

Field Placement Handbook

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

**Practicum and Internship Information
(Updated March 2018)**

Table of Contents

Mission Statement.....4

Objectives.....4

Rehabilitation Counseling Program Description.....6

Student Checklist for
Practicum/Internship.....7

Structure of Practicum/Internship.....9

Practicum/Internship Requirements Clinical Track.....9

Practicum/Internship Requirements Vocational Track.....10

Practicum/Internship Placement at Place of Employment.....12

Professionalism and Ethical Behavior.....12

Policy for Students Who Do Not Demonstrate Satisfactory
Knowledge, Skills, or Professional Behavior.....13

Liability Insurance.....14

Background Check and Violation of Law.....14

Practicum.....15

Internship.....19

Practicum/Internship Preparations.....20

Responsibility of University Faculty.....23

Responsibility of Site Supervisor and Institutions.....23

Student Responsibilities Throughout Practicum/Internship Placements.....24

Shared Responsibilities of the Contracting Parties.....25

Practicum Information Form.....26

Practicum Agreement Form.....27

Informed Consent to Audiotape or Videotape.....29

Practicum/Internship Clock Hours Form.....30

Practicum Hours Verification Form.....34

Midterm Student Self-Evaluation Form Practicum/Internship.....35

Midterm Student Performance Evaluation Form Practicum/Internship.....39

Final Student Self-Evaluation Form Practicum/Internship.....43

Final Student Performance Evaluation Form Practicum/Internship.....46

Internship Information Form.....49

Internship Agreement Form.....50

Internship Hours Verification Form.....53

Mission

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 non-profit agencies, 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 vocational rehabilitation.
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.
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.

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 on which track you are pursuing prior to beginning your practicum. **The Board has the final decision about licensing, the program cannot guarantee licensure. The 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 people 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.

Certification/licensure opportunities for clinical track:

1. Students who graduate from the Clinical Rehabilitation Counseling track will be able 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 other states must check with their state's licensing board to verify that our program meets their state's requirements for licensure.
 - a. The plan of study for students in the clinical track is aligned with the educational requirements to become a **Licensed Rehabilitation Counselor** in MA after meeting BOTH pre- and post-master's requirements.
 - b. Students in the clinical track who *also meet the MA licensing regulation standards regarding practicum and internship* have a program aligned to the educational requirements to become a **Licensed Mental Health Counselor** in MA after meeting BOTH pre- and post-master's requirements.

Vocational Rehabilitation Counseling Track Description

The Vocational Rehabilitation Counseling track prepares students to work in the federal/state vocational rehabilitation system 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 electives. The selection of elective classes should be discussed and approved by the students' faculty adviser. It is expected that class selection would be coherent with the student's career goals. Some of the key elective focus areas students can consider include transition of youth from school to work, vision impairment, public policy, gerontology, human rights, and international development.

Certification/licensure opportunities for vocational track:

1. Students who graduate from the Clinical 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 Clinical Rehabilitation Counseling track will be able to sit for the **National Certified Counselor (NCE)** exam.
3. 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. Students in the clinical track have met the educational requirements to become a **Licensed Rehabilitation Counselor** in MA after meeting post-master's requirements.

Student Checklist for Practicum

Tasks	
	Completion / concurrent enrollment of all practicum prerequisite coursework
	Approval for practicum site plans from faculty advisor prior to placement
	Contact potential site supervisor and provide supervisor with handbook and interview at field sites
	Enroll in REHAB 688: Practicum (3 credits)
	Submit site contract to faculty supervisor by April 30
	Submit copy of site supervisor's credentials via Taskstream
	Obtain professional / student liability insurance through ACA, HPSO, or another source
	Attend orientation at practicum site and discuss field work goals with site supervisor
	Complete monthly clock hours and activity log form and submit via Taskstream
	Submit reflective journals on a weekly basis via Blackboard
	Submit consent form(s) to videotape session via Taskstream
	Site supervisor submits midterm supervisor evaluation form via Taskstream
	Site supervisor submits supervisor evaluation form via Taskstream
	Student submits student (self) evaluation form via Taskstream
	Receive licensing application form signature from all relevant supervisors

Student Checklist for Internship

Tasks	
	Internship I
	Completion / concurrent enrollment of all internship prerequisite coursework
	Maintain professional / student liability insurance
	If new site: Contact potential site supervisor and provide supervisor with handbook and interview at field sites
	Enroll in REHAB 698: Internship I, for 4 credits
	Submit site contract for internship to faculty supervisor
	Submit copy of site supervisor's credentials via Taskstream
	If new site: Attend orientation at internship site and discuss field goals with supervisor
	Complete monthly clock hours and activity log form and submit via Taskstream
	Submit reflective journals on a weekly basis via Blackboard
	Submit consent form(s) to videotape session via Taskstream
	Site supervisor submits midterm supervisor evaluation form via Taskstream
	Site supervisor submits supervisor evaluation form via Taskstream
	Student submits student (self) evaluation form via Taskstream
	Internship II
	Maintain professional liability insurance
	Enroll in REHAB 698: Internship II, for 4 credits
	Ensure site contract is current. If changing sites: submit new site contract to faculty supervisor
	Submit copy of site supervisor's credential via Taskstream if site supervisor changes
	If new site: Attend orientation at internship site and discuss field goals with site supervisor
	Complete monthly clock hours and activity log form and submit via Taskstream
	Submit reflective journals on a weekly basis via Blackboard
	Submit consent form(s) to videotape session via Taskstream
	Site supervisor submits midterm supervisor evaluation form via Taskstream
	Site supervisor submits supervisor evaluation form via Taskstream
	Student submits student (self) evaluation form via Taskstream
	Receive licensing application form signature from all relevant supervisors

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 3 field placement experiences. There will be one practicum experience worth 3 credits total, and 2 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 CACREP-accredited Rehabilitation Counseling 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 the Fall and the 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 seminar of one and a half hours per week under the supervision of a faculty member who is a Certified Rehabilitation Counselor (CRC) and a Licensed Mental Health Counselor/Licensed Professional Counselor (LMHC/LPC). In addition, students receive a minimum of one hour supervision per week from an on-site supervisor.

Practicum and internship requirements specific for the clinical rehabilitation 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 onsite supervisor. It is not uncommon for supervisor licenses to expire and 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.
5. The Practicum consists of 100 direct contact hours: direct, face-to-face, clinical mental health counseling. 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.

6. The Practicum is 100 hours and contact hours of supervision, of which 1) a minimum of 10 hours must be group supervision.
7. The Internship is 600 hours and must include (a) 240 contact hours of direct client contact experience in clinical field experience sites conforming to the mental health counseling scope of practice; (b) 45 supervisory contact hours of supervision, of which 1) a minimum of 15 hours must be individual supervision; 2) a minimum of 15 hours must be group supervision, with no more than 10 supervisees in a group (this typically includes class attendance); and 3) the remaining 15 hours may be either individual or group supervision.
8. 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 government site for more information on licensure requirements (<http://www.mass.gov/ocabr/licensee/dpl-boards/mh/>) and to download and review the application form.**
9. Students are reminded that there are a number of post-master's requirements for licensure, and it is important that they become familiar with these.

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 CRCC; (b) a currently licensed rehabilitation counselor, or an individual who meets the qualifications for licensure as a rehabilitation counselor by the Board; or (c) a person who has a minimum of five years of clinical experience in rehabilitation counseling and either: 1. a master's degree in rehabilitation counseling or a related field; 2. a doctorate in psychology; or 3. 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 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 programs, that help clients live and work more independently.
- Maintaining client records and monitor 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 client goals.
 - Ideally, at least 20% of the clients should be seeking employment or alternatively, 120 hours of the internship should be undertaken in an organization that supports people with disabilities to obtain and maintain employment.
3. 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 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 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).
 4. Vocational rehabilitation counseling students, after the practicum, complete 600 clock hours of 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. 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 1½ hours per week of group supervision on a regular schedule throughout the internship (this is typically provided in the class setting).
 5. 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 should advance learning beyond the current job expectations and should be 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 aware at all times that they have a legal and ethical responsibility to both the placement institution/agency and the 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 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 the Rehabilitation Counseling Program office or to arrange an interview at a prospective internship site.

Also, keep in mind that your choice of email name and your home voicemail message give information about you to faculty, internship supervisors, and potential employers. It is important to recognize that when you complete your program you may be requesting a reference from faculty who will be taking all of 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, department, or institution to which they are assigned. At internship sites, students continue to 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. If the student's cumulative GPA 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 Rehabilitation Counselor Code of Ethics is in the appendices of this document and is discussed in detail in a number of different courses throughout the program. 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 the 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 counseling from both the site supervisor and the university supervisor about the behavior/work performance and be given the opportunity to demonstrate more acceptable behavior.

A summary of the issue, the counseling, 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 will be provided to the student by email. If the information about unsatisfactory behavior comes to light at the end of the practicum/internship, the student will, after counseling with the University and site supervisor, be given 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 by 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 (<http://www.counseling.org/membership/membership-benefits>) 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 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 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

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 especially the licensing board honestly, noting that some questions refer to the past 5 years and others refer to “at any time.”

Practicum

What is a practicum?

- A pre-internship experience
- One semester
- 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
- Requires at least one hour of individual supervision weekly by onsite 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. Students who plan to enroll in a **Practicum** 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

COU 616: Group Counseling and Group Dynamics

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

Direct and Indirect Services Overview

DIRECT SERVICES:

- 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-5 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.
- 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.

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:

The seminar serves two primary purposes:

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, etc.).
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 THE PRACTICUM

Both tracks in rehabilitation counseling (clinical rehabilitation counseling and vocational rehabilitation counseling) are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Students in the vocational rehabilitation counseling track 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 (not role-playing clients). 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.

Students in the clinical rehabilitation counseling track shall have a minimum of 100 hours supervised clinical rehabilitation counseling or mental health counseling:

Practicum experience:

How do I obtain a practicum 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, you should review the list of placements 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 meeting 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. Check that the agency has an approved supervisor (discuss with your advisor to make sure).
- Select a site, complete the appropriate forms, and inform your advisor.

Timeline for obtaining a practicum site

Due to the importance of meeting classroom and site requirements, students must begin practicum site participation no later than the fourth week of the semester. This means that they should begin seeking a site two months prior to the start of classes.

Activities of the weekly classroom seminar

The seminar serves two purposes:

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, etc.).
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).

Internship

What is an internship?

- Two semesters
- A supervised 600-clock hour field experience
- Completed in a vocational rehabilitation setting
- Student carries out rehabilitation counseling activities under supervision
- Requires at least one hour of on-site individual supervision weekly and one and a half hours of group supervision

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.

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 **18** 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; Medical & Psychosocial Aspects of Disabilities; and Principles of Vocational, Educational & Psych Assessment.

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

If there are some doubts with regard to 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 (see Policy and Procedures Manual) . 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 can may requested for students who anticipate a Summer or Fall graduation.

The student's objectives during the internship are to:

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. Integrate 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.

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

Weekly Classroom Seminar During Internship**The seminar serves two purposes:**

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, etc.).
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).

Practicum and Internship Preparations**Select a Site**

Obtaining a placement site for practicum and internship 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, what kind of experience is relevant to your track and licensure, and the population and specific type of agency you would like to observe. It is possible to complete the internship placement in the same location as your practicum, or at a different location. 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 an internship experience.

- Call the contact person at each site and discuss meeting to explore internship possibilities.
- Meet with the site supervisor and discuss the possibility of an internship experience. Take along copies of internship forms and requirements to show to the organization representative. Most importantly, check to be sure the organization has an approved supervisor (check with your advisor to be sure).
- Select a site, complete the appropriate forms, and inform your advisor.

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 also required:

- 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 licensure and fieldwork.
- 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.
- Dress professionally.
- Bring your resume and list of references.
- 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.

CACREP accreditation standards regarding internship state the following:

- D.2** Students shall have supervised rehabilitation counseling internship activities that include a minimum of 600 hours of applied experience in an agency/program, with at least 240 hours of direct service to individuals with disabilities.

How do I obtain an internship placement?

Obtaining an internship 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 internship placement in the same location as your practicum, or at a different location. 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 an internship experience.
- Call the contact person at each site and discuss meeting to explore internship possibilities.

- Meet with the site supervisor and discuss the possibility of an internship experience. Take along copies of internship forms and requirements to show to the organization representative. Most importantly, check to be sure the organization has an approved supervisor (check with your advisor to be sure).
- Select a site, complete the appropriate forms, and inform your advisor.

Timeline for obtaining an internship site

Due to the importance of meeting classroom and site requirements, you must begin internship site participation no later than the fourth week of the semester. To ensure that you begin participation on time, you should begin seeking a site at least three months prior to the start of classes.

Activities of the weekly classroom seminar

The seminar serves two purposes: 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, etc.), and 2) to introduce students to the experience of documenting and discussing clients and client-related issues.

**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 from the School for Global Inclusion and Social Development at the University of Massachusetts Boston Rehabilitation Counseling Program
- 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 insure 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) 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 determine clearly the intern's activities for fulfilling internship requirements.
- 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 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 in regard to attitudes, values, and behavior patterns that influence personal practices
8. Prepare for and use conferences with the agency supervisor
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.

SHARED RESPONSIBILITIES OF THE CONTRACTING PARTIES

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

1. That all of 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, 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 with this handbook are sample forms for your information. These are samples only. All forms are now submitted via Taskstream.

Every student in our program needs to complete these forms with his/her supervisor and submit each form via Taskstream, 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 via Taskstream:

Internship Information Form

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)

**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.

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

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 University of Massachusetts Boston.
- This audio or video recording will be reviewed during a small supervisory group meeting at University of Massachusetts 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. Sheila Fesko, with questions about this consent form via email at: sheila.fesko@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)

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

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)				

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. **Make sure to 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:

Student: _____

Date: _____

On-Site Supervisor: _____

Date: _____

Faculty Supervisor: _____

Date: _____

**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

Midterm Student Self-Evaluation Practicum and Internship

Name of Graduate Student: _____ Date: _____

Name of Site Supervisor: _____

Name of Field Site: _____

Practicum

Internship

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, 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

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 	<p style="text-align: center;">Strengths Witnessed in Student:</p> <hr/> <p style="text-align: center;">Areas to Focus on for Improvement:</p>
---	--

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 	<p style="text-align: center;">Strengths Witnessed in Student:</p> <hr/> <p style="text-align: center;">Areas to Focus on for Improvement:</p>
---	--

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

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

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

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.

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