format found in Appendix B, Practicum Forms.
- If this is your first session with the client, explain confidentiality and its limitations (e.g., duty to report abuse)
- To ensure client comfort, allow him or her to control the recorder. That is, allow him or her to turn the machine off any time he or she feels uncomfortable recording particular content.
- To the best of your ability, model "ignore the recorder" for your client.

After your Session

- Review your recording critically, noting relevant passages. Use your notes from the session for additional analysis.
- Maximize your opportunity to learn from the critique sessions by:
 - avoiding defensiveness when others provide feedback;
 - avoiding undue modesty and accept praise when you have done well; and
 - paying close attention while listening to other students' recordings and be prepared to model their effective techniques.

Practicum Responsibilities

Student Responsibilities

1. to maintain standards in keeping with the Code of Professional Ethics for Rehabilitation Counselors;
2. to act within the limits of their defined roles, training, and competencies as defined and approved in this document;
3. to maintain individual professional liability insurance coverage;
4. to adhere to the policies and procedures for professional personnel at the practicum site (e.g., working hours, dress, and activities) for the duration of the field experience;
5. to cooperate with the clinical site supervisor (and administrative site supervisor, if applicable) and faculty supervisor, submitting reports at appropriate times, and keeping a log of activities performed as part of the practicum;
6. to respect the confidentiality of information about clients or participants of the practicum site at all times, and to follow any policies or guidelines of the university and the practicum site relating to research or training with human subjects;
7. to report concerns or problems promptly and completely to site and faculty supervisors so that these issues may be resolved as soon as possible;
8. to avoid undertaking any activity in which competency, personal problems, or conflicts of interest are likely to lead to inadequate performance. If such a situation arises, the student shall seek agency or faculty supervisor assistance to determine the appropriate course of action;
9. to complete all course assignments and submit required practicum documentation by specified due dates;
10. to attend all scheduled group supervision sessions and course seminar sessions;
11. to regularly meet and communicate with the Faculty supervisor for the purpose of evaluation of guidance, clinical skills, and professional growth; and
12. to complete the following evaluation activities: (a) Student Self-Assessment of Practicum Learning, (b), Student Evaluation of Graduate Practicum Site, and (c) Faculty Evaluation.

University Program/Faculty Instructor Responsibilities

1. to assign an RC Clinical Coordinator to facilitate communication between the university and site;
2. to assign a university faculty supervisor who is a Certified Rehabilitation Counselor;
3. to notify the student that they must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
4. to be available for consultation with the clinical site supervisor (and administrative site supervisor, if applicable) and student and shall be immediately contacted should any problem or change in relation to student, site, or university occur;
5. to assign a practicum grade;
6. to assist practicum student in locating sites for field experience, as needed;
7. to prepare practicum student for placement in the field;

8. to meet in person or communicate through electronic means, at a minimum, before the start of practicum and during the middle and end of the quarter with the clinical site supervisor (and administrative site supervisor, if applicable) to discuss the practicum student's performance;
9. to meet on a regularly scheduled basis with the practicum student to assess clinical skills and review progress; and
10. to collaborate with the clinical site supervisor (and administrative site supervisor, if applicable) in evaluating the practicum student's professional growth.

Practicum Site/Agency Responsibilities

1. to assign a practicum supervisor who has appropriate credentials, time, and interest for training the practicum student, preferably a Certified Rehabilitation Counselor;
2. to provide opportunities for the student to engage in a variety of counseling activities under supervision, which may include: (a) using information from records, (b) gathering additional background information, (c) conducting intake interviews, (d) administering tests or evaluation tools, (e) assisting with setting goals and planning, (f) consulting with work supervisors or employers, (g) writing reports, and (h) attending meetings;
3. to provide opportunities for the student to conduct individual counseling sessions;
4. to provide opportunities for the student to learn about and engage in multicultural rehabilitation counseling;
5. to provide opportunities for the student to learn about and apply ethics and ethical decision-making; and
6. to provide the student with adequate workspace, telephone, office supplies, and staff support to conduct professional activities.

Clinical Supervisor Responsibilities

1. to complete the required WWU RC Supervisor Training, if not completed previously;
2. to provide weekly supervision meetings with the practicum student to discuss performance, provide mentoring, and support with clinical issues;
3. if the faculty member is not the clinical supervisor, to meet in person or communicate through electronic means, at a minimum, before the start of practicum and during the middle and end of the quarter with the faculty member to discuss the practicum student's performance;
4. to verify monthly Practicum hours through signing the monthly Contact Hours form; and
5. to conduct a written evaluation of the practicum student including completing the Site Supervisor's Evaluation of Student Practicum Performance;
6. to immediately communicate any concerns regarding the practicum student to the faculty supervisor and/or the RC Clinical Coordinator.

Administrative Supervisor Responsibilities (if applicable)

1. to complete the required WWU RC Supervisor Training, if not completed previously;
2. to verify monthly Practicum hours, in collaboration with the clinical site supervisor, through signing the monthly Contact Hours form;
3. to conduct a written evaluation of the practicum student including completing the Site Supervisor's Evaluation of Student Practicum Performance, in collaboration with the clinical site supervisor; and
4. to immediately communicate any concerns regarding the practicum student to the faculty supervisor and/or the RC Clinical Coordinator.

Documenting Practicum Activities

In compliance with CACREP Standards and the University curriculum requirements, it is important that both the total number of hours spent in practicum and the number of hours

invested in performing particular counselor activities be accurately and completely reported (see Appendix B, Practicum Forms).

Beginning Your Practicum

1. The **STUDENT PRACTICUM AGREEMENT** outlines those conditions under which the practicum student serves. The agreement must be completed and signed by the clinical site supervisor (and administrative site supervisor, if applicable) and brought to the first seminar class of the quarter. You should keep a copy of the completed agreement for your records.

During Your Practicum

1. **PRACTICUM CONTACT HOURS** are updated each day the student is on site and submitted weekly through Web4U. A signed hours log must be uploaded to the Practicum Canvas site monthly by the specified due date on the syllabus.
2. Self-evaluation of audio or video recordings of counseling sessions are done through both **COUNSELING SESSION SUMMARY NOTES (SOAP NOTES)** and the **COUNSELING SKILLS CRITIQUE SHEET** and need to be provided to the faculty instructor prior to recordings being reviewed. Instructions are posted in Canvas.
3. An entry is made in a **JOURNAL** for each day on the practicum site (up to a maximum of three entries).

At the End of Your Practicum

1. Complete the **STUDENT SELF-ASSESSMENT OF PRACTICUM LEARNING** prior to the final meeting with the clinical site supervisor (and administrative site supervisor, if applicable). Upload the completed assessment to the Practicum Canvas site by the end of the quarter.
2. Complete the **STUDENT EVALUATION OF GRADUATE PRACTICUM SITE** and upload to the Practicum Canvas site by the end of the quarter. Please note that this form may be shared with future practicum students.
3. The **SITE SUPERVISOR'S EVALUATION OF STUDENT PRACTICUM PERFORMANCE** is completed independently by the clinical site supervisor (and in collaboration with the administrative site supervisor, if applicable). The student should give this form to the site supervisor no later than the 5th week of the quarter. This evaluation needs to be completed prior to the final meeting with the clinical site supervisor (and administrative site supervisor, if applicable) for review with the student and faculty supervisor.

Evaluation of Performance

The final grade issued for the practicum course will be based on counseling skills proficiency, knowledge of topical issues in the field, and demonstrated professionalism as determined by both the clinical site supervisor (and administrative site supervisor, if applicable) and the faculty instructor. However, the faculty instructor is responsible for assigning the final grade.

Specific evaluative criteria include, but are not limited to:

1. Adherence to the [Code of Professional Ethics for Rehabilitation Counselors](#).
2. Compliance with all policies and directives issued by the practicum site and the University pertinent to performance as a practicum student.
3. Completion of all documentation in an accurate, timely, comprehensive, and legible fashion.
4. Compliance with all session recording and preview requirements.
5. Completion of all required assignments.
6. Attendance and active participation in all supervision sessions, including course seminar meetings.
7. Final evaluations from student and site supervisor.

INTERNSHIP IN REHABILITATION

Purpose of Internship

The purpose of the rehabilitation counseling internship is to develop, under appropriate supervision, professional competencies in assisting individuals with disabilities to attain and maintain satisfactory vocational and independent living status.

The major focus of the internship will be the development of professional counseling competencies. All students will be involved in as many aspects of the rehabilitation process as their academic preparation and variations in agency or community provider functions permit.

Internship settings will include carefully selected public and private rehabilitation counseling agencies and human services facilities such as the Division of Vocational Rehabilitation, Department of Services for the Blind, non-profits focusing on employment for people with disabilities, workers' compensation agencies, VA Veteran Readiness & Employment, VA hospitals, community college and university disability support services, and specialized hospital programs.

The internship ideally should comprise an organized sequence of increasingly complex, supervised activities in which the intern is given the opportunity to act as a responsible professional. Activities should provide interns with a variety of experiences that are directly related to individual goals. The internship serves as the important link between academic preparation and entry into employment in the rehabilitation counseling field and, thus, serves the critical role of "gatekeeper" for professional quality control.

From the student perspective, an internship assists in career development by providing real work experiences that allow exploration of interests and development of professional competencies. In this manner, students are provided opportunities to test knowledge acquired in earlier didactic work performed during university-based instruction. It is expected that students will also be challenged to examine their own attitudes, beliefs, and values that influence the rehabilitation process.

From the supervisor and agency perspective, an internship provides a unique mentoring experience designed to enhance the professional functioning of the student. This experience requires a supportive relationship that is evaluative so that the quality of services provided by the student intern can be monitored. In accepting students as interns, the supervisor or agency representative recognizes that the internship is, in fact, a learning process designed to promote professional growth of the student.

Internship Objectives and Activities

The internship provides an opportunity for everything the student has learned to be integrated into a "big picture" of the field and the student's place in it. Upon successful completion of internship, the student is expected to be fully prepared to enter the field as a rehabilitation counselor. As such, they should be able to:

1. Demonstrate an understanding of the history, philosophy, and structure of the rehabilitation service delivery system;
2. Demonstrate an appreciation and understanding of the legal and ethical issues and aspects of the rehabilitation counseling profession;
3. Demonstrate proficiency in culturally competent interviewing and counseling with individuals, groups, and families;
4. Demonstrate the ability to identify, administer, and utilize all appropriate assessment information and instruments;
5. Demonstrate the ability to develop rehabilitation plans and case management services;
6. Demonstrate the ability to utilize knowledge and skills in vocational counseling and career development;
7. Demonstrate proficiency in job development and the utilization of job analyses and job modifications and accommodations; and
8. Demonstrate the ability to utilize information from professional literature and rehabilitation research.

Because students intern in a wide variety of settings and bring with them varying degrees of training and experience, it is not possible or desirable to require a specific set of activities. The outline presented below is intended only as a guideline for structuring well-rounded, mutually beneficial internship experiences. There is a logical chronology built in, but it is realized that many activities may overlap in time or, indeed, continue for the duration of the internship. Furthermore, the site supervisor and intern should remain flexible so that they may respond to changing agency/facility needs and developing student interests.

I. Orientation

- A. Introduction to staff and tour of office/facility
- B. Overview of regulations and policies
 1. Expectations of interns
 2. Hours of attendance
 3. Use of telephones
 4. Chain of command
 5. Risk assessment
 6. Confidentiality of records
 7. Code of Professional Ethics for Rehabilitation Counselors and/or agency-specific codes
 8. Crisis and disaster response
- C. Overview of agency/facility program
 1. History
 2. Funding sources
 3. Client populations
 4. Referral sources
 5. Eligibility criteria
 6. Client services
 7. Case management and recording procedures
- D. Review of case histories

II. Observation

- A. Intake and/or screening interviews
 - B. Diagnostic and/or evaluation procedures
 - 1. Medical
 - 2. Psychological
 - 3. Vocational
 - 4. Social
 - C. Counseling Sessions
 - 1. Individual
 - 2. Couples
 - 3. Group
 - D. Therapies
 - 1. Physical therapy
 - 2. Occupational therapy
 - 3. Speech therapy
 - 4. Recreational therapy
 - 5. Psychotherapy
 - E. Training
 - 1. Work adjustment training
 - 2. Vocational training
 - 3. Activities of daily living
 - 4. Supported employment
 - F. Staff meetings
 - 1. Client review
 - 2. In-service training
 - 3. Administrative
 - G. Field activities
 - 1. Home visits
 - 2. Job development and/or placement
 - 3. Community agencies
- III. Participation
- A. Depending upon individual competencies, supervisor preferences, and site regulations, “observation” activities (Section II) may be required prior to providing client services. However, graduate Rehabilitation Counseling interns should concentrate on developing appropriate professional skills in such areas as case management, individual and group counseling, vocational evaluation, supported employment, job placement, and/or staff development. As such, the “observation” period should constitute a brief time.
 - B. It is recommended that participation components be phased in as early as feasible to maximize intern learning experiences and productivity.

Using the Student’s Place of Employment as an Internship Site

In considering their placement site for internship, individuals currently employed in the field of rehabilitation counseling may be able to use their place of employment as their internship site, if certain conditions are met.

In order to use their current position for their internship, the student will be expected to develop a project or a series of related activities that will amount to 150-200 hours of new learning, which

is included in the minimum of 600 total hours (only required if the student has been in the position for 2 years or more). This new learning must be over and above the activities required for the internship. Some examples of projects include (a) in-depth study and report on a disability with which the counselor was not previously familiar; (b) development of a guide summarizing comparable benefits available in the local area; or (c) development of a video or brochure, to be given to clients, describing the rehabilitation process.

This option should be discussed with the RC Clinical Coordinator and developed with input from the clinical site supervisor (and administrative site supervisor, if applicable). The student then needs to complete the Internship Extended Learning Agreement located in Appendix C, Internship Forms.

Time Commitment

According to CACREP Standards, the student is expected to complete a minimum of 600 hours in an internship. For the WWU RC Program, this is typically completed over the course of two consecutive academic quarters. A minimum of 240 of these hours must be in direct service to people with disabilities as well as a minimum of 10 hours of individual supervision each quarter. In addition, students must lead or co-lead a counseling or psychoeducational group during their internship. Students who have an Internship Extended Learning Agreement must also complete those hours. In addition to the hours at the internship site, the student will attend a minimum of 5 4-hour seminar class sessions each quarter during Spring and Summer.

Supervision

Group Supervision

According to the CACREP Standards, the internship student is expected to spend a minimum of 1½ hours per week in a group session facilitated by a faculty instructor. For the WWU RC Program, this typically involves attending five seminar classes during the quarter. After addressing immediate concerns, internship students discuss rehabilitation counselor experiences from intake to case closure, including counseling issues, case management, and coordination with other related programs.

No more than six students will be allowed to register for each internship section; however, two internship sections may meet together for group supervision, depending on the instructor's preference.

Individual Supervision

As a reminder, for Internship, if the agency or facility does not have a staff member who meets the CACREP standards, the supervising staff member will be designated as the administrative site supervisor and the student will need to find, in consultation with Dr. Brickham, either an external clinical site supervisor or RC faculty member who will serve as the clinical site supervisor.

The internship student is expected to spend a minimum of one hour per week engaged in individual supervision with the clinical site supervisor. If the student also has an administrative site supervisor, they are encouraged to meet with that individual as well for additional individual

supervision. These sessions provide an opportunity for intensive review of the student's work and are often regarded as one of the most valuable of the course experiences.

Clinical site supervisors are also required to periodically assess the internship student's counseling skills. If a site supervisor is not able to observe the internship student's counseling skills, the intern will need to provide recordings of 3 counseling sessions, or more depending on skill level, to their WWU faculty supervisor for review.

Internship Responsibilities

Student Responsibilities

1. to maintain standards in keeping with the Code of Professional Ethics for Rehabilitation Counselors;
2. to act within the limits of their defined roles, training, and competencies as defined and approved in this document;
3. to maintain individual professional liability insurance coverage;
4. to adhere to the policies and procedures for professional personnel at the internship site (e.g., working hours, dress, and activities) for the duration of the field experience;
5. to cooperate with the clinical site supervisor (and administrative site supervisor, if applicable), submitting reports at appropriate times, and keeping a log of activities performed as part of the internship;
6. to respect the confidentiality of information about clients or participants of the internship site at all times, and to follow any policies or guidelines of the university and the internship site relating to research or training with human subjects;
7. to report concerns or problems promptly and completely to site and faculty supervisors so that these issues may be resolved as soon as possible;
8. to avoid undertaking any activity in which competency, personal problems, or conflicts of interest is likely to lead to inadequate performance. If such a situation arises, the student shall seek agency or faculty supervisor assistance to determine the appropriate course of action;
9. to review available information about the client in preparation for all intake and subsequent sessions with clients;
10. to demonstrate effective counseling skills when interacting with clients;
11. to interact with a variety of clients characterized by diverse presenting problems and individual differences;
12. to formulate treatment plans in accordance with agency guidelines based on information collected through intake activities and evaluation of background information;
13. to assist clients in applying (a) skills learned through group work, (b) results of individual appraisal, and (c) career information and life experiences;
14. to assist clients in developing longer-range plans (e.g., personal-social, education, career development);
15. to facilitate group work using group process and workshop skills;
16. to consult with other professionals regarding presenting problems and preferred courses of action;
17. to refer clients to other human services professionals and programs in compliance with agency guidelines;
18. to conduct individual appraisal activities as required by the agency;
19. to conduct public information activities, appropriate to the agency;
20. to participate in or help conduct professional development activities;
21. to help conduct program management activities;
22. to attend all training sessions required by the internship site;
23. to complete all assignments and submit required documentation by specified due dates;
24. to attend all scheduled group supervision sessions and course seminar sessions; and

25. to conduct the following evaluation activities: (a) a self-assessment of clinical skills at the end of internship, (b) an evaluation of both the site supervisor and the site, and (c) an evaluation of the faculty supervisor (through the WWU course evaluation process).

University/Faculty Supervisor Responsibilities

1. to assign an RC Clinical Coordinator to facilitate communication between the university and site;
2. to assign a university faculty supervisor who is a Certified Rehabilitation Counselor;
3. to notify the student that they must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
4. to be available for consultation with the clinical site supervisor (and administrative site supervisor, if applicable) and students and shall be immediately contacted should any problem or change in relation to student, site, or university occur;
5. to assign an internship grade;
6. to assist internship student in locating a site for field experience, as needed;
7. to prepare internship student for placement in the field;
8. to meet in person or communicate through electronic means, at a minimum, at the beginning, middle, and end of the quarter with the clinical site supervisor (and administrative site supervisor, if applicable) to discuss the internship student's performance;
9. to meet on a regularly scheduled basis with the internship student to assess clinical skills and review progress; and
10. to collaborate with the clinical site supervisor (and administrative site supervisor, if applicable) in evaluating the internship student's professional growth.

Internship Site/Agency Responsibilities

1. to assign an internship supervisor who has appropriate credentials, time, and interest for training the internship student, preferably a Certified Rehabilitation Counselor;
2. to provide opportunities for the student to engage in a variety of counseling activities under supervision, which may include: (a) learning about the agency and the regulations and policies, (b) conducting intake or screening interviews, (c) using medical and/or psychological diagnostic information for planning, (d) administering tests or evaluation tools, (e) setting goals and planning with clients, (f) providing case management, (g) providing job development and job placement services, (h) consulting with vendors and community rehabilitation providers, (i) consulting with work supervisors or employers, (j) writing reports, and (k) attending meetings;
3. to provide opportunities for the student to conduct individual and group counseling sessions;
4. to provide opportunities for the student to learn about and engage in multicultural rehabilitation counseling;
5. to provide opportunities for the student to learn about and apply ethics and ethical decision-making; and
6. to provide the student with adequate workspace, telephone, office supplies, and staff support to conduct professional activities.

Clinical Supervisor Responsibilities

1. to complete the required WWU RC Supervisor Training, if not completed previously;
2. to provide weekly supervision meetings with the internship student to discuss performance, provide mentoring, and support with clinical issues;
3. to periodically assess the internship student's counseling skills;
4. if the faculty member is not the clinical supervisor, to meet in person or communicate through electronic means, at a minimum, at the beginning, middle, and end of the quarter with the faculty member to discuss the internship student's performance;
5. to verify monthly Internship hours through signing the monthly Contact Hours form;

6. to conduct a written evaluation of the internship student including completing the Site Supervisor's Evaluation of Student Internship Performance; and
7. to immediately communicate any concerns regarding the internship student to the faculty supervisor and/or the RC Clinical Coordinator.

Administrative Supervisor Responsibilities (if applicable)

1. to complete the required WWU RC Supervisor Training, if not completed previously;
2. to verify monthly Internship hours through signing the monthly Contact Hours form, in collaboration with the clinical site supervisor;
3. to conduct a written evaluation of the internship student including completing the Site Supervisor's Evaluation of Student Internship Performance, in collaboration with the clinical site supervisor; and
4. to immediately communicate any concerns regarding the internship student to the faculty supervisor and/or the RC Clinical Coordinator.

Documenting Internship Activities

In compliance with CACREP and University curriculum requirements, it is important that both the total number of hours spent in internship and the number of hours invested in performing particular counselor activities be accurately and completely reported (see Appendix C, Internship Forms).

Beginning Your Internship

1. The **STUDENT INTERNSHIP AGREEMENT** outlines those conditions under which the internship student serves. The agreement must be completed and signed by the clinical site supervisor (and administrative site supervisor, if applicable) and brought to the first seminar class of the quarter. You should keep a copy of the completed agreement for your records. If you are staying at the same site for all quarters of internship, complete one agreement with the starting date as the beginning of the first quarter of internship and the ending date as the final day of the last quarter of internship.
2. If needed, finalize the **EXTENDED LEARNING AGREEMENT** to identify the new learning, related activities, and the approximate number of hours. This form only needs to be completed once at the beginning of internship.

During Your Internship

1. The **INTERNSHIP CONTACT HOURS** are updated each day the student is on site and submitted weekly through Web4U. A signed hours log must be uploaded to the Internship Canvas site monthly by the specified due date on the syllabus.
2. **JOURNAL** entries will be submitted to demonstrate learning acquired from your internship experience. Specifics of the journal entries are outlined on the syllabus.
3. **CANVAS DISCUSSION BOARD POST** to document the leading or co-leading of a counseling or psychoeducational group. Students will be required to post a short description of what they did and when.

At the End of Each Quarter of Your Internship

1. The **SITE SUPERVISOR'S EVALUATION OF STUDENT INTERNSHIP**

PERFORMANCE is completed independently by the clinical site supervisor (and in collaboration with the administrative site supervisor, if applicable). The student should give this form to the site supervisor no later than the 5th week of the quarter. This evaluation needs to be completed prior to the final meeting with the clinical site supervisor (and administrative site supervisor, if applicable) for review with the student and faculty supervisor.

At the End of Final Quarter of Your Internship

1. Complete the **STUDENT SELF-ASSESSMENT OF INTERNSHIP PERFORMANCE** prior to the final meeting with the clinical site supervisor (and administrative site supervisor, if applicable). Upload the completed assessment to the Internship Canvas site by the end of the final quarter of internship.
2. Complete the **STUDENT EVALUATION OF GRADUATE INTERNSHIP SITE** and upload to the Internship Canvas site by the end of the final quarter of internship. Please note that this form may be shared with future internship students.

Evaluating Intern Performance

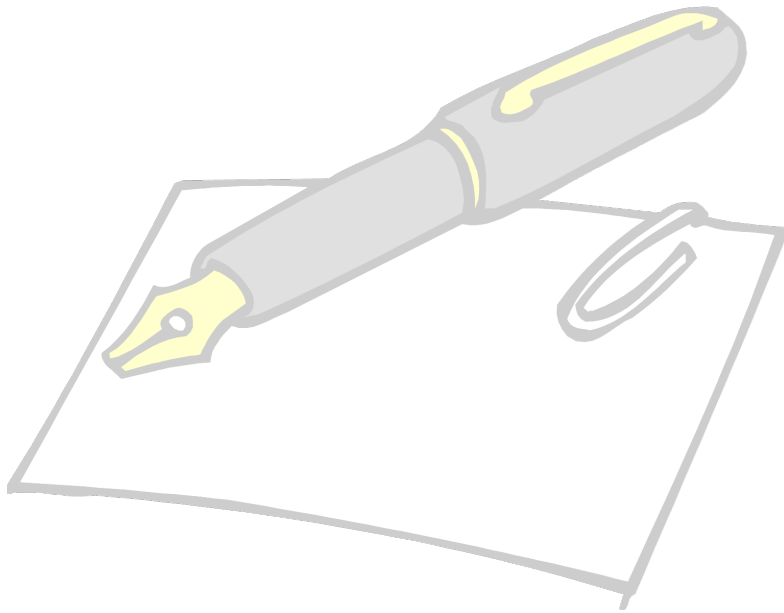
Supervision and evaluation of the intern are joint responsibilities of the clinical site supervisor (and administrative site supervisor, if applicable) and the faculty supervisor. All supervisors must maintain an ongoing interest and involvement in the intern's progress. The clinical site supervisor (and administrative site supervisor, if applicable) provides direct daily supervision or selectively assigns the intern to work with other experienced staff members. Regular meetings, at least once a week, must be scheduled to provide the intern with constructive feedback and discuss upcoming activities.

The faculty supervisor monitors the interns' progress via the weekly journals. The faculty supervisor is available for consultation should questions or problems arise. Students should contact the faculty supervisor immediately when there is a concern or problem. Routine communication by either student or clinical site supervisor (and administrative site supervisor, if applicable) is encouraged throughout the internship. Given this practice, it is important that weekly journals are sufficiently detailed and reflect accurate feelings about each week's activity.

Evaluation meetings with the clinical site supervisor (and administrative site supervisor, if applicable) and faculty supervisor will be conducted towards the end of each quarter of internship. This meeting can be either in-person, by phone, or through videoconferencing, depending on the preference of the clinical site supervisor (and administrative site supervisor, if applicable) and/or faculty supervisor.

The intern and the clinical site supervisor (and administrative site supervisor, if applicable) should realize that responsibility for assigning a grade for the entire fieldwork experience rests with the faculty supervisor. The site supervisor's evaluations are always heavily weighted, but other factors are also considered, such as the quality of the intern's assignments, in-class observations and participation, and the intern's self-assessments. It has been found that in most cases all parties concerned agree upon successful completion.

APPENDIX A



PRE-PRACTICUM FORMS

MA IN REHABILITATION COUNSELING PROGRAM STUDENT PRE-PRACTICUM AGREEMENT

This agreement is made on _____ by and among WWU MA in Rehabilitation Counseling
(Date)
Program, _____, and _____.
(Pre-Practicum Site) (Student)

The agreement will be effective for a period from _____ to _____ for ___ hours per week.
(Date) (Date)

Purpose

The purpose of this agreement is to provide a qualified graduate student with a rehabilitation counseling pre-practicum experience.

The university program/faculty instructor agrees

1. to assign an RC Clinical Coordinator to facilitate communication between the university and site;
2. to assign a university faculty supervisor who is a Certified Rehabilitation Counselor;
3. to notify the student that they must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
4. to be available for consultation with both site supervisors and students and shall be immediately contacted should any problem or change in relation to student, site, or university occur;
5. to assign a pre-practicum grade;
6. to assist pre-practicum student in locating sites for field experience, as needed;
7. to prepare pre-practicum student for placement in the field;
8. to have periodic communication with the site supervisor at the approved pre-practicum site to discuss pre-practicum student's program;
9. to meet on a regularly scheduled basis with the pre-practicum student to assess clinical skills and review progress; and
10. To collaborate with the site supervisor in evaluating the pre-practicum student's professional growth.

The pre-practicum site/site supervisor agrees

1. to assign a pre-practicum supervisor who has appropriate credentials, time, and interest for training the pre-practicum student, preferably a Certified Rehabilitation Counselor;
2. to complete the required WWU RC Supervisor Training, if not completed previously;
3. to provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student's performance, which may include: (a) using information from records, (b) gathering additional background information, (c) conducting intake interviews, (d) administering tests or evaluation tools, (e) developing counseling and communication skills, (f) assisting with setting goals and planning, (g) consulting with work supervisors or employers, (h) writing reports, and (i) attending meetings;
4. to provide opportunities for the student to learn about and engage in multicultural rehabilitation counseling;
5. to provide opportunities for the student to learn about and apply ethics and ethical decision-making;
6. to provide the student with adequate workspace, telephone, office supplies, and staff support to conduct professional activities;
7. to provide weekly supervision meetings with the pre-practicum student to discuss performance, provide mentoring, and support with clinical issues;
8. to verify Pre-Practicum hours through signing the Contact Hours form at the end of the quarter;
9. to meet with the student and faculty supervisor at the end of the quarter to discuss performance;
10. to immediately communicate any concerns regarding the pre-practicum student to the faculty supervisor and/or the RC Clinical Coordinator.

The student agrees

1. to maintain standards in keeping with the Code of Professional Ethics for Rehabilitation Counselors;
2. to act within the limits of their defined roles, training, and competencies as defined and approved in this document;
3. to obtain and maintain individual professional liability insurance coverage;
4. to adhere to the policies and procedures for professional personnel at the pre-practicum site (e.g., working hours, dress, and activities) for the duration of the field experience;
5. to cooperate with the site supervisor and faculty supervisor, submitting reports at appropriate times, and keeping a log of activities performed as part of the pre-practicum;
6. to respect the confidentiality of information about clients or participants of the pre-practicum site at all times, and to follow any policies or guidelines of the university and the pre-practicum site relating to research or training with human subjects;
7. to report concerns or problems promptly and completely to both the site and faculty supervisors so that these issues may be resolved as soon as possible;
8. to avoid undertaking any activity in which competency, personal problems, or conflicts of interest are likely to lead to inadequate performance. If such a situation arises, the student shall seek agency or faculty supervisor assistance to determine the appropriate course of action;
9. to complete all course assignments and submit required pre-practicum documentation by specified due dates;
10. to attend all scheduled group supervision sessions and course seminar sessions;
11. to regularly meet and communicate with the Faculty supervisor for the purpose of evaluation of guidance, clinical skills, and professional growth; and
12. to complete the following evaluation activities: (a) Final Reflection Paper as a Self-Assessment and (b) a Faculty Evaluation.

FACULTY SUPERVISOR

 Typed Name

 E-mail

 Phone

 Certified Rehabilitation Counselor (CRC) #

 Faculty Supervisor Signature

CLINICAL SITE SUPERVISOR

 Typed Name

 E-mail

 Phone

 Certified Rehabilitation Counselor (CRC) #

 Other Credential (Type, No., and State)

 Signature

 Date

STUDENT

 Typed Name

 Student Signature

SITE ADDRESS:

RC CLINICAL COORDINATOR

 Dr. Kevin Bengtson Signature (CRC# 00116555)

 Date

**ADMINISTRATIVE SITE SUPERVISOR
(if applicable)**

 Typed Name

 Email

 Phone

 Signature

 Date

Pre-Practicum Contact Hours

Student Name _____

Month/Year _____

	Column 2	Column 3	Column 4	Column 5	Column 6	
Date	Direct Service Hours	Indirect Service Hours	Individual Site Supervision	Total Site Pre-Practicum Hours *	Faculty Supervision/Class Hours	Total Hours
Totals						

* By the end of Pre-Practicum, students need to complete a minimum of 50 hours at the pre-practicum site (sum of columns 2-4) and a minimum of 5 hours of individual site supervision (column 4).

Student Signature: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

APPENDIX B



PRACTICUM FORMS

MA IN REHABILITATION COUNSELING PROGRAM STUDENT PRACTICUM AGREEMENT

This agreement is made on _____ by and among WWU MA in Rehabilitation Counseling
(Date)
Program, _____, and _____.
(Practicum Site) (Student)

The agreement will be effective for a period from _____ to _____ for ____ hours per week.
(Date) (Date)

Purpose

The purpose of this agreement is to provide a qualified graduate student with a rehabilitation counseling practicum experience.

The university program/faculty instructor agrees

1. to assign an RC Clinical Coordinator to facilitate communication between the university and site;
2. to assign a university faculty supervisor who is a Certified Rehabilitation Counselor;
3. to notify the student that they must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
4. to be available for consultation with the clinical site supervisor (and administrative site supervisor, if applicable) and student and shall be immediately contacted should any problem or change in relation to student, site, or university occur;
5. to assign a practicum grade;
6. to assist practicum student in locating sites for field experience, as needed;
7. to prepare practicum student for placement in the field;
8. to meet in person or communicate through electronic means, at a minimum, before the start of practicum and during the middle and end of the quarter with the clinical site supervisor (and administrative site supervisor, if applicable) to discuss the practicum student's performance;
9. to meet on a regularly scheduled basis with the practicum student to assess clinical skills and review progress; and
10. to collaborate with the clinical site supervisor (and administrative site supervisor, if applicable) in evaluating the practicum student's professional growth.

The practicum site/agency agrees

1. to assign a practicum supervisor who has appropriate credentials, time, and interest for training the practicum student, preferably a Certified Rehabilitation Counselor;
2. to provide opportunities for the student to engage in a variety of counseling activities under supervision, which may include: (a) using information from records, (b) gathering additional background information, (c) conducting intake interviews, (d) administering tests or evaluation tools, (e) assisting with setting goals and planning, (f) consulting with work supervisors or employers, (g) writing reports, and (h) attending meetings;
3. to provide opportunities for the student to conduct individual counseling sessions;
4. to provide opportunities for the student to learn about and engage in multicultural rehabilitation counseling;
5. to provide opportunities for the student to learn about and apply ethics and ethical decision-making; and
6. to provide the student with adequate workspace, telephone, office supplies, and staff support to conduct professional activities.

The clinical site supervisor agrees

1. to complete the required WWU RC Supervisor Training, if not completed previously;
2. to provide weekly supervision meetings with the practicum student to discuss performance, provide mentoring, and support with clinical issues;

3. if the faculty member is not the clinical supervisor, to meet in person or communicate through electronic means, at a minimum, before the start of practicum and during the middle and end of the quarter with the faculty member to discuss the practicum student's performance;
4. to verify monthly Practicum hours through signing the monthly Contact Hours form; and
5. to conduct a written evaluation of the practicum student including completing the Site Supervisor's Evaluation of Student Practicum Performance;
6. to immediately communicate any concerns regarding the practicum student to the faculty supervisor and/or the RC Clinical Coordinator.

The administrative site supervisor agrees (if applicable)

1. to complete the required WWU RC Supervisor Training, if not completed previously;
2. to verify monthly Practicum hours, in collaboration with the clinical site supervisor, through signing the monthly Contact Hours form;
3. to conduct a written evaluation of the practicum student including completing the Site Supervisor's Evaluation of Student Practicum Performance, in collaboration with the clinical site supervisor; and
4. to immediately communicate any concerns regarding the practicum student to the faculty supervisor and/or the RC Clinical Coordinator.

The student agrees

1. to maintain standards in keeping with the Code of Professional Ethics for Rehabilitation Counselors;
2. to act within the limits of their defined roles, training, and competencies as defined and approved in this document;
3. to maintain individual professional liability insurance coverage;
4. to adhere to the policies and procedures for professional personnel at the practicum site (e.g., working hours, dress, and activities) for the duration of the field experience;
5. to cooperate with the clinical site supervisor (and administrative site supervisor, if applicable) and faculty supervisor, submitting reports at appropriate times, and keeping a log of activities performed as part of the practicum;
6. to respect the confidentiality of information about clients or participants of the practicum site at all times, and to follow any policies or guidelines of the university and the practicum site relating to research or training with human subjects;
7. to report concerns or problems promptly and completely to site and faculty supervisors so that these issues may be resolved as soon as possible;
8. to avoid undertaking any activity in which competency, personal problems, or conflicts of interest are likely to lead to inadequate performance. If such a situation arises, the student shall seek agency or faculty supervisor assistance to determine the appropriate course of action;
9. to complete all course assignments and submit required practicum documentation by specified due dates;
10. to attend all scheduled group supervision sessions and course seminar sessions;
11. to regularly meet and communicate with the Faculty supervisor for the purpose of evaluation of guidance, clinical skills, and professional growth; and
12. to complete the following evaluation activities: (a) Student Self-Assessment of Practicum Learning, (b), Student Evaluation of Graduate Practicum Site, and (c) Faculty Evaluation.

FACULTY SUPERVISOR

Name: _____

Email: _____

Phone: _____

CRC#: _____

Signature: _____

Date: _____

STUDENT

Name: _____

Signature: _____

Date: _____

RC CLINICAL COORDINATOR

Name: Dr. Kevin Bengtson

CRC#: 00116555

Signature: _____

Date: _____

CLINICAL SITE SUPERVISOR

Name: _____

Email: _____

Phone: _____

CRC#: _____

Other Credential (Type, #, and State): _____

Signature: _____

Date: _____

SITE ADDRESS

**ADMINISTRATIVE SITE SUPERVISOR
(if applicable)**

Name: _____

Email: _____

Phone: _____

Signature: _____

Date: _____

Practicum Contact Hours

Student Name _____

Month/Year _____

	Column 2	Column 3	Column 4	Column 5	Column 6
Date	Direct Service Hours	Indirect Service Hours	Clinical Individual Supervision	Class Hours	Total Practicum Hours *
					0
					0
					0
					0
					0
					0
					0
					0
					0
					0
					0
					0
					0
					0
					0
					0
					0
					0
					0
					0
Totals	0	0	0	0	0

* By the end of Practicum, students need to complete a minimum of 100 hours at the practicum site (sum of columns 2-5), a minimum of 40 hours of direct service (column 2), and a minimum of 10 hours of clinical individual supervision (column 4).

Student Signature: _____ Date: _____

Clinical Site Supervisor Signature: _____ Date: _____

Administrative Site Supervisor Signature (if applicable): _____ Date: _____

**Department of Health and Community Studies
Western Washington University**

CLIENT RELEASE FORM

I, _____, agree to be counseled by
_____, a practicum student in the MA in Rehabilitation
Counseling Program, Department of Health and Community Studies, Western Washington
University.

I further understand that I will participate in counseling sessions that will be audio/video
recorded and viewed by practicum students and faculty.

I understand that I will be counseled by a graduate student who has completed advanced
coursework in rehabilitation counseling.

I understand that the student will be supervised by a faculty member and clinical site supervisor.

The recording(s) will be destroyed shortly after the quarter is over. Following the guidance of
[WAC 388-891A-0102](#), this client release form will be held by the student for 6 years and then
destroyed.

Client's Signature _____ Age _____

Are you agreeing to this form via an electronic signature (type yes or no)? _____

Date _____

Parent/Guardian Signature (if required) _____

Date _____

STUDENT SELF-ASSESSMENT OF PRACTICUM LEARNING

Prior to the final meeting with the instructor and clinical site supervisor (and administrative site supervisor, if applicable), each student is required to write a short (3 to 5 page) reflection on your performance and experience.

Please use the following areas to structure your self-assessment:

1. An overview of the activities in which you participated with an analysis of the personal and professional development gained from these activities. The following activities, as described in the Practicum manual, are provided as a guide for this summary and analysis, however, not all practicum students experience all activities.
 - a. Providing multicultural rehabilitation counseling
 - b. Applying ethics
 - c. Using information from records
 - d. Gathering additional background information
 - e. Conducting intake interviews
 - f. Administering tests/evaluation tools
 - g. Providing counseling and effective communication
 - h. Assisting with goal setting and planning
 - i. Consulting with work supervisor/employer
 - j. Writing reports
 - k. Attending meetings, conferences, etc.
2. A self-assessment of your counseling skills and relative strengths and weaknesses
 - a. Active listening
 - b. Use of silences
 - c. Use of good questions (both closed and open-ended)
 - d. Reflection
 - e. Confrontation
 - f. Interpretation
 - g. Self-disclosure
3. Implications for your learning goals in internship.

On the scale below, please rate how the practicum experience has enhanced your knowledge/skill base in the areas listed. Please add any comments to your rating.

1. Excellent
2. Very Good
3. Good
4. Satisfactory
5. Unsatisfactory
6. N/A – not applicable

A. Knowledge and application of basic skills and techniques in counseling _____

Comments:

B. Application of the individual counseling process _____

Comments:

C. Application of the group counseling process _____

Comments:

D. Application of multicultural rehabilitation counseling _____

Comments:

E. Problem-solving and ethical decision-making _____

Comments:

F. Professionalism _____

Comments:

Would you recommend this site/agency to another rehabilitation counseling practicum student?

Yes _____ No _____

Comments:

**SITE SUPERVISOR'S EVALUATION OF STUDENT
PRACTICUM PERFORMANCE**

**MA in Rehabilitation Counseling Program
Department of Health and Community Studies
Woodring College of Education**

Name of practicum student _____

Period covered by the evaluation _____

Directions: Check the box that best evaluates the practicum student on their performance in each area using the following rating scale:

- N/A Not Applicable or unable to assess
- 1 Unsatisfactory progress towards meeting performance standards
- 2 Satisfactorily working towards meeting performance standards
- 3 Meets performance standards
- 4 Exceeds performance standards

General Skills	1	2	3	4	N/A
a. Accomplishes tasks with an appropriate level of supervision					
b. Demonstrates appropriate levels of confidence					
c. Is organized and efficient in accomplishing assigned duties					
d. Demonstrates problem solving by obtaining necessary information and asking for help when needed					
e. Dresses professionally and appropriately for the work setting					
f. Is professional in relationships with clients and staff					
g. Shows knowledge of agency structure, function, policy, and procedures					
h. Is punctual in reporting to work and meetings					
i. Accepts constructive criticism and positive feedback concerning performance					
j. Demonstrates the ability to collaborate with others					

Counseling Skills	1	2	3	4	N/A
a. Researches the case prior to the first interview					
b. Conducts interviews and counseling sessions in a relaxed and comfortable nature					
c. Communicates interest in and acceptance of the client					
d. Facilitates client expression of concerns and feelings					
e. Focuses on the content of the client's presenting issue(s)					
f. Uses relevant client information when deciding on various counseling techniques and their implications					
g. Uses silence effectively in the counseling session					
h. Uses self-disclosure in an appropriate manner					
i. Recognizes and pursues discrepancies and meaning of inconsistent information					
j. Facilitates realistic goal setting with the client					
k. Uses relevant case data in planning both immediate and long-range goals					
l. Encourages appropriate action-step planning with the client					
m. Explains, administers, and interprets tests correctly					
n. Demonstrates accuracy and clarity in written and verbal communication					
o. Completes case reports and records punctually and conscientiously					
p. Demonstrates knowledge of the Code of Professional Ethics for Rehabilitation Counselors					
q. Demonstrates ethical behavior in the counseling and case management activities					
r. Shows sensitivity to clients and colleagues while maintaining appropriate boundaries					

Please comment on any areas identified above where the student *demonstrated strength* related to the professional performance standards. _____

Please comment on any areas identified above where the student *did not meet* professional performance standards. _____

Additional comments and/or suggestions: _____

Signatures

Clinical Site Supervisor Signature _____
Date

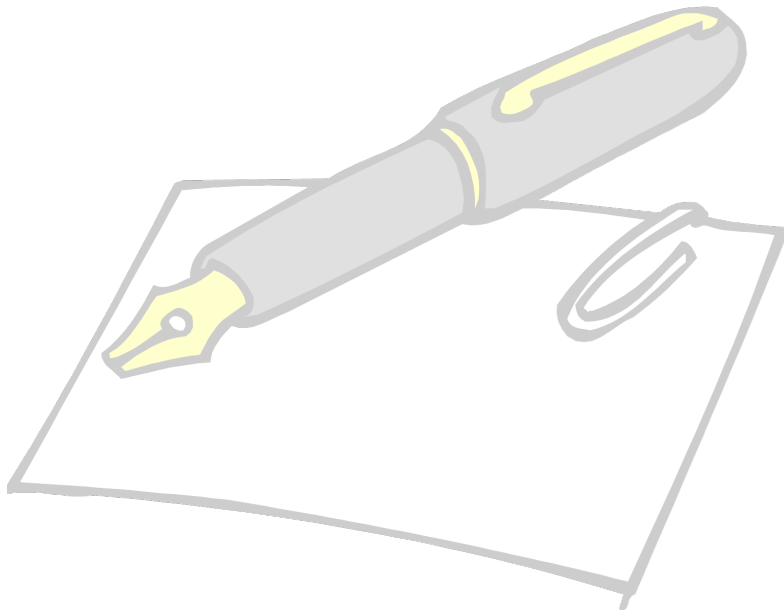
Administrative Site Supervisor Signature (if applicable) _____
Date

Faculty Supervisor Signature _____
Date

My signature indicates that I have read the above report and have discussed the content with my site supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

Student Signature _____
Date

APPENDIX C



INTERNSHIP FORMS

MA IN REHABILITATION COUNSELING PROGRAM STUDENT INTERNSHIP AGREEMENT

This agreement is made on _____ by and among WWU MA in Rehabilitation Counseling
(Date)
Program, _____, and _____.
(Internship Site) (Student)

The agreement will be effective for a period from _____ to _____ for ____ hours per week.
(Date) (Date)

Purpose

The purpose of this agreement is to provide a qualified graduate student with an internship experience in the field of rehabilitation counseling.

The university program/faculty instructor agrees

1. to assign an RC Clinical Coordinator to facilitate communication between the university and site;
2. to assign a university faculty supervisor who is a Certified Rehabilitation Counselor;
3. to notify the student that they must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
4. to be available for consultation with the clinical site supervisor (and administrative site supervisor, if applicable) and students and shall be immediately contacted should any problem or change in relation to student, site, or university occur;
5. to assign an internship grade;
6. to assist internship student in locating a site for field experience, as needed;
7. to prepare internship student for placement in the field;
8. to meet in person or communicate through electronic means, at a minimum, at the beginning, middle, and end of the quarter with the clinical site supervisor (and administrative site supervisor, if applicable) to discuss the internship student's performance;
9. to meet on a regularly scheduled basis with the internship student to assess clinical skills and review progress; and
10. to collaborate with the clinical site supervisor (and administrative site supervisor, if applicable) in evaluating the internship student's professional growth.

The internship site/agency agrees

1. to assign an internship supervisor who has appropriate credentials, time, and interest for training the internship student, preferably a Certified Rehabilitation Counselor;
2. to provide opportunities for the student to engage in a variety of counseling activities under supervision, which may include: (a) learning about the agency and the regulations and policies, (b) conducting intake or screening interviews, (c) using medical and/or psychological diagnostic information for planning, (d) administering tests or evaluation tools, (e) setting goals and planning with clients, (f) providing case management, (g) providing job development and job placement services, (h) consulting with vendors and community rehabilitation providers, (i) consulting with work supervisors or employers, (j) writing reports, and (k) attending meetings;
3. to provide opportunities for the student to conduct individual and group counseling sessions;
4. to provide opportunities for the student to learn about and engage in multicultural rehabilitation counseling;
5. to provide opportunities for the student to learn about and apply ethics and ethical decision-making; and
6. to provide the student with adequate workspace, telephone, office supplies, and staff support to conduct professional activities.

The clinical supervisor agrees

1. to complete the required WWU RC Supervisor Training, if not completed previously;
2. to provide weekly supervision meetings with the internship student to discuss performance, provide mentoring, and support with clinical issues;
3. to periodically assess the internship student's counseling skills;
4. if the faculty member is not the clinical supervisor, to meet in person or communicate through electronic means, at a minimum, at the beginning, middle, and end of the quarter with the faculty member to discuss the internship student's performance;
5. to verify monthly Internship hours through signing the monthly Contact Hours form;

6. to conduct a written evaluation of the internship student including completing the Site Supervisor's Evaluation of Student Internship Performance; and
7. to immediately communicate any concerns regarding the internship student to the faculty supervisor and/or the RC Clinical Coordinator.

The administrative supervisor agrees (if applicable)

1. to complete the required WWU RC Supervisor Training, if not completed previously;
2. to verify monthly Internship hours through signing the monthly Contact Hours form, in collaboration with the clinical site supervisor;
3. to conduct a written evaluation of the internship student including completing the Site Supervisor's Evaluation of Student Internship Performance, in collaboration with the clinical site supervisor; and
4. to immediately communicate any concerns regarding the internship student to the faculty supervisor and/or the RC Clinical Coordinator.

The student agrees

1. to maintain standards in keeping with the Code of Professional Ethics for Rehabilitation Counselors;
2. to act within the limits of their defined roles, training, and competencies as defined and approved in this document;
3. to maintain individual professional liability insurance coverage;
4. to adhere to the policies and procedures for professional personnel at the internship site (e.g., working hours, dress, and activities) for the duration of the field experience;
5. to cooperate with the clinical site supervisor (and administrative site supervisor, if applicable), submitting reports at appropriate times, and keeping a log of activities performed as part of the internship;
6. to respect the confidentiality of information about clients or participants of the internship site at all times, and to follow any policies or guidelines of the university and the internship site relating to research or training with human subjects;
7. to report concerns or problems promptly and completely to site and faculty supervisors so that these issues may be resolved as soon as possible;
8. to avoid undertaking any activity in which competency, personal problems, or conflicts of interest is likely to lead to inadequate performance. If such a situation arises, the student shall seek agency or faculty supervisor assistance to determine the appropriate course of action;
9. to review available information about the client in preparation for all intake and subsequent sessions with clients;
10. to demonstrate effective counseling skills when interacting with clients;
11. to interact with a variety of clients characterized by diverse presenting problems and individual differences;
12. to formulate treatment plans in accordance with agency guidelines based on information collected through intake activities and evaluation of background information;
13. to assist clients in applying (a) skills learned through group work, (b) results of individual appraisal, and (c) career information and life experiences;
14. to assist clients in developing longer-range plans (e.g., personal-social, education, career development);
15. to facilitate group work using group process and workshop skills;
16. to consult with other professionals regarding presenting problems and preferred courses of action;
17. to refer clients to other human services professionals and programs in compliance with agency guidelines;
18. to conduct individual appraisal activities as required by the agency;
19. to conduct public information activities, appropriate to the agency;
20. to participate in or help conduct professional development activities;
21. to help conduct program management activities;
22. to attend all training sessions required by the internship site;
23. to complete all assignments and submit required documentation by specified due dates;
24. to attend all scheduled group supervision sessions and course seminar sessions; and
25. to conduct the following evaluation activities: (a) a self-assessment of clinical skills at the end of internship, (b) an evaluation of both the site supervisor and the site, and (c) an evaluation of the faculty supervisor (through the WWU course evaluation process).

FACULTY SUPERVISOR

Name: _____

Email: _____

Phone: _____

CRC#: _____

Signature: _____

Date: _____

STUDENT

Name: _____

Signature: _____

Date: _____

RC CLINICAL COORDINATOR

Name: Dr. Kevin Bengtson

CRC#: 00116555

Signature: _____

Date: _____

SITE ADDRESS

CLINICAL SITE SUPERVISOR

Name: _____

Email: _____

Phone: _____

CRC#: _____

Other Credential (Type, #, and State): _____

Signature: _____

Date: _____

**ADMINISTRATIVE SITE SUPERVISOR
(if applicable)**

Name: _____

Email: _____

Phone: _____

Signature: _____

Date: _____

INTERNSHIP
Extended Learning Agreement
(For students using their place of employment as their Internship site and have been employed in the same position for two or more years)

Student _____ Quarter(s)/Year _____

Identify or describe the activities that you will engage in for your extended learning component of your internship.

What are the expected “new” learning outcomes from these activities?

The number of hours you will devote to these activities should be between **150-200** of the total 600 required internship hours.

Student Signature

Date

Clinical Site Supervisor Signature

Date

Administrative Site Supervisor Signature (if applicable)

Date

Dr. Kevin Bengtson, RC Clinical Coordinator Signature

Date

Internship Contact Hours

Student Name _____

Month/Year _____

	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Date	Direct Service Hours	Group Counseling Hours	Indirect Service Hours	Extended Learning Hours (if applicable)	Clinical Individual Supervision	Class Hours	Total Internship Hours *
							0
							0
							0
							0
							0
							0
							0
							0
							0
							0
							0
							0
							0
							0
							0
							0
							0
							0
							0
							0
							0
Totals	0	0	0	0	0	0	0

* By the end of Internship (typically 2 quarters), students need to complete a minimum of 600 hours at the internship site(s) (sum of columns 2-7), a minimum of 240 hours of direct service (column 2-3), and a minimum of 20 hours of individual clinical site supervision (column 6).

Student Signature: _____ Date: _____

Clinical Site Supervisor Signature: _____ Date: _____

Administrative Site Supervisor Signature (if applicable): _____ Date: _____

SELF-ASSESSMENT OF INTERNSHIP PERFORMANCE

During your final internship quarter, each student is required to complete and submit this form in Canvas. This self-assessment of internship performance should be concise and no more than 3 to 5 pages double-spaced.

The self-assessment should include:

1. your stated internship goals and objectives from the Student Internship Agreement;
2. what you were able to complete and what, if anything, you were not able to complete;
3. an overview of the activities in which you participated with an analysis of the personal and professional development gained from these activities;
4. what was learned about the particular setting, occupation(s), and populations you encountered;
5. self-assessment of your performance and relative strengths and weaknesses; and
6. implications for your employment immediately following graduation.

STUDENT EVALUATION OF GRADUATE INTERNSHIP SITE

(Please note that this form may be shared with future internship students.)

NAME: _____ DATE: _____

AGENCY NAME: _____

SITE SUPERVISOR: _____

Please complete the questions below and submit via Canvas. If you were at multiple sites for internship, complete a separate form for each site.

1. Evaluate the overall quality of your internship experience.
2. Evaluate and discuss the quality of supervision you received from your internship site supervisor.
3. Discuss strengths at this agency for an internship experience.
4. Discuss challenges at this agency for an internship experience.
5. Discuss your opportunities for counseling experience during this internship placement.
6. Discuss your opportunities to perform rehabilitation counseling duties, other than counseling, during this internship placement.

On the scale below, please rate how the internship experience has enhanced your knowledge/skill base in the areas listed. Please add any comments to your rating.

1. Excellent
2. Very Good
3. Good
4. Satisfactory
5. Unsatisfactory
6. N/A – not applicable

A. Professional application of counseling skills and techniques _____
Comments:

B. Professional application of group counseling skills and techniques _____
Comments:

C. Problem-solving and decision-making skills _____
Comments:

D. Professional application of case management skills _____
Comments:

E. Professional applications of ethics _____
Comments:

F. Ability to work with diverse clients _____
Comments:

G. Professionalism _____
Comments:

Would you recommend this site/agency to another rehabilitation counseling internship student?

Yes _____ No _____

Why or why not:

**SITE SUPERVISOR'S EVALUATION OF STUDENT
INTERNSHIP PERFORMANCE**

**Master of Arts in Rehabilitation Counseling Program
Department of Health and Community Studies, Woodring College of Education**

Student:

Internship Agency:

Site Supervisor:

Quarter:

Excellent: Always performs above the minimum requirements and shows outstanding aptitude and application of techniques and concepts of Rehabilitation Counseling

Above Average: Always meets minimum requirements in a satisfactory manner, and performs at a level considerably above that normally expected of a graduate intern.

Average: Usually meets minimum requirements in a satisfactory manner; performs as might be expected of a graduate intern.

Below Average: Occasionally fails to meet minimum requirements in a satisfactory manner, performs at a level somewhat below that expected of a graduate intern.

No Basis: No basis exists on which to evaluate the graduate intern.

**SITE SUPERVISOR'S EVALUATION OF STUDENT
INTERNSHIP PERFORMANCE**

I. SUCCESS IN FORMING AND MAINTAINING EFFECTIVE RELATIONSHIPS					
	Excellent	Above Average	Average	Below Average	No Basis
With Clients					
With Other Agency Rehabilitation Counselors					
Staff					
Supervisors					
Overall Agency					
Outside Agencies					
Please comment on the intern's success in forming and maintaining effective relationships:					
II. SKILLS IN COUNSELING:					
	Excellent	Above Average	Average	Below Average	No Basis
Knowledge & Understanding					
Rehabilitation principles and process					
Psychological aspects of rehabilitation					
Medical aspects of rehabilitation					
Community resources					
Ethical principles & standards					
Appropriate legal principles & ethical decision-making skills					
Developing & maintaining a counseling relationship					
Establishing client goals & objectives of counseling					
Facilitating an individual's independent decision-making					
Multicultural techniques and effective counseling approaches with culturally diverse clients					
Please comment on the intern's skill in counseling:					

III. CASE WORK SKILLS & ABILITIES:					
	Excellent	Above Average	Average	Below Average	No Basis
Development of a rehabilitation plan					
Report writing and documentation					
Identification of individual strategies to resolve problems that impede the rehabilitation process					
Identify available resources and determine jointly, with the consumer, an appropriate rehabilitation plan					
Facilitate, with the client, the development of a rehabilitation transition and /or independent living plan					
Communicate with other service providers involved with the client/family					
Determine mutual responsibilities with other service providers involved with the client/family					
Assist clients in identifying potential fiscal resources to obtain needed services					
Evaluate the feasibility of a client's rehabilitation or independent living objectives					
Assess the client's capabilities to make decisions					
Establish follow-up and/or follow-along procedures to maximize a client's independent functioning					
Demonstration of skills in job analysis, working site modification, and/or restructuring, including the application of appropriate technology					
Demonstration of skills in job developing, job placement, employer contacts, supported employment, follow-up, and/or follow-along services					
Demonstration of appropriate and effective case work with culturally diverse clients					
Please comment on the intern's skill in case work:					

IV. WORK HABITS AND PERSONAL TRAITS & ATTITUDES:*

	Excellent	Above Average	Average	Below Average	No Basis
A. Work habits					
B. Personal traits and attitudes					
C. Professional Growth and Potential					

Comments:

*If “below average” or “not acceptable,” please comment on reverse side of this sheet

V. READINESS FOR INTERNSHIP	Excellent	Above Average	Average	Below Average	No Basis

Summary of comments made by clients the intern worked with based on the Summary of Client Feedback form found on next page:

Based on your observations, was this intern adequately prepared to be effective in the internship placement?

In what type of rehabilitation counseling setting (clients, services, and skills) do you feel this graduate intern would be most effective?

What recommendations or suggestions would you make for the WWU MA in Rehabilitation Counseling Program for improving or enhancing student training?

Additional Comments:

Clinical Site Supervisor Signature

Date

Administrative Site Supervisor Signature (if applicable)

Date

Faculty Supervisor Signature

Date

My signature indicates that I have read the above report and have discussed the content with my site supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

Student Signature

Date

**WESTERN WASHINGTON UNIVERSITY
MA in Rehabilitation Counseling Program**

Summary of Client Feedback

Intern Name: _____

Date: _____

Instructions for the Student's On-Site Supervisor: As part of your supervision of the intern, you are asked to make contact with the clients with whom the intern has been working, and to find out how well the intern performed, from their perspective. You are asked to summarize the information from clients in some written form. For your reference, the following is a list of questions you may wish to ask clients:

To what extent did you feel:

1. that your opinion was valued in determining your rehabilitation plan?
2. you were able to choose what you would do?
3. your counselor listened to you?
4. your counselor challenged you and made you look at things differently?
5. your counselor had the necessary knowledge and skills to plan an appropriate array of services?
6. your counselor knew the community services that you would need to succeed?
7. your counselor supported you in your attempt to consider employment options?
8. your counselor understood employment law and job issues sufficiently to help you in job seeking activities?

Other comments about your counselor?

APPENDIX D



DEPARTMENT OF HEALTH AND COMMUNITY STUDIES CASE CONFERENCE POLICY

Department of Health and Community Studies Field Placement Case Conference Policy

A student may be removed from a field studies placement (also known as practicum/internship) or restricted from access to field studies opportunities because s/he does not meet the professional performance expectations of the department. Successful completion of the field studies component of the human services curriculum (HSP 340 and HSP 440) are required to complete the major. Permanent restriction or removal from field studies would result in a student's removal from the Human Services major. In Rehabilitation Counseling, students must earn a grade of B or better in RC 583 and successfully complete 50 hours of pre-practicum (RC 590), 100 hours of practicum (RC 591), and 600 hours of internship (RC 592). Restriction or removal from practicum or internship would result in a student's inability to complete the Rehabilitation Counseling program.

When a student's readiness for, or ability to meet professional performance expectations within a field studies placement is in question, the situation will be referred for a *case conference* prior to *long-term* or *permanent restriction* or *removal* from a field placement. (See definitions below.)

A **case conference** is an opportunity for a student's professional performance to be objectively assessed against the department's requirements and expectations for access to the programs' field studies sequences. A case conference allows University faculty to review facts of a specific situation and fairly determine options and actions to ensure a student's rights are upheld and that placement is in the best interest of the human services and rehabilitation counseling fields and clients for which we educate students to serve.

The case conference is convened by three tenure/tenure track faculty members who serve on the case conference committee. At least one of the committee members will be associated with the student's specific program and site. (Human Services—Bellingham, Everett, or Distance; or Rehabilitation Counseling)

A final decision is provided by this committee according to a reasonably established timeline.

Professional Performance Expectations

The professional performance expectations are outlined in the following program materials:

For Human Services

- Essential Functions document (see Appendix A of the Field Studies Manual)
- Ethical Statements of the National Organization of Humans Services (NOHS) (see Appendix D of the Field Studies Manual.

For Rehabilitation Counseling

- Essential Functions document (see <https://wce.wvu.edu/files/2020-02/RC-AcadProfExpectations.pdf>);
- Scope of Practice (Appendix E of the Student Handbook)

- Code of Professional Ethics for Rehabilitation Counselors from the Commission on Rehabilitation Counselor Certification (see Appendix E of the Supervised Professional Practice Handbook).

Process and Timeline

A case conference is required prior to long-term or permanent restriction or removal from field studies. All aspects of the case conference and final notification shall be completed within a reasonable timeframe. A ten (10) business day period in which to complete the conference, starting upon initial request for removal/restriction from any field studies placement, is recommended by the department. However, the Case Conference Chair adjusts and sets the timeline at the outset of the process. That timeline will supersede the recommended timeline.

The final decision of the case conference committee will be communicated to the student, field site supervisor, Department Chair, and University faculty supervising the student in the field by the Case Conference Committee Chair within two (2) additional business days following the case conference.

The Department of Health and Community Studies abides by the Family Educational Rights and Privacy Act (FERPA) in this process.

The student may appeal the committee's decision to the Department Chair following the process and timeline outlined in Appendix F of the WWU University Catalog. See Academic Grievance and Appeal Policy and Procedures at:

<https://catalog.wwu.edu/content.php?catoid=16&navoid=3744>

While a student may elect to research other placement sites while the case conference procedure is active, the student must not make contact with any current or potential sites until after the case conference is concluded.

Temporary restriction or removal of a student in the field may occur until the case conference procedure has ended.

Limitations on use of the case conference policy:

While a student's academic performance may also restrict a student from initial access to field studies, this policy and subsequent procedure exists only to address professional requirements and expectations of the field.

There may be situations where a field placement is not a good match between the site, the student, and/or the supervisor. If there is no question of a student's ethical or professional behavior or ability to meet essential functions, then a case conference is not required. Rather, at the discretion of the university instructor the student will be allowed to withdraw from a placement and find another placement in order to continue in field studies.

Definitions

Temporary restriction or removal means the period of time between the initiation and the end of the case conference procedure.

Long-term restriction or removal means one to three academic quarters.

Permanent restriction or removal means that the student would not be eligible to complete the field studies sequence within the educational program and would not be able to complete the major.

Restriction means that the student has not yet been placed for any field studies experience.

Removal means that the student has started the field studies sequence and that termination of the current placement within the academic term is in question, as well as, the student's access to future placement.

Procedure

Student Field Placement Restriction or Removal

Prior to any long-term or permanent restriction or removal from field placement, a case conference will take place. University faculty overseeing the student will make a removal or restriction request to the Case Conference Chair.

The Case Conference Chair will determine whether the situation warrants a case conference.

Temporary restriction or removal of a student in the field may occur until the case conference procedure has ended. This action will be determined by the Case Conference Chair.

Restriction Requests

A restriction request may come from any faculty member who identifies concerns regarding a student's readiness for field placement stemming from professional capacity or conduct in the program. A case conference may take place before a student begins practicum, even if the student passes HSP 340 and the benchmark exam for Human Services or RC 583 with a B or better, in the Rehabilitation Counseling program.

The faculty member requesting restriction must document and provide evidence of student behavior(s) that call the student's professional and/or ethical capacity or conduct into question. The faculty member must give the student an opportunity to respond to the evidence prior to making the restriction request to the Case Conference Chair. Whether or not the student agrees that a long-term or permanent restriction is warranted, a restriction request must be made to the Case Conference Chair within two (2) business days of the presentation of reason for restriction to the student.

Removal Requests

A removal request will originate following faculty discussions with a field site supervisor and/or agency representative, based on a report from a variety of possible sources, that brings the student's professional capacity or conduct into question.

The university faculty overseeing the student will first give the student an opportunity to respond to the facts alleged. This must occur within one (1) business day of the initial report.

The overseeing faculty member will decide whether or not to submit a request for a case conference. If a case conference will be requested, the faculty member will provide initial information and recommendations to the Case Conference Chair within two (2) business days after initiation of a report of behavior or circumstance that puts a student's professional ability in question.

For Both Restriction or Removal Requests

When a case conference is appropriate, a case conference date will be set for conclusion of the process within the recommended or adjusted timeline.

The Case Conference Chair will notify the Department Chair, the student and the field site supervisor that a request to remove/restrict placement is being considered and will provide the timeline and process for the case conference.

Further adjustments to the timeline are possible, but should be made with the best interest of the student in mind. If any person involved in the process requests a timeline adjustment, that request must be made in writing to the Case Conference Chair. If the student is not originating this request, the student must be consulted and given the opportunity to waive his/her right to the pre-established timeline. This waiver must be provided in writing.

The case conference committee members ensure completion of any required fact-finding and documentation activity. Fact finding begins concurrently with the initiation of the case conference procedure. If there are no controverted facts, additional witnesses need not be contacted. If the student disputes any or all claims, then fact finding may require contact with others. This includes the field site supervisor, peers, clients, and/or other witnesses or impacted parties. If any person requiring contact is unable to be reached by the conclusion of the fact-finding period, the Case Conference Chair must be notified in writing. The confidentiality of students and non-professional witnesses will be upheld.

Documentation of facts, evidence and a timeline of events must be submitted to the Case Conference Committee three (3) business days in advance of the case conference.

Copies of all submitted materials will be distributed to each case conference participant, including the student, at least two (2) business days prior to the meeting.

Submitted materials should include evidence documenting how the student is not meeting specifics of the Essential Functions for the Human Services or Rehabilitation Counseling programs, the NOHS ethical standards, Scope of Practice, or Code of Professional Ethics for

Rehabilitation Counselors, as applicable and required for continuation in a field study placement (practicum/internship). The student may also elect to submit evidence and/or a written statement to present to the case conference committee.

The purpose of the case conference is to objectively review all evidence provided through fact-finding, hear the student's perspective, and to generate a set of decisions. These decisions include, but are not limited to:

- a. Whether or not the student should be restricted or removed long-term or permanently from access to field studies placement.
- b. If the student is not restricted or removed, should s/he be required to participate in a remediation plan? If a remediation plan is recommended, it is the committee's responsibility to determine the contents of the plan and the process and timeline for monitoring.
- c. If a student has or will be restricted or removed long-term from a field studies placement, the case conference committee must determine the conditions under which the student will be granted access to field placement opportunities in the future and on what timeline. It is up to the case conference committee to identify any additional, specific requirements that the student must meet prior to, or during, this future placement.
- d. Should there be further action, such as possible dismissal from a course or seminar or from the program?

At the conclusion of the case conference, the Case Conference Committee has one additional (1) business day to finalize deliberations, make a decision, and write a concise report that outlines the deciding factors, any recommendations and final decision in the case.

The Case Conference Chair will notify the student, field supervisor, University faculty supervising the student and the Department Chair, in writing, of the committee's final decision within two (2) additional business days of the conference conclusion.

At the point where a student is removed from field experience, the Case Conference Chair will further notify the student's designated academic advisor, who shall contact the Registrar to assist the student in the transition out of the Human Services or Rehabilitation Counseling programs.

The student has five (5) business days of the decision letter to appeal the committee's decision to the Department Chair following the process and timeline outlined in Appendix F of the WWU University Catalog. See Academic Grievance and Appeal Policy and Procedures at: <https://catalog.wvu.edu/content.php?catoid=16&navoid=3744>

Participants

- 1) The case conference will include:
 - a) student (if s/he chooses to attend, see #6 below).

- b) university faculty requesting restriction/removal of the student from field studies placement. This faculty member will not serve as a voting member on the case conference committee
 - c) three tenured/tenure track faculty members who form the decision-making case conference committee.
 - d) a department staff member to take notes. The staff member does not participate in decision-making.
- 2) And may include:
- a) one guest of the student, in accordance with university policy. (See #3 below for details.)
 - b) guest of the department, when deemed appropriate by the Case Conference Chair, such as a field site supervisor or other key parties as determined by the circumstances of the case.
- 3) The student may invite only one guest to attend the case conference. The guest might be a student, a family member, or faculty member/academic advisor who is not serving on the case conference committee. Participation is voluntary, and the guest will be subject to the rules related to guests as determined by the Assistant Attorney General. In addition, the guest will not be able to be present during the committee deliberations or during the final review of the committee decision unless given permission by the Case Conference Chair. It is the student's responsibility to notify the Case Conference Chair that s/he will be bringing a guest at least 48 hours prior to the conference.
- 4) Only the Case Conference Committee members and a staff member, to take notes, are present during case conference committee deliberations. Deliberations may or may not take place immediately following the case conference meeting.
- 5) The committee may elect to consult with other department faculty and/or field supervisors or agency representatives prior to making their final decision.
- 6) The student may elect not to attend the case conference. However, the student will be asked to notify the Case Conference Chair in writing of this decision at least 48 hours prior to the case conference, and s/he will be responsible for the fulfillment of requirements decided upon by the case conference committee.
- 7) The case conference meeting may take place with some or all members participating via video or teleconference.