



SCHOOL FOR GLOBAL INCLUSION AND SOCIAL DEVELOPMENT
UNIVERSITY OF MASSACHUSETTS BOSTON

Field Placement Handbook

Rehabilitation Counseling Program

**School for Global Inclusion and Social Development
College of Education and Human Development
University of Massachusetts Boston**

**Practicum and Internship Information
Updated February, 2022**

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Mission Statement

The Rehabilitation Counseling Program at UMass Boston develops professionals who can advance educational access and economic and social participation for people with disabilities. This mission is accomplished by helping prepare practitioners, scholars, and leaders to promote inclusion in diverse settings and with varied populations at the local, state, national, and/or international level.

Objectives of the Rehabilitation Counseling Program

The primary goal of the Rehabilitation Counseling Program is the preparation of professional rehabilitation counselors in generic skills for employment in state/federal agencies, private nonprofit organizations, hospitals, private companies, etc. Instruction in generic skills and knowledge in rehabilitation counseling have the following objectives:

1. Students will acquire skills in applying theories and techniques of individual, group and family counseling.
2. Students will acquire knowledge of the theoretical basis of behavior, including human growth and development.
3. Students will acquire knowledge of environmental and attitudinal barriers that people with disabilities face and the influence of multicultural differences and gender on people with disabilities.
4. Students will acquire knowledge and skills of case management, including how to identify and use community resources.
5. Students will acquire knowledge of independent living services.
6. Students will acquire knowledge of the history and philosophy of rehabilitation and acquire an understanding of the legislation affecting people with disabilities, including the Americans with Disabilities Act.
7. Students will acquire an understanding of the organizational structure of the United States vocational rehabilitation system.
8. Students will develop an understanding of the legal and ethical standards for the practice of rehabilitation counseling.
9. Students will acquire an understanding of how current and past societal events can impact the rehabilitation process and people with disabilities.
10. Students will acquire knowledge of career development theories as they apply to people with disabilities.
11. Students will develop an understanding of labor market trends and occupational information.

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12. Students will acquire knowledge of the medical aspects of various disabilities, including functional assessments and appropriateness of various interventions.

13. Students will acquire knowledge of the psychosocial aspects of disabilities, including the effects on the person with the disability, their family, and their social network.

14. Students will develop skills in evaluation approaches, including techniques and interpretation of results. Additionally, students will acquire skills in vocational evaluation.

15. Students will acquire knowledge of job analysis, job modification, and job restructuring.

16. Students will acquire skills of job development, job placement, and follow-up or follow-along services.

17. Students will acquire knowledge of supported employment practices.

18. Students will acquire knowledge of rehabilitation research literature and methods of analyzing research quality in professional journals.

19. Students will acquire knowledge of statistical methods and types of research analyses.

20. Students will acquire knowledge of research designs, including survey methods and needs assessment approaches.

21. Students will acquire knowledge of issues and practices of transitions from school to work.

22. Students will acquire knowledge of state and federal entitlements for people with disabilities.

23. Students will acquire knowledge and skills in advocacy to advance the interests of their clients and of the profession.

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Rehabilitation Counseling Program Tracks

Once admitted to the Rehabilitation Counseling program, all students must choose to pursue EITHER the Clinical Rehabilitation Counseling track OR the Vocational Rehabilitation Counseling track. See track descriptions below.

You **must** decide which track you are pursuing once admitted into the program. **The relevant state licensing board in your state has the final decision about licensing, and our program cannot guarantee licensure. The relevant board has the right to require additional classes or to deny licensure.**

Clinical Rehabilitation Counseling Track Description

The Clinical Rehabilitation Counseling track prepares students to work with people with mental health disabilities, as well as other disabilities. The track is fully accredited as a clinical rehabilitation counseling and mental health counseling program through the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

This track focuses on evidence-based interventions for adults and transition-age youth with mental health disabilities, including psychiatric rehabilitation principles and practices, motivational interviewing, and the Individual Placement and Support (IPS) model, to facilitate employment. Graduates from the Clinical Rehabilitation Counseling track will be prepared to work in mental health services and other rehabilitation services. They can also then pursue counseling careers in designated federal programs that require students to graduate from a CACREP-accredited clinical rehabilitation and mental health counseling program, such as Veterans Affairs and TRICARE.

The clinical track provides the opportunity for students to select one elective class as part of their individualized plan of study.

Certification/licensure opportunities for clinical track

1. Students who complete the Clinical Rehabilitation Counseling track will be academically prepared to sit for the **Certified Rehabilitation Counselor (CRC)** exam. This national certification is important for maintaining a professional identity as a rehabilitation counselor.
2. After completing post-master's supervision requirements, students who graduate from the Clinical Rehabilitation Counseling track will be able to sit for the **National Certified Counselor (NCE)** and **National Certified Mental Health Counselor** exam.
3. Licensure is a state issue, and each state has its own regulations. **Students in states other than Massachusetts must check with their state's licensing board to verify that our program meets their state's requirements for licensure.**
4. The plan of study for students in the clinical track is aligned with the educational requirements to become a **Licensed Rehabilitation Counselor (LRC)** in MA after meeting BOTH pre- and post-master's requirements.
5. The plan of study for students in the clinical track also is aligned with the educational requirements to become a **Licensed Mental Health Counselor** in MA. Students must also meet the MA licensing regulation standards regarding practicum and internship and must meet BOTH the pre- and post-master's requirements.

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Vocational Rehabilitation Counseling Track Description

The Vocational Rehabilitation Counseling track prepares students to work with adults or transition-age youth with disabilities in the federal/state vocational rehabilitation system (i.e., Veterans Administration-Vocational Rehabilitation & Employment (VR&E) program) and in community rehabilitation programs. This track offers more flexibility than the clinical track in terms of class options and electives. The track is fully accredited as a Rehabilitation Counseling Program through the Council for Accreditation of Counseling & Related Programs (CACREP).

The vocational track provides the opportunity for students to select four elective classes. The selection of elective classes should be discussed and approved by the students' faculty advisor. Class selection should be coherent with the student's career goals. Some of the key elective focus areas students can choose from are transition of youth from school to work, substance abuse in professional practice, sex and sexuality in counseling practice, public policy, gerontology, human rights, and international development, to name a few.

Certification/licensure opportunities for vocational track

1. Students who graduate from the Vocational Rehabilitation Counseling track will be able to sit for the **Certified Rehabilitation Counselor (CRC)** exam. This certification is important for maintaining a professional identity as a rehabilitation counselor.
2. After completing post-master's supervision requirements, students who graduate from the Vocational Rehabilitation Counseling track will be able to sit for the **National Certified Counselor (NCE)** exam.
3. Students in the vocational track have met the educational requirements to become a **Licensed Rehabilitation Counselor (LRC)** in MA or another state offering licensure for rehabilitation counselors, based on meeting all requirements for licensure in that state and after meeting post-master's requirements. Licensing is a state issue, and each state has its own regulations. **Students in other states must check with their state's licensing board to verify that our program meets their state's requirements for licensure.**

Structure of Practicum/Internship

Students complete the practicum/internship cycle during the last year of their program. Each student will be expected to be involved in three total field placement courses. There will be one practicum experience worth 3 credits total, and two internships of 4 credits each (8 total credits). The practicum is only offered in the summer, and the subsequent internships are offered in the fall and spring. Students pursuing **either track** within the program are required to complete:

- A total of 100 clock hours of practicum, completed in the summer semester.
- A total of 600 clock hours of internship, completed over 2 semesters, in the Fall and Spring semesters. It is anticipated that during the internship the student will manage a small caseload of their own under the supervision of the designated site supervisor.

In conjunction with each practicum/internship, students participate in a practicum seminar of 1.5 hours per week and an internship seminar of 2 hours under the supervision of a faculty member who is a Certified Rehabilitation Counselor (CRC) and/or a Licensed Mental Health Counselor/Licensed Professional

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Counselor (LMHC/LPC). In addition, students receive a minimum of one hour supervision per week from an on-site supervisor.

Practicum and Internship Requirements for the Clinical Rehabilitation Counseling Track

1. The practicum MUST be undertaken before the internship.
2. The onsite supervisor must meet the following criteria: A practitioner with three years of full-time or the equivalent part-time post-licensure clinical mental health counseling experience who is also: (a) a Massachusetts Licensed Mental Health Counselor; (b) a Massachusetts licensed independent clinical social worker; (c) a Massachusetts licensed marriage and family therapist; (d) a Massachusetts licensed psychologist with Health Services Provider Certification; (e) a Massachusetts licensed physician with a sub-specialization in psychiatry; (f) a Massachusetts licensed nurse practitioner with a sub-specialization in psychiatry; or (g) where practice and supervision occur outside of the Commonwealth, an individual who is an independently licensed mental health practitioner with a license or registration equivalent to one listed under 262 CMR 2.02.
3. It is the student's responsibility to document the licensure status of their on-site supervisor. It is not uncommon for supervisor licenses to expire and in those cases the supervision becomes invalid.
4. Site selection: Students must identify a placement site that has integrated programs for the delivery of clinical Mental Health Counseling and has established provisions for appropriate supervision. A Clinical Field Experience Site does not include individual private practice or group private practice. The Massachusetts Rehabilitation Commission is unlikely to meet this requirement as a placement site.
5. Qualifying experience must be at a site that delivers a comprehensive group of diagnostic and psychotherapeutic treatment services to individuals and/or families with mental health issues by an interdisciplinary team.

A clinical rehabilitation counseling placement must meet the following criteria:

- It meets all ethical, legal, HIPAA (Health Insurance Portability and Accountability), and clinical standards of practice.
- It has an organizational structure, with staffing positions, usually including a clinical director and at least one licensed supervisor.
- Clients (adults or transition-age youth, NOT children) have a documented treatment plan.
- Its record-keeping is routine and overseen.
- Requests for records are managed according to written policy consistent with HIPAA etc. and overseen by the licensed supervisor. This supervisor has clinical responsibility for clients and adequate time to ensure clinical success.

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A mental health center must have services available to treat a wide range of mental health and emotional disorders, and it must provide comprehensive diagnostic assessments for a wide range of problems, or the ability to make appropriate referrals when necessary.

Staff Composition Requirements:

The mental health center must have a balanced interdisciplinary staffing plan and should include three or more core professional staff members who are independently licensed as one of the following: Medical Doctor, Psychiatrist, Physician Assistant, Nurse Practitioner, Registered Nurse, Licensed Psychologist, Licensed Independent Clinical Social Worker, Licensed Mental Health Counselor.

6. The practicum consists of a 100-hour mental health counseling placement. The mental health counseling scope of practice includes, but is not limited to, assessment, diagnosis and treatment, counseling, and psychotherapy (of a nonmedical nature) of mental and emotional disorders, psychoeducational techniques aimed at prevention of such disorders, and consultation to individuals, couples, families, groups, organizations, and communities. Such experience does not include vocational guidance services, academic school guidance counseling, industrial or organizational consulting services, teaching, or conducting research. The unit of measurement is direct client contact experience of at least 45 minutes, which may be composed of segments of at least 15 consecutive minutes.
7. The practicum experience of 100 hours must include a minimum of 40 direct client contact hours (including telehealth), as well as 25 contact hours of supervision, of which a minimum of 10 supervisory hours must be individual supervision, a minimum of 5 supervisory hours must be group supervision (such as provided during practicum class time), and the remaining supervisory contact hours may be individual or group supervision.
8. The internship is 600 hours and must include 240 contact hours of direct client (or telehealth) contact experience in clinical field experience sites conforming to the mental health counseling scope of practice. The internship also must include 45 supervisory contact hours of supervision, of which a minimum of 15 hours must be individual supervision; a minimum of 15 hours must be group supervision, with no more than 10 supervisees in a group (this typically includes class attendance); and the remaining 15 hours may be either individual or group supervision.

It is the student's responsibility to ensure that their practicum and internship sites meet their state requirements if they are seeking licensure. Students from Massachusetts are strongly advised to **visit the Massachusetts state website for more information on licensure requirements** (<http://www.mass.gov/ocabr/licensee/dpl-boards/mh/>) **and to download and review the application form** (<https://www.mass.gov/doc/licensed-mental-health-counselor-application-guide/download>).

9. Students are reminded that there are several post-master's requirements for licensure (see direct links above for more information), and it is important that they become familiar with these.

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Practicum and Internship Requirements for the Vocational Rehabilitation Counseling Track

1. The practicum should be undertaken before the internship.
2. The onsite vocational rehabilitation counseling supervisor must meet the following criteria: (a) a rehabilitation counselor currently certified as a Certified Rehabilitation Counselor by the Commission on Rehabilitation Counselor Certification; (b) a currently licensed rehabilitation counselor, or an individual who meets the qualifications for licensure as a rehabilitation counselor by the MA Board Registration of Allied Mental Health and Human Services Professions, or (c) a person who has a minimum of five years of clinical experience in rehabilitation counseling and either a master's degree in rehabilitation counseling or a related field, a doctorate in psychology, or a medical degree with a subspecialization in psychiatry.

The scope of practice for vocational rehabilitation includes but is not limited to:

- Providing individual and group counseling to help clients (adults and transition-age youth, NOT children) adjust to their disability.
- Evaluating clients' abilities, interests, experiences, skills, health, and education.
- Developing a treatment plan for clients, in consultation with other professionals, such as doctors, therapists, and psychologists.
- Arranging for clients to obtain services, such as medical care or career training.
- Helping employers understand the needs and abilities of people with disabilities, as well as laws and resources that affect people with disabilities.
- Helping clients develop their strengths and adjust to their limitations.
- Locating resources, such as wheelchairs or computer software, that help clients live and work more independently.
- Maintaining client records and monitoring clients' progress, adjusting the rehabilitation or treatment plan, as necessary.
- Advocating for the rights of people with disabilities to live in a community and work in the job of their choice.

Criteria for an agency to provide a vocational rehabilitation counseling internship

- Clients should be part of a rehabilitation process and should have written goals.
- Services should be oriented towards the clients' goals.
- Ideally, at least 20% of the clients should be seeking employment. Alternatively, 120 hours of the internship may be undertaken in an organization that supports people with disabilities to obtain and maintain employment.
- Vocational rehabilitation counseling students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks. Practicum students complete at least 40 clock hours of direct service (or telehealth) with actual clients, which contributes to the development of counseling skills. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor

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education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum (this requirement is met through class attendance).

- Vocational rehabilitation counseling students, after the practicum, complete 600 clock hours of a supervised counseling internship in roles that are consistent with the scope of work of a rehabilitation counselor outlined above. Internship students complete at least 240 clock hours of direct service (or telehealth). Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member. Internship students participate in an average of 2 hours per week of group supervision on a regular schedule throughout the internship (this is typically provided in the class setting).
- For the CRC, the 600 internship hours can be verified by the student's advisor or internship class instructor.

Practicum/Internship Placement at Place of Employment

The practicum and/or internship requirements may be met through paid full-time or part-time employment as long as: (1) the specific learning objectives advance learning beyond the current job expectations and are defined in coordination with the university supervisor, (2) the specific hours that count toward the practicum and/or internships are documented, (3) all program requirements and assignments can be met through the placement, (4) the role defined is clearly related to a clinical or vocational counselor–intern, and (5) the supervisor for the internship, if possible, is different from the supervisor for the paid position.

To emphasize, the primary role within the internship setting **must be as a clinical or vocational counselor intern**. In addition, the student still is required to enroll in the appropriate seminar classes and participate fully in all class requirements.

Professionalism and Ethical Behavior

Students must be always aware that they have a legal and ethical responsibility to both the placement institution/agency and its clients. Ethical concerns and/or problem situations should be presented to both the placement institution and the university supervisors.

Academic performance is only one indicator of success for UMass Boston graduate students. Students are expected to demonstrate professional behavior, to accept responsibility for their actions, and to expect the same from their peers. Professional behavior is expected across environments, whether the student is engaged in clinical practice, classroom instruction, peer or faculty interaction, or research. For example, in the classroom, students demonstrate respect to faculty and classmates by arriving on time, coming to class prepared to learn, and listening attentively to lectures and class discussions. Assignments are prepared professionally and turned in on time. In-class activities are completed with care and efficiency. Students take responsibility for their own

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learning by asking questions and by clarifying instructions as needed. Correspondence (written and electronic) and telephone communications should be conducted in a professional manner, whether you are making an informal call to your faculty advisor or a formal call to arrange an interview at a prospective internship site. Also, keep in mind that your choice of email address and your outgoing voicemail message give information about you to faculty, internship supervisors, and potential employers. When you complete your program, you may be requesting a reference from faculty and relevant others who will be taking all the above factors into account.

Students are expected to become familiar with and to be held accountable for all rules, requirements, and regulations of the school system, program, or institution to which they are assigned. At internship sites, students demonstrate respect for all personnel by arriving on time, being prepared to work, and completing their responsibilities in a timely manner. At all times, language used to discuss clients should show respect, and should adhere to a "person-first" format (e.g., "a person with a disability," not "a disabled person"). Students are expected to be knowledgeable of and comply with the specified rules of all academic and clinical experiences.

Policy for Students Who Do Not Demonstrate Satisfactory Knowledge, Skills, or Professional Behavior

The procedure for unsatisfactory academic performance is outlined in the Graduate Studies Catalog (<http://catalog.umb.edu/content.php?catoid=31&navoid=3825>). If the student's cumulative GPA (Grade Point Average) falls below 3.0, the student will receive a written notice from the graduate school regarding unsatisfactory academic progress. Those on probation for two continuous semesters may be dismissed.

Unethical or illegal behavior can result in the student being dismissed from the program. The Code of Professional Ethics for Rehabilitation Counselors can be downloaded from https://www.crc certification.com/filebin/Ethics_Resources/CRCC_Code_Eff_20170101.pdf

It is the student's responsibility to be knowledgeable about the code of ethics and to behave in an ethical manner.

Students are evaluated on both academic performance and demonstration of professional behavior. If unprofessional behavior occurs during the practicum or internship, the following procedure will be applied:

In most instances, unsatisfactory or unprofessional behavior or performance will be identified during the review process. The student will receive support and guidance from both the site supervisor and the university supervisor about the behavior/work performance and will be given the opportunity to demonstrate more acceptable professional behavior.

A summary of the issue, the support and guidance, and the subsequent agreement made between the student and the supervisors will be placed in the student's file and discussed with the Rehabilitation Counseling Graduate Program Director. A copy of this summary will be provided to the student by email. If the information about unsatisfactory behavior becomes known at the end of the practicum/internship, the student will, after counseling with the university and site supervisor, be given

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the option of undertaking additional practicum/internship hours to demonstrate more appropriate behavior.

If the student's behavior or performance has not improved sufficiently, or regresses after improvement, the student will fail the practicum or internship course and may be dismissed from the program.

If the student is terminated from the practicum or internship site for ethical misconduct, the student will receive an F grade from the faculty supervisor unless good cause is shown for withholding the F grade. In addition, the situation will be reviewed by the Rehabilitation Counseling faculty at a specially convened meeting. They will decide if the student is to be dismissed from the program or will receive permission to be placed at another practicum or internship site.

Liability Insurance

All students are required to obtain professional liability insurance prior to their practicum and internship placement. Insurance is available through professional organizations, for example, the American Counseling Association (<https://www.counseling.org/membership/membership-savings/liability-insurance>) or HPSO (<http://www.hpsso.com/individuals/professional-liability/student-malpractice-insurance-coverage-description>). Documentation of liability insurance must be provided to the practicum or internship seminar instructor on the first day of classes. Some placement sites offer insurance coverage during the internship. Students should obtain information about possible coverage through the site before starting their practicum or internship.

Background Check and Violations of Law

Students applying for field placement may be required to undergo a Criminal Offender Record Information (CORI) check through their placement site and may be required to undergo a National Background Check (NBC), including fingerprinting. The purpose of these checks is to ensure public safety and avoid unacceptable risk to vulnerable populations. Students who refuse to consent to a CORI/NBC may be administratively withdrawn from their program.

Background checks are typically conducted by the placement site. If a violation is discovered or self-reported, authorized personnel at the school or agency determine the suitability of a candidate for placement at the facility. The Rehabilitation Counseling Graduate Program Director may also determine the suitability of a candidate for field placement eligibility based on discovered or self-reported information. Unless otherwise provided by law, factors considered in determining suitability may include, but are not limited to, the following:

- relevance of the crime to the practical experience
- nature of the work to be performed
- time since conviction
- age of the candidate at the time of the offense
- seriousness and specific circumstances of the offense
- number of offenses
- existence of pending charges
- any relevant evidence of rehabilitation

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Students may challenge a CORI finding by appealing to the Commonwealth of Massachusetts Criminal History Systems Board.

Important Note: Massachusetts law does allow for expiration of reporting CORI. Students should answer the questions for practicum and internship sites, potential employers, and the licensing board honestly, noting that some questions refer to the past 5 years and others refer to “at any time.”

Practicum

The practicum has the following components:

- A pre-internship experience
- One semester (summer)
- A supervised, 100-hour field experience
- Completed in a clinic, day treatment program, hospital, residential program, school, etc.
- Mostly observational activities are carried out at a rehabilitation program
- Requires 40 hours of direct contact with clients (adults or transition-age youth)
- Requires at least one hour of individual supervision weekly by on-site supervisor and 1.5 hours per week of group supervision by a faculty supervisor.

The practicum on-site supervisor will complete an evaluation of student progress, and there will be an evaluation of student participation in a weekly seminar. The purpose of a practicum is to expose students to the operation and activities within a rehabilitation organization, and to let them observe the provision of services to clients prior to taking on full responsibility in the internship. For those who have rehabilitation agency experience, the intent is to expose the student to a new environment and new information about models of providing rehabilitation counseling.

The **practicum** is typically offered in the summer semester. Before students enroll in a practicum, they must have completed the following requirements:

- Students must have a grade point average of at least 3.0 to enroll in a practicum seminar and be placed at a practicum site.
- Students may not enroll in a practicum seminar and be placed in a practicum site if an Incomplete-Fail (I/F) appears on their transcript.
- Practicum students must have completed a total of **15** hours of semester credits, including the following courses:

REHAB 603: Foundations of Rehabilitation

REHAB 614: Motivational Interviewing

REHAB 615: Counseling Theories

It is recommended that students also complete the following courses prior to or during the practicum:

REHAB 602: Medical, Psychological, and Educational Aspects of Disabilities

COU 605: Principles of Vocational, Educational, and Psychological Assessment

REHAB 610: Ethics, Case Management, and Planning in Rehabilitation

COU 616: Group Counseling and Group Dynamics

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NOTE: ALL STUDENTS MUST OBTAIN APPROVAL OF THEIR CURRICULUM AND PRACTICUM/INTERNSHIP PLANS FROM THEIR ADVISOR PRIOR TO PLACEMENT IN A PRACTICUM.

Practicum Experience for Both Tracks	Minimum Hours Required for Both Tracks
Direct Services	40 hours total
Indirect Services	60 hours total

Internship

- Two semesters (fall and spring)
- A supervised 600-clock hour field experience
- Completed in a vocational rehabilitation or mental health setting with adults or transition-age youth with disabilities
- Student carries out rehabilitation counseling (or clinical rehabilitation counseling/mental health counseling) activities under supervision.
- Requires at least one hour of on-site individual supervision weekly and one and a half hours of group supervision. Group supervision is provided in the weekly course seminar.

The Rehabilitation Counseling internship is required of all students. It consists of closely supervised field experiences in a rehabilitation setting. Students are required to complete a total of 600 hours (300 hours a semester). Included in the 600 hours is a requirement of 240 hours of direct service clock hours. The student intern must obtain proper liability insurance. Typically, students complete their internship at the same site they completed their practicum, but this is not a requirement. Students can complete their practicum/internship cycle at multiple sites upon the approval of their advisor and university supervisor. The necessary signed documents are required for each site.

The internship is typically offered in the fall and spring semesters as a sequence. Students in the Rehabilitation Counseling Program who plan to enroll in an internship must have completed the following requirements:

- Students must have satisfactorily completed the practicum.
- Students must have a grade point average of at least 3.0 to enroll in an internship seminar and be placed at an internship site.
- Students may not enroll in an internship seminar and be placed at an internship site if an Incomplete-Fail (I/F) appears on their transcript. Students may have only one Incomplete (I) listed on their transcript.
- Internship students must have completed a total of **19** hours of semester credits.
- Prerequisites include Motivational Interviewing, Counseling Theories, Foundations of Rehabilitation, and Practicum. It is highly recommended that students have also completed Ethics, Case Management, and Planning in Rehabilitation; Medical & Psychosocial Aspects of Disabilities; and Principles of Vocational, Educational & Psychological Assessment.

Using clinical skills in a real setting is different from learning about the concepts in academic courses. Students are developing those skills in their practicum, but the program is also assessing whether the student has the basic level of skills needed to move on to internship. The program will conduct a post-

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practicum assessment to evaluate the student's capacity. Based on the student's performance on the video recording(s), the practicum instructor will make a recommendation regarding moving on to internship and forward this to the Graduate Program Director. If this recommendation is NOT to continue, a second viewer will be invited to look at the video recording(s). This viewer will be a faculty member.

If there are some doubts regarding readiness for internship, the Graduate Program Director, the student, and the practicum instructor will discuss the issues with the student and a remediation plan will be put in place. Plans may include waiting a year before internship and doing volunteer work to develop skills, working individually with an instructor, or other more individualized plans. The student would submit a new video showing development of skills at the end of this probationary period.

An internship should only be taken in the final two semesters of a student's degree program. Exceptions may be requested for students who anticipate a summer or fall graduation.

Internship Experience for Both Tracks	Minimum Hours Required for Both Tracks
Direct Services	240 hours
Indirect Services	360 hours

Direct and Indirect Services Overview
(to adults and transition-age youth, NO child services)

DIRECT SERVICES (including telehealth services, based on site approval)

- Individual counseling: Performing client sessions involving the assessment and/or treatment of specific mental and emotional disorders.
- Family/couples counseling: Performing family or couples sessions involving the assessment and/or treatment of specific mental and emotional disorders.
- Group counseling: Co-leading or independently leading a psychotherapy group.
- Diagnostic interviewing: Use of specific assessment tools and clinical skills to identify an appropriate DSM-V diagnosis and identify a client's initial needs.
- Testing and assessment administration and/or interpretation of counseling assessments: Includes provision of interpretive summaries to clients.
- Career counseling: Counseling that includes client career or vocational development.
- Co-therapy: Actively participating in co-therapy with individuals or groups (not simply observing).

INDIRECT ACTIVITIES

- Observation: Observing on-site staff member performing psychotherapy.
- Telephone or email contacts: Making direct contact with clients that is not face to face.
- Referrals: Linking clients to supplemental or supportive services.
- Clinical documentation: Writing case notes, treatment plans, and treatment summaries or other written reports for the formal medical record.

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- Case consultation: Working directly with other mental health professionals regarding clients.
- Staff meetings: Attending clinical and/or administrative meetings with agency staff.
- Professional development activities: Attending professional counseling trainings, workshops, or conferences (including remotely/virtually).

Clinical Supervision (counted as indirect):

- On-site individual clinical supervision: Weekly, face-to-face regularly scheduled supervision regarding skills development and client care. Provided by the site supervisor.
- On-site group supervision: All formal group supervision provided at the field site.
- University supervision: Individual supervision with faculty supervisor and field work seminar.

Weekly classroom seminar during practicum and internship

The practicum and internship have a weekly classroom seminar with the following goals:

1. To support students in the experience of being a practicum/internship student (e.g., beginning entrance and socialization into the rehabilitation counseling profession, understanding agency functioning, interpretation of ethical issues).
2. To introduce students to the experience of documenting and discussing clients and client-related issues.

An important course requirement is completing a case presentation. Also, seminar attendance is necessary to document group supervision (required for licensure).

Questions and Answers About Practicum and Internship

How do I obtain a practicum/internship placement?

Obtaining a practicum placement site is a collaborative process between you, your advisor, and the course instructor. The first step is to meet with your advisor and discuss the type of experience you would like to have and the population and specific type of agency you would like to observe and intern at. It is possible to complete the practicum placement in the same location as the internship or at a different location. After narrowing your focus, review the list of placements provided to you by your academic advisor in the Rehabilitation Counseling Program. Select three or four sites that fit your interests and complete the following steps:

- Prepare an updated resume.
- Send the resume to the three or four sites with a cover letter stating your intent and that you will be calling in the near future to discuss the possibility of a practicum and/or internship experience.
- Call the contact person at each site and discuss setting up a meeting (in person or remotely) to explore practicum and/or internship possibilities.
- Meet with the site supervisor and discuss the possibility of a practicum and/or internship experience. Take along copies of practicum and/or internship forms and requirements to show to the organization representative (or email the forms if meeting remotely). Check that the agency has an approved supervisor (discuss with your advisor to make sure).

[Type here]

- Select a site, complete the appropriate forms, and inform your advisor.

What are the timelines for obtaining a practicum site?

Due to the importance of meeting classroom and site requirements, students should begin the practicum/internship site search at the beginning of the spring semester.

What are the student's objectives during the internship?

1. Learn the roles, duties, and responsibilities of a professional rehabilitation counselor.
2. Develop counseling techniques that must be used in actual counseling relationships.
3. Apply counseling theories acquired through coursework to actual issues confronting people with disabilities.
4. Engage and participate in the roles, duties, and responsibilities of a professional rehabilitation counselor.
5. Have experiences through which they may receive feedback from a professional rehabilitation counselor and a rehabilitation counselor educator.
6. Develop the skills of a professional rehabilitation counselor so that the student will begin to feel confident in their ability to function as a professional in the field of rehabilitation.
7. Begin to develop and use community resources that are relevant to the practice of rehabilitation counseling.
8. Work and function as a team member with other professionals in the rehabilitation process.
9. Understand the relationship and functioning of systems, e.g., the relationship between rehabilitation counseling staff and the administration of the agency.

Practicum and Internship Preparations

Selecting a site at which you are already employed

Some students might already be working at a mental health agency/vocational rehabilitation agency during their graduate coursework. If the student wishes to choose their place of employment as the practicum/internship site, permission is required. The following are additional requirements for students undertaking a practicum/internship at their place of employment:

- The student must clearly separate practicum/internship hours from work hours for appropriate documentation of required hours.
- The student must be performing clinical mental health counseling or vocational rehabilitation duties that are required for placement as outlined above.
- The student must be acquiring new counseling and counseling-related skills during their fieldwork hours.
- The student must have a different site supervisor who is not their primary supervisor for work-related issues.

Tips for interviewing at a site

- Treat the interview as a regular job interview. Arrive on time or slightly early. Research the agency beforehand so you can demonstrate knowledge of what they do and ask clarifying questions.
- Dress professionally.
- Bring your resume and list of references (or have them ready to email if interviewing virtually).

[Type here]

- Bring a handout of requirements from the site and supervisor and the rehabilitation program's expectations.
- Prepare a list of questions relating to how this placement might be mutually beneficial to you and the site.
- Prepare a list of goals **you** want to accomplish during your placement.

[Type here]

Agreement for Practicum/Internship Placement

**Rehabilitation Counseling Program
School for Global Inclusion and Social Development
University of Massachusetts Boston**

Statement of Agreement for Participants

The following participants are involved in a student's Practicum/Internship Placement experience:

- Practicum/Internship Students in the Rehabilitation Counseling Program in the School for Global Inclusion and Social Development at the University of Massachusetts Boston
- Site Supervisors from practicum/internship placement institutions
- Faculty Instructors of the practicum/internship seminar for students from the Rehabilitation Counseling Program

RESPONSIBILITY OF THE UNIVERSITY FACULTY

- To inform students about practicum and/or internship placement procedures and practices prior to their interview with placement institutions.
- To inform the site supervisor of the requirements for supervision and student clinical experiences.
- To determine and submit University grades for practicum students and/or interns. University supervisors will determine practicum or internship grades by integrating students' performance at the placement site, in the University seminar, and from the information provided by the on-site supervisor's written and verbal comments.
- To ensure completion of all documentation.
- To collect documentation, including practicum and/or intern evaluations, clock hours, and supervision clock hours.
- To converse (on site or by phone or videoconference) and consult with the site supervisor and review the progress of the practicum student or intern.

RESPONSIBILITIES OF PRACTICUM AND/OR INTERNSHIP SUPERVISORS AND PLACEMENT INSTITUTIONS

The placement institution is to determine its own criteria for accepting students for placement. The placement institution criteria will include a procedure for interviewing prospective practicum students and/or interns.

The institution/supervisors have the following responsibilities:

- To collaborate with the University faculty supervisor in evaluating the practicum student's and/or intern's performance. This collaboration will include an initial contract to clearly determine the intern's activities for fulfilling internship requirements.

[Type here]

- To determine criteria for the practicum student and/or intern's professional conduct in their institution to protect their clients' rights.
- To appoint a qualified individual in the agency to assume primary responsibility for the coordination, direction, and general supervision of the student.
- Individual supervision. We request that the placement institution **provide at least one hour of individual supervision to the practicum student/intern every week** to offer constructive critique of their performance and progress.
- At the conclusion of the practicum, the agency supervisor will complete the prescribed evaluation form.

To facilitate a successful learning experience for practicum and/or internship students assigned to your institution and placed under your supervision, we recommend that you provide each student with the following services and arrangements:

- Desk space or other suitable working facilities, etc., as feasible to the work assignment.
- Background information about the placement institution and the client population. Please prepare placement site personnel and prospective clients for the arrival of each practicum student and/or intern.
- Opportunities to engage initially in observational experiences during their first few days of the assignment, with increased responsibilities at your discretion.
- Assignments that constitute work experience and responsibilities comparable to those expected of a professional rehabilitation counselor who might normally be assigned to the position or engaged in the same responsibilities to which the student has been assigned.
- Opportunities for interns to audio/video record counseling sessions.

STUDENT RESPONSIBILITIES THROUGHOUT PRACTICUM/INTERNSHIP PLACEMENT

Students are responsible for conducting themselves at all times in an appropriate, responsible, and professional manner. This includes the development of a cooperative and professionally respectful relationship with agency staff, clients, and other community professionals, as well as such practical obligations as the maintenance of regular and punctual work hours, appropriate ethical conduct (CRC/LMHC and agency standards), the acceptance and support of agency procedures and policies, and the regular execution of practicum duties and responsibilities.

The student is expected to:

1. Adhere to the arranged work hours and rules governing professional staff behavior
2. Adhere to agency/program and CRC/LMHC policies accordingly, governing ethical behavior and the strict observance of confidentiality
3. Assume responsibility for personal actions and activities
4. Maintain professional relationships with all clients served by the program
5. Relate and use knowledge acquired in the classroom to practice in the agency/program
6. Have a positive attitude and an eagerness to learn
7. Develop self-awareness regarding attitudes, values, and behavior patterns that influence personal practices
8. Prepare for and use conferences with the agency supervisor

[Type here]

9. Submit the documentation of hours, reports, and other required assignments to the faculty supervisor and agency supervisor
10. Acquire liability insurance if not an employee of the agency

In any instance where the student desires clarification of agency policy, desires alteration of practicum duties, or experiences other problems or concerns regarding the placement, they should first discuss such issues with the agency supervisor. If resolution or reconciliation of any difficulty proves unsatisfactory at this level, the student, the agency supervisor, or both may initiate a consultative meeting with the University faculty supervisor.

It is the student's responsibility to inform the faculty supervisor of any difficulties encountered during practicum or internship. Where such meetings involve all 3 parties, the agreements reached will become binding on all concerned. It is anticipated that the necessity for such meetings should be rare. They are reserved for concerns of the most serious nature, since failure to resolve controversy at this level could necessitate mutual termination of the practicum/internship contract.

[Type here]

Shared Responsibilities of the Contracting Parties

The following general guidelines and conditions are required throughout the duration of the practicum/internship:

1. That all the above parties welcome students, faculty, and staff from all racial, religious, national, and socio-economic backgrounds. That all are committed to ensuring equal opportunity, as required by law, for all persons, regardless of race, color, religion, national origin, ancestry, age, sex, sexual orientation, gender identity, or disability. This policy is intended to comply with federal and state laws concerning equal opportunity, and is applicable to all employment practices, admissions of students, and services to students, faculty, staff, and the community.
2. It is understood that through the practicum period, the University faculty will retain responsibility for the assignment of academic study as appropriate. Agency supervisory staff, although serving without remuneration or formal academic rank, shall be regarded by all concerned as exercising the same professional and teaching relationship toward students as would regular members of the University faculty, with regard to the assignment and evaluation of student projects, reports, practices, or other learning experiences.
3. Neither the University nor the agency is obligated to provide a student with full, or any, financial support throughout the practicum period. Inability to find a paid internship is not a basis for waiving, abrogating, or altering the practicum/supervision requirement.

Attached to this handbook are sample forms for your information. These are samples only. All forms must be submitted electronically unless extenuating circumstances require another method of submission.

Every student in our program needs to complete these forms with their supervisor, submit each form electronically, and request verification by the relevant faculty or site supervisor:

Practicum Information Form

Practicum Agreement Form

Informed Consent to Video Tape/Audio Tape (needed for each video tape / audio tape sessions)

Practicum/Internship Clock Hours Form

Practicum Hours Verification Form

Practicum Student Self-Evaluation Form

Practicum Supervisor Evaluation Form

Every student in our program needs to complete these forms and submit each form electronically:

Internship Information Form

[Type here]

Internship Agreement Form

Informed Consent to Video Tape/Audio Tape (needed for each video tape / audio tape session)

Practicum/Internship Clock Hours Form

Internship Hours Verification Form (needed for each semester)

Internship Student Self-Evaluation Form (needed for each semester)

Internship Supervisor Evaluation Form (needed for each semester)

[Type here]

[Type here]

Practicum Agreement Form

Rehabilitation Counseling Program
School for Global Inclusion and Social Development
University of Massachusetts Boston

Semester _____ Year _____

Student: _____

Site Supervisor: _____

Site: _____

The **Rehabilitation Counseling practicum** is a vital part of graduate student training in rehabilitation counseling. The focus of the graduate practicum is on ethical counseling practice. The practicum allows graduate students to develop and practice the fundamental counseling skills required of professional rehabilitation counselors.

Students in the clinical or vocational tracks shall have a minimum of 100 hours of supervised rehabilitation counseling practicum experience with at least 40 hours of direct service to people with disabilities. Practicum students shall have experiences that increase their awareness and understanding of the differences in values, beliefs, and behaviors of individuals who are different from themselves.

The practicum shall include instructional experiences (audio-video recordings and individual and group interaction) dealing with rehabilitation counseling concerns, and clinical experiences that facilitate the development of basic rehabilitation counseling skills. During the practicum, students will conduct interviews that will be reviewed by a supervisor. There will be direct and periodic communication throughout the semester between the site supervisor and the faculty (e.g., site visits, conference calls, video conferencing, electronic communication). Practicum activities shall be documented in logs, progress reviews, and summaries. The program faculty member responsible for practicum supervision must be a CRC or Licensed/Professional Mental Health Counselor.

Practicum experiences shall include an average of one hour per week of individual **and** 1½ hours per week of group supervision by a program faculty member or qualified individual working in cooperation with a program faculty member. When using distance education modalities, practicum supervision may be provided using a variety of methods such as video conferencing, teleconferencing, real-time video contact, or others as appropriate.

[Type here]

2. **HOURS PER WEEK:** I shall be expected to serve approximately _____ hours per week.

3. **LOCATION:** I shall perform my practicum at _____.

Student

Signature Date

Site Supervisor

Signature Date

Faculty Supervisor

Signature Date

[Type here]

Informed Consent to Audiotape or Videotape

My signature below attests that my consent to be audiotaped or videotaped has been explained to me, and I understand the following:

- I am not obligated to be audio or video recorded, and I am under no requirement to have this session recorded.
- I am allowed to withdraw my permission at any time during or after the session. My access to counseling services at this agency will not be affected by my decision not to be audio or video recorded.
- I have the right to review this recording with my counselor during a counseling session.
- My counselor trainee receives supervision both at this agency _____, and by university faculty at UMass Boston.
- This audio or video recording will be reviewed during a small supervisory group meeting at UMass Boston by faculty and other counselors in training to assist with counseling trainee development.
- I understand that typically no names will be mentioned in supervisory group meetings. If a name is mentioned, only my first name will be used.
- The contents of the audio or video recording will be kept confidential within the supervision group at UMass Boston.
- The audio or video recording will be erased or destroyed upon completion of the supervisory review of this session unless further supervision is deemed necessary.
- This consent expires 180 days from the date of my signature below. I may revoke my consent at any time prior to the expiration date by submitting to my counselor-in-training.
- I may request to withdraw my permission.
- The original copy of this consent form will be kept in my records with this agency.
- I may contact the Rehabilitation Counseling Program's Graduate Program Director, Dr. Dimity Peter, with questions about this consent form via email at: dimity.peter@umb.edu

(Signature of Client)

(Date)

(Signature of Parent/Guardian if Client is Under 18)

(Date)

(Signature of Counselor)

(Date)

(Signature of Site Supervisor)

(Date)

[Type here]

Practicum/Internship Clock Hours
Rehabilitation Counseling Program
University of Massachusetts Boston

To Be Submitted to Faculty Supervisor MONTHLY

Student Name _____

Month/Year _____

Day of Month	DIRECT Client Contact	INDIRECT Client Contact	SITE Supervision	TOTAL HOURS (Client Contact + Supervision)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				
Totals (Entire Month)				

[Type here]

Directions: For **EACH** date throughout the month in which you are at your practicum/internship site and obtain either indirect OR direct client contact clock hour OR site supervision (on-site or off-site) clock hours, please provide a detailed description of your work activities for that date. **Be as explicit as possible in your description of work performed.** Please submit this form to your **faculty** supervisor on a MONTHLY basis. **NOTE: Please print or copy/paste additional pages of next page, as needed.**

Date: _____

Activities Performed:

Date: _____

Activities Performed:

Date: _____

Activities Performed:

[Type here]

Date: _____

Activities Performed:

Date: _____

Activities Performed:

Date: _____

Activities Performed:

Date: _____

Activities Performed:

[Type here]

Date: _____

Activities Performed:

Date: _____

Activities Performed:

Date: _____

Activities Performed:

[Type here]

Student: _____

Date: _____

On-Site Supervisor: _____

Date: _____

Faculty Supervisor: _____

Date: _____

[Type here]

Practicum Hours Verification Form

Rehabilitation Counseling Program
School for Global Inclusion and Social Development
University of Massachusetts Boston

Student Name: _____ Semester: _____

Course Name/Number: _____ Exp. Grad. Date: _____

Practicum Site: _____

Address: _____

On-Site Supervisor: _____ Tel: _____

Faculty Advisor: _____ Tel: _____

The above-named student successfully completed the following 100 total practicum hours:

Dates: Start _____ End _____

Hours: _____

Notes:

Verified by: _____ Date: _____

On-Site Supervisor

Internship Agreement Form

**Rehabilitation Counseling Program
School for Global Inclusion and Social Development
University of Massachusetts Boston**

Semester _____ Year _____

Student's Name: _____

Site Supervisor: _____

Site: _____

The **Rehabilitation Counseling internship** is a vital part of graduate student training in rehabilitation counseling. The focus of the graduate internship is on ethical counseling practice. The internship allows graduate students to continue to practice and refine the fundamental counseling skills required of professional rehabilitation counselors.

Students shall have a minimum of 600 total hours (300 hours each semester) of supervised rehabilitation counseling internship experience with at least 120 hours each semester (fall and spring) of direct service to people with disabilities. Internship students shall have experiences that increase their awareness and understanding of the differences in values, beliefs, and behaviors of individuals who are different from themselves.

The internship shall include instructional experiences (audio-video recordings and individual and group interactions) dealing with rehabilitation counseling concerns, and clinical experiences that facilitate the development of basic and advanced rehabilitation counseling skills. During the internship, students will conduct interviews that will be reviewed by a supervisor. There will be direct and periodic communication throughout the semester between the site supervisor and the faculty (e.g., site visits, conference calls, video-conferencing, electronic communication). Internship activities shall be documented in logs, progress reviews, and summaries. The program faculty member responsible for internship supervision must be a CRC.

Internship experiences shall include an average of one hour per week of individual **and** 1½ hours per week of group supervision by a program faculty member or qualified individual working in cooperation with a program faculty member. When using distance education modalities, internship supervision may be provided using a variety of methods such as video conferencing, teleconferencing, real-time video contact, or others as appropriate.

There shall be a written progress review of the performance/counseling skills of all students enrolled in internship. On-site supervisor and student self-evaluations are required and due by the end of the semester.

Objectives: In the space below, please list specific plans for meeting the above-mentioned requirements/objectives for the internship in rehabilitation counseling. This section is completed by the student in consultation with the site supervisor and

should include objectives and activities that may be specific to agency or program priorities, caseload demands, or student interest areas.

I HAVE READ AND UNDERSTAND AND AGREE TO THE FOREGOING GUIDELINES FOR PLACEMENT. In addition, I have read the procedural policies of the internship placement institution and AGREE TO COMPLY with them. I, the undersigned graduate student, also agree that during the course of my internship, I will observe the following arrangements and fulfill the following requirements:

- 1. **DURATION:** My internship will run from _____ to _____.
- 2. **HOURS PER WEEK:** I shall be expected to serve approximately _____ hours per week.
- 3. **LOCATION:** I shall perform my internship at _____.

Student Signature **Date**

Site Supervisor Signature **Date**

Faculty Supervisor Signature **Date**

Internship Hours Verification Form

Rehabilitation Counseling Program
School for Global Inclusion and Social Development
University of Massachusetts Boston

Student Name: _____ Semester: _____

Course Name/Number: _____ Exp. Grad. Date: _____

Internship Site: _____

Address: _____

On-Site Supervisor: _____ Tel: _____

Faculty Advisor: _____ Tel: _____

The above-named student successfully completed the following 300 total internship hours:

Dates: Start _____ End _____

Hours: _____

Notes:

Verified by: _____ Date: _____

On-Site Supervisor

Midterm Student Self-Evaluation: Practicum and Internship

Name of Graduate Student: _____ Date: _____

Name of Site Supervisor: _____

Name of Field Site: _____

Practicum / Internship (Circle one)

Intra/Interpersonal Professional Behavior			
<p>This area includes:</p> <ul style="list-style-type: none"> Openness to new ideas Flexibility Cooperation with others Willingness to accept and use feedback Ability to deal with conflict Ability to accept personal responsibility Ability to express feelings effectively and appropriately 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px; text-align: center;">Strengths Witnessed in Student:</td> </tr> <tr> <td style="padding: 5px; text-align: center;">Areas to Focus on for Improvement:</td> </tr> </table>	Strengths Witnessed in Student:	Areas to Focus on for Improvement:
Strengths Witnessed in Student:			
Areas to Focus on for Improvement:			
Ethics			
<p>This area includes:</p> <ul style="list-style-type: none"> Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling Demonstrates the ability to recognize their own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate Provides only those services and applies only those techniques for which the student is qualified by education, training, and experience 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px; text-align: center;">Strengths Witnessed in Student:</td> </tr> <tr> <td style="padding: 5px; text-align: center;">Areas to Focus on for Improvement:</td> </tr> </table>	Strengths Witnessed in Student:	Areas to Focus on for Improvement:
Strengths Witnessed in Student:			
Areas to Focus on for Improvement:			

Administration

- This area includes:
- Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling
 - Applies current record-keeping standards related to clinical mental health counseling
 - Submits clinical documentation in a timely manner

Strengths Witnessed in Student:

Areas to Focus on for Improvement:

Assessment

- This area includes:
- Demonstrates the ability to use procedures for assessing and managing suicide risk
 - Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management
 - Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders
 - Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM (Diagnostic and Statistical Manual), to describe the symptoms and clinical presentation of clients with mental and emotional impairments
 - Is able to conceptualize client symptoms and discuss the differential diagnosis with collaborating professionals

Strengths Witnessed in Student:

Areas to Focus on for Improvement:

Referral and Advocacy

- This area includes:
- Is aware of information regarding community resources to make appropriate referrals
 - Uses psychoeducation and empowerment strategies with clients
 - Advocates for clients and services that are equitable and responsive

Strengths Witnessed in Student:

Areas to Focus on for Improvement:

Counseling Skills

This area includes:

- Establishes relationships in such a manner that a therapeutic working alliance can be formed
- Creates appropriate structure and maintains professional boundaries
- Responds to client’s feelings in a therapeutic manner
- Evidences congruence and genuineness
- Communicates empathy
- Demonstrates effective non-verbal communication
- Provides therapeutic responses that are well-timed
- Responds to clients with clinical intention
- Carefully considers and provides appropriate self-disclosure for a specific therapeutic purpose

Strengths Witnessed in Student:

Areas to Focus on for Improvement:

Multicultural Competence

This area includes:

- Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of psychological disorders
- Demonstrates appropriate use of culturally responsive counseling techniques

Strengths Witnessed in Student:

Areas to Focus on for Improvement:

Research and Evaluation

This area includes:

- Uses empirically based techniques with clients
- Develops measurable outcomes for clinical mental health counseling treatment plans

Strengths Witnessed in Student:

Areas to Focus on for Improvement:

How would you rate the student's overall performance at the site thus far?

1 – Beginning

2 – Developing

3 – Proficient

4 – Exemplary

General Site Supervisor Comments:

Student Comments:

Signature of Student

Date

Signature of Site Supervisor

Date

Midterm Student Performance Evaluation: Practicum and Internship

Directions: This form is to be completed by the site supervisor at the end of every semester.

Name of Graduate Student: _____ Date: _____

Name of Site Supervisor: _____

Name of Field Site: _____

Practicum / Internship (Circle one)

Intra/Interpersonal Professional Behavior			
<p>This area includes:</p> <ul style="list-style-type: none"> Openness to new ideas Flexibility Cooperation with others Willingness to accept and use feedback Ability to deal with conflict Ability to accept personal responsibility Ability to express feelings effectively and appropriately 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px; text-align: center;">Strengths Witnessed in Student:</td> </tr> <tr> <td style="padding: 5px; text-align: center;">Areas to Focus on for Improvement:</td> </tr> </table>	Strengths Witnessed in Student:	Areas to Focus on for Improvement:
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Strengths Witnessed in Student:			
Areas to Focus on for Improvement:			

Administration

- This area includes:
- Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling
 - Applies current record-keeping standards related to clinical mental health counseling
 - Submits clinical documentation in a timely manner

Strengths Witnessed in Student:

Areas to Focus on for Improvement:

Assessment

- This area includes:
- Demonstrates the ability to use procedures for assessing and managing suicide risk
 - Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management
 - Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders
 - Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments
 - Is able to conceptualize client symptoms and discuss the differential diagnosis with collaborating professionals

Strengths Witnessed in Student:

Areas to Focus on for Improvement:

Referral and Advocacy

- This area includes:
- Is aware of information regarding community resources to make appropriate referrals
 - Uses psychoeducation and empowerment strategies with clients
 - Advocates for clients and services that are equitable and responsive

Strengths Witnessed in Student:

Areas to Focus on for Improvement:

Counseling Skills

This area includes:

- Establishes relationships in such a manner that a therapeutic working alliance can be formed
- Creates appropriate structure and maintains professional boundaries
- Responds to client’s feelings in a therapeutic manner
- Shows congruence and genuineness
- Communicates empathy
- Demonstrates effective non-verbal communication
- Provides therapeutic responses that are well-timed
- Responds to clients with clinical intention
- Carefully considers and provides appropriate self-disclosure for a specific therapeutic purpose

Strengths Witnessed in Student:

Areas to Focus on for Improvement:

Multicultural Competence

This area includes:

- Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of psychological disorders
- Demonstrates appropriate use of culturally responsive counseling techniques

Strengths Witnessed in Student:

Areas to Focus on for Improvement:

Research and Evaluation

This area includes:

- Uses empirically based techniques with clients
- Develops measurable outcomes for clinical mental health counseling treatment plans

Strengths Witnessed in Student:

Areas to Focus on for Improvement:

How would you rate the student's overall performance at the site thus far?

1 – Beginning

2 – Developing

3 – Proficient

4 – Exemplary

General Site Supervisor Comments:

Student Comments:

Signature of Student

Date

Signature of Site Supervisor

Date

Final Student Self-Evaluation for Practicum and Internship

Name of Graduate Student: _____ Date: _____

Practicum or Internship _____ Name of Site

Supervisor: _____ Name of Field

Site: _____

Rating Scale

Rating Scale			
1 – Beginning	2 – Developing	3 – Proficient	4 – Exemplary

Intra/Interpersonal Professional Behavior	1	2	3	4
1. Openness to new ideas				
2. Flexibility				
3. Cooperation with others				
4. Willingness to accept and use feedback				
5. Ability to deal with conflict				
6. Ability to accept personal responsibility				
7. Ability to express feelings effectively and appropriately				
Ethics	1	2	3	4
1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling				
2. Demonstrates the ability to recognize their own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate				
3. Provides only those services and applies only those techniques for which the student is qualified by education, training, and experience				
Administration	1	2	3	4
1. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling				
2. Applies current record-keeping standards related to clinical mental health counseling				
3. Submits clinical documentation in a timely manner				

Assessment	1	2	3	4
1. Demonstrates the ability to use procedures for assessing and managing suicide risk				
2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management				
3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders				
4. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments				
5. Is able to conceptualize client symptoms and discuss the differential diagnosis with collaborating professionals				
Counseling Skills	1	2	3	4
1. Establishes relationships in such a manner that a therapeutic working alliance can be formed				
2. Creates appropriate structure and maintains professional boundaries				
3. Responds to client’s feelings in a therapeutic manner				
4. Evidences congruence and genuineness				
5. Communicates empathy				
6. Evidences effective non-verbal communication				
7. Provides therapeutic responses that are well-timed				
8. Responds to clients with clinical intention				
9. Carefully considers and provides appropriate self-disclosure for a specific therapeutic purpose				
Referral and Advocacy	1	2	3	4
1. Is aware of information regarding community resources to make appropriate referrals				
2. Uses psychoeducation and empowerment strategies with clients				
3. Advocates for clients and services that are equitable and responsive				
Multicultural Competence	1	2	3	4
1. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of psychological disorders				
2. Demonstrates appropriate use of culturally responsive counseling techniques				
Research and Evaluation	1	2	3	4
1. Uses empirically based techniques with clients				
2. Develops measurable outcomes for clinical mental health counseling treatment plans				

Site Supervisor Comments:

Student Comments:

Signature of Student

Date

Signature of Site Supervisor

Date

Final Student Performance Evaluation for Practicum and Internship

Directions: This form is to be completed by the site supervisor at the end of every semester.

Name of Graduate Student: _____ Date: _____

Practicum or Internship _____ Name of Site

Supervisor: _____ Name of Field

Site: _____

Rating Scale

Rating Scale			
1 – Beginning	2 – Developing	3 – Proficient	4 – Exemplary

Intra/Interpersonal Professional Behavior	1	2	3	4
1. Openness to new ideas				
2. Flexibility				
3. Cooperation with others				
4. Willingness to accept and use feedback				
5. Ability to deal with conflict				
6. Ability to accept personal responsibility				
7. Ability to express feelings effectively and appropriately				
Ethics	1	2	3	4
1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling				
2. Demonstrates the ability to recognize their own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate				
3. Provides only those services and applies only those techniques for which the student is qualified by education, training and experience				
Administration	1	2	3	4
1. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling				
2. Applies current record-keeping standards related to clinical mental health counseling				
3. Submits clinical documentation in a timely manner				

Assessment	1	2	3	4
1. Demonstrates the ability to use procedures for assessing and managing suicide risk				
2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management				
3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders				
4. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments				
5. Is able to conceptualize client symptoms and discuss the differential diagnosis with collaborating professionals				
Counseling Skills	1	2	3	4
1. Establishes relationships in such a manner that a therapeutic working alliance can be formed				
2. Creates appropriate structure and maintains professional boundaries				
3. Responds to client’s feelings in a therapeutic manner				
4. Shows congruence and genuineness				
5. Communicates empathy				
6. Demonstrates effective non-verbal communication				
7. Provides therapeutic responses that are well-timed				
8. Responds to clients with clinical intention				
9. Carefully considers and provides appropriate self-disclosure for a specific therapeutic purpose				
Referral and Advocacy	1	2	3	4
1. Is aware of information regarding community resources to make appropriate referrals				
2. Uses psychoeducation and empowerment strategies with clients				
3. Advocates for clients and services that are equitable and responsive				
Multicultural Competence	1	2	3	4
1. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of psychological disorders				
2. Demonstrates appropriate use of culturally responsive counseling techniques				
Research and Evaluation	1	2	3	4
1. Uses empirically based techniques with clients				
2. Develops measurable outcomes for clinical mental health counseling treatment plans				

Site Supervisor Comments:

Student Comments:

Signature of Student

Date

Signature of Site Supervisor

Date