



Western Oregon
UNIVERSITY



Clinical Handbook

**MS: REHABILITATION COUNSELING
2019-2020**

Greetings Graduate Students and Site Supervisors,

We are excited as a faculty to provide you with this Clinical Handbook for Western Oregon University's Rehabilitation and Mental Health Counseling (RMHC) program. This is intended as a guide to prepare you for Practicum and Internship courses which constitutes almost one third of the courses towards our MS degree in Rehabilitation Counseling.

Rehabilitation Counseling is a broad field that includes mental health counseling, and has the additional specialization in disability related experiences, as well as addressing barriers to living independently and engaging in employment.

Our partnership with quality agencies and programs as well as the site supervisors that share their expertise with our students is one we treasure. We look forward to continued collaboration with sites that are tried and true as well as welcoming new sites and students to work together. It is during the clinical coursework that what is studied and practiced in the classroom comes to life!

During practicum, each student has the opportunity to work closely with a small group of three to four clients with intensive support and video reviewed by faculty instructors. Internship becomes a time of full immersion in the professional work site and learning a broader range of skills related to becoming a professional counselor.

Recently our program has undergone significant changes including a new 90 quarter credit hour plan of study to ensure that we align with the standards of our accrediting body, the Council for Accreditation of Counseling & Related Educational Programs (CACREP). We also continue our history of students being eligible for Oregon Licensed Professional Counselor (LPC) intern status post-graduation. Additionally, all graduate students will take a national certifying exam during internship; with a choice of the Certified Rehabilitation Counselor (CRC), National Certified Counselors (NCC) or both, with the exception of RSA scholars who will be required to take the CRC before graduation. You will see in this handbook a plan of study for our 2020 graduates as well as a new plan of study for our 2021 graduates.

As either a graduate student or Site Supervisor we welcome your questions and feedback. We are a small program that prides ourselves on providing individual attention and creativity to match the desired learning outcomes of our students with the immediate needs of the field. We look forward to working with you closely in the field!

Respectfully,

Rehabilitation and Mental Health Counseling Core Faculty Team

RMHC CORE FACULTY TEAM

Dr. Denise Thew Hackett, PhD., MSCI, CRC - Associate Professor, RMHC Program Coordinator, RSA Grant Principal Investigator, RCD Practicum and Internship Faculty Instructor, Principal Investigator for the Oregon DHH Community Needs Assessment Project, JADARA Editor-in-Chief thewd@mail.wou.edu



Dr. Chung-fan Ni, PhD., CRC, LPC - Associate Professor, RC Practicum and Internship Faculty Instructor, University Diversity and Inclusion Advisory Committee nic@mail.wou.edu

Dr. Chien-Chun Lin, PhD., CRC - Assistant Professor, RC Practicum and Internship Faculty Instructor, Division Representative for National Council on Rehabilitation Education
linc@mail.wou.edu



Ms. Kim Poage, MS, CRC - NTT Faculty, RMHC Clinical Coordinator, Polk Community Free Clinic Counseling Services Coordinator, Oregon State Rehabilitation Council Member
poagek@mail.wou.edu

TABLE OF CONTENTS

| | |
|---|----|
| <u>LETTER OF INTRODUCTION</u> | 1 |
| <u>RMHC CORE FACULTY TEAM</u> | 2 |
| <u>TABLE OF CONTENTS</u> | 3 |
| <u>GENERAL POLICIES FOR SUPERVISED CLINICAL PRACTICE</u> | 6 |
| <u>SELECTING AN APPROPRIATE SITE</u> | 8 |
| <u>CACREP STANDARDS RELATED TO QUALIFIED SITE SUPERVISORS</u> | 9 |
| <u>RELEVANT CACREP DEFINITIONS</u> | 10 |
| <u>ACCOMMODATIONS</u> | 11 |
| <u>Guidelines for University Provided ASL Interpreters</u> | 12 |
| <u>RMHC PLAN OF STUDY</u> | 13 |
| <u>Graduating Class of 2020</u> | 13 |
| <u>Graduating Class of 2021</u> | 14 |
| <u>PROFESSIONAL AND CLINICAL READINESS ACTIVITIES</u> | 14 |
| <u>Description</u> | 14 |
| <u>Purpose</u> | 15 |
| <u>Professional and Clinical Readiness Responsibilities</u> | 15 |
| <u>Student Responsibilities</u> | 15 |
| <u>RMHC Clinical Coordinator Responsibilities</u> | 16 |
| <u>Time Commitment</u> | 17 |
| <u>Frequently Asked Questions</u> | 17 |
| <u>PRACTICUM</u> | 18 |
| <u>Description</u> | 18 |
| <u>Purpose</u> | 18 |
| <u>Practicum Objectives and Activities</u> | 19 |
| <u>Practicum Responsibilities</u> | 22 |
| <u>Student Responsibilities</u> | 22 |
| <u>RMHC Clinical Coordinator Responsibilities</u> | 24 |
| <u>Faculty Instructor Responsibilities</u> | 24 |
| <u>Practicum Site/Site Supervisor Responsibilities</u> | 25 |
| <u>Time Commitment</u> | 26 |

| | |
|--|----|
| <u>Supervision/Instructional Experiences</u> | 26 |
| <u>Group Supervision</u> | 26 |
| <u>Individual or Triadic Supervision</u> | 27 |
| <u>Counseling Recording Critiques</u> | 27 |
| <u>Tips for Recording</u> | 28 |
| <u>Documenting Practicum Activities</u> | 29 |
| <u>Beginning Your Practicum</u> | 29 |
| <u>During Your Practicum</u> | 30 |
| <u>At the End of Your Practicum</u> | 30 |
| <u>Evaluation of Performance</u> | 31 |
| <u>Frequently Asked Questions</u> | 32 |
| <u>INTERNSHIP</u> | 32 |
| <u>Description</u> | 32 |
| <u>Purpose</u> | 33 |
| <u>Internship Objectives and Activities</u> | 34 |
| <u>Using the Student's Place of Employment as an Internship Site</u> | 38 |
| <u>RSA Approval of Clinical Site</u> | 39 |
| <u>Internship Responsibilities</u> | 40 |
| <u>Student Responsibilities</u> | 40 |
| <u>RMHC Clinical Coordinator Responsibilities</u> | 42 |
| <u>Faculty Supervisor Responsibilities</u> | 43 |
| <u>Internship Site/Site Supervisor Responsibilities</u> | 43 |
| <u>Time Commitment</u> | 44 |
| <u>Supervision/Instructional Experiences</u> | 44 |
| <u>Group Supervision</u> | 44 |
| <u>Individual or Triadic Supervision</u> | 45 |
| <u>Documenting Internship Activities</u> | 45 |
| <u>Beginning Your Internship</u> | 45 |
| <u>During Your Internship</u> | 46 |
| <u>At the End of Each Quarter of Your Internship</u> | 46 |
| <u>At the End of Your Internship</u> | 47 |

| | |
|--|----|
| <u>Evaluating Intern Performance</u> | 47 |
| <u>Frequently Asked Questions</u> | 48 |
| <u>Appendix A: Plan of Study</u> | 49 |
| <u>PLAN OF STUDY: GRADUATION CLASS OF 2020</u> | 50 |
| <u>PLAN OF STUDY: GRADUATION CLASS OF 2021</u> | 51 |
| <u>Appendix B: Professional and Clinical Readiness Forms</u> | 52 |
| <u>STUDENT PROFILE SHEET</u> | 53 |
| <u>Appendix C: Practicum Forms</u> | 55 |
| <u>STUDENT PRACTICUM AGREEMENT</u> | 57 |
| <u>PRACTICUM CONTACT HOURS</u> | 58 |
| <u>INFORMED CONSENT FORM</u> | 60 |
| <u>STUDENT SELF-ASSESSMENT OF PRACTICUM LEARNING</u> | 62 |
| <u>STUDENT EVALUATION OF GRADUATE PRACTICUM SITE</u> | 63 |
| <u>STUDENT EVALUATION OF PRACTICUM FACULTY</u> | 65 |
| <u>PRACTICUM SITE SUPERVISOR'S EVALUATION OF STUDENT</u> | 67 |
| <u>Appendix D: Internship Forms</u> | 70 |
| <u>STUDENT INTERNSHIP AGREEMENT</u> | 71 |
| <u>INTERNSHIP EXTENDED LEARNING AGREEMENT</u> | 73 |
| <u>INTERNSHIP CONTACT HOURS</u> | 74 |
| <u>STUDENT SELF-ASSESSMENT OF INTERNSHIP PERFORMANCE</u> | 77 |
| <u>STUDENT EVALUATION OF GRADUATE INTERNSHIP SITE</u> | 78 |
| <u>STUDENT EVALUATION OF INTERNSHIP FACULTY</u> | 80 |
| <u>INTERNSHIP SITE SUPERVISOR'S EVALUATION OF STUDENT</u> | 82 |

GENERAL POLICIES FOR SUPERVISED CLINICAL PRACTICE

It is especially important that each student enrolled in the supervised professional practice sequence (RC 609 Practicum and RC 605 or 610 Internship) recognizing that the planning, seeking, interviewing, selecting, and on-site performance are all part of the process. The entire process is a learning experience from which increased professionalism should be gained. All parts of the experience and all assignments are considered in determining the overall final grade. A thorough reading of this Handbook prior to beginning any part of the supervised professional practice sequence is strongly advised. Students should maintain communication with the RMHC Clinical Coordinator and their faculty instructor to insure an accurate understanding of the process.

- All students beginning their clinical coursework must be in good standing with the University, having no academic or disciplinary action standing or pending against them.
- All students in the RMHC Program must adhere to the [2017 Code of Professional Ethics for Rehabilitation Counselors](#) and/or [2014 American Counseling Association Code of Ethics](#) while in the program.
- All students enrolled in RC 609 Practicum or RC 610 Internship must carry their own personal professional liability insurance prior to meeting with clients. Policies last for one year and historically have cost \$40 per year.

[American Counseling Association Membership and Liability Insurance Discount](#) and [Direct HPSO Liability Insurance](#)

- Prerequisites:

| Graduating Class 2020 | Graduating Class of 2021 and forward |
|---|--|
| RC 609 Practicum: Permission of RMHC Program Coordinator (9 credits; 3 credits per term) | RC 609 Practicum: Permission of RMHC Program Coordinator; Completed STUDENT PRACTICUM AGREEMENT (8 credits; 4 credits per term) |
| RC 605 Internship: Two thirds of program coursework completed; Grade of Pass in 9 credits (three sections) including having completed all 40 direct client contact hours, 100 hours total and course paperwork; RSA approval of clinical sites (RSA scholars only); Completed STUDENT INTERNSHIP AGREEMENT (18 credits; 9 credits per term) | RC 610 Internship: Two thirds of program coursework completed; grade of Pass in 8 credits (two sections) including having completed all 40 direct client contact hours, 100 hours total and course paperwork; RSA approval of clinical sites (RSA scholars only); Completed STUDENT INTERNSHIP AGREEMENT (20 credits; 10 credits per term) |

When a student's readiness for placement into supervised professional practice (Practicum or Internship setting) or when a student's ability to meet professional performance expectations within a current placement are in question, the situation will be referred for a case conference prior to long-term or permanent restriction or removal from the supervised professional practice placement, based on the Field Placement Case Conference Process. Temporary restriction or removal of a student in a supervised professional practice placement may occur until the case conference procedure has ended.

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

SELECTING AN APPROPRIATE SITE

Practicum and Internship sites must be appropriate for the RMHC students and able to provide high quality professional practice experiences. The following list of characteristics is intended as a guideline to help students and agency/program staff evaluate the likelihood of a placement being approved by the RMHC Clinical Coordinator.

1. The agency or program should be well-established and recognized as providing professional services to clients with disabilities, including but not limited to mental health, or who are Deaf. This may be measured by reputation in the community, accreditations, state licenses, or certification, etc.
2. The agency or program should have a full-time professional staff whose members identify with rehabilitation counseling, mental health counseling or closely-related professions. A staff member contemplating direct supervisory responsibility for a graduate Rehabilitation Counseling student must meet the CACREP standards for site supervisors.
3. The agency or facility should be committed to rehabilitation or mental health counseling services and willing to cooperate with the RMHC Clinical Coordinator and faculty instructor in designing supervised professional practice experiences that will benefit both themselves as professionals, their clients and the student.

4. For students receiving RSA Scholarship, their internship must be completed at a state vocational rehabilitation agency unless prior approval has been obtained from the RMHC Program Coordinator based on written approval from RSA. If a student is not able to intern at a State VR setting, written explanation needs to be documented and submitted to RSA after meeting with the Program Coordinator and Clinical Coordinator. Student at non-state VR site will provide a copy of the duties of the intern and explanation of established collaborative agreement to be submitted to RSA. There is no guarantee that RSA will approve non-state VR sites for internship.

CACREP STANDARDS RELATED TO QUALIFIED SITE SUPERVISORS

According to the CACREP Standards, the following are the minimum requirements for anyone interested in becoming a site supervisor for a student in the RMHC program. A secondary supervisor can also be identified that shares supervision but may not have all of the below qualifications.

- Have a minimum of a master's degree, preferably in counseling, or a related profession
- Have relevant certification and/or license
- Have a minimum of two years of pertinent professional experience in rehabilitation and/or mental health counseling
- Have a knowledge of the program's expectations, requirements, and evaluation procedures for students*
- Have relevant training in counseling supervision*

To satisfy the last two requirements*, all site supervisors must engage in one-on-one training with the RMHC Clinical Coordinator or complete the online RMHC Supervisor Training.

RELEVANT CACREP DEFINITIONS

Listed in order of definitions found in CACREP standards under [CACREP Section 3: Professional Practice](#).

Practicum – a distinctively defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.

Internship – a distinctively defined, post-practicum, supervised clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills related to program objectives.

Live Supervision – a combination of direct observation of the counseling session with some method that enables the supervisor to communicate with and thereby influence the work of the supervisee during the session (from Bernard & Goodyear).

Formative and Summative Evaluations – formative evaluation examines the development of professional competencies with a focus on identifying strengths and deficiencies and corresponding learning interventions. Summative evaluation focuses on outcomes and is used to assess whether learning goals are achieved consistent with a professional standard.

Direct Service – supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families or groups) for the purpose of fostering social, cognitive, behavioral, and/or affect change. These activities must involve interaction with others

and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision.

Triadic Supervision – a tutorial and mentoring relationship between a member of the counseling profession and two counseling students.

Group Supervision – a tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students.

Evaluation – the review and interpretation of information that has been gathered from and about individuals, programs, or processes that lead to decisions and future actions. Evaluation, as used in Section 4 of the 2016 CACREP Standards, refers to the method and process of determining and judging overall program effectiveness using the assessment and other data that has been gathered to review the program and implement improvements based on the results.

Relevant Training in Counseling Supervision – training in counseling supervision to be determined by the program (e.g., workshop offered by institution, graduate supervision course, possession of supervisory credential, etc.).

Student Learning – measurable acquisition of knowledge or skills.

ACCOMMODATIONS

Western Oregon University values diversity and inclusion; we are committed to fostering full participation for all students. Accommodations are collaborative efforts between students, faculty, sites and the Office of Disability Services (ODS). Students will need to work with ODS

by providing their disability related documentation for accommodations to be considered. Accommodations for clinical courses will be specific to the Practicum and Internship sites students acquire their hours and supervision structure with their site and faculty supervisor. WOU Office of Disability Services: 503-838-8250, ods@wou.edu

Guidelines for Using University Provided ASL Interpreters

The RCD counselor-in-training cannot take on the additional role of interpreter when working as a Practicum or Internship student with a site mentor and/or volunteer client. Doing so would create a dual relationship which places the counselor-in-training in an unethical situation. EXAMPLE: If the site mentor does not know sign language and is meeting with an RCD counselor-in-training and a volunteer client who both sign, the RCD student will not be able to provide interpreting for the mentor. A professional interpreter will need to be hired.

The RCD counselor-in-training will schedule an interpreter through WOU Office of Disability Services if one is needed to communicate with a site mentor or with a volunteer client. EXAMPLE: If the RCD student is Deaf and the site mentor does not know sign language, then the student will be responsible to secure an interpreter.

The site mentor will schedule an interpreter if one is needed for the mentor to communicate with a client. EXAMPLE: If a non-signing mentor chooses to join a counseling session with an RCD student and volunteer client who both sign, the mentor will be responsible to secure an interpreter.

Staff meetings vary depending on who is attending and the accommodation needs. EXAMPLE: Both the site mentor and RCD student are attending a staff meeting where the site has

historically been providing an interpreter. In this instance the site would continue to be responsible for securing an interpreter. But if only the RCD student needs an ASL interpreter, the student would be responsible for securing an interpreter.

Western Oregon University's Office of Disability Services is the contact for students seeking accommodation in the form of ASL interpreting. Students are encouraged to get a recommended list of interpreters in the area of the clinical site. When meetings will occur on a regular basis a schedule is encouraged to be created and forwarded to disability services as soon as it is known. In the case of Internship that may even be 3 to 4 months in advance.

Concise Data ODS Needs for an Interpreter Accommodation:

- DATE & TIME FRAME – example, 1/1/11 9am-11am
- WHERE – includes location and address
- JOB TYPE – intake, client 1 on 1, staff meeting

Also keep in mind that requests for ASL interpreters during a weekday need to be made at least three business days in advance. If it is an event in the evening and/or weekend, at least five business days in advance is needed.

RMHC PLAN OF STUDY

Graduating Class of 2020

For the graduating class of 2020 students will participate in three sections of RC 609 Practicum starting their first Winter term and ending their second Fall term. RC 610 Internship course will occur the second Winter and Spring terms which are the last two terms of the program. Students

are required to complete 81 credits for graduation and have an additional 9 credit option to be eligible for the Oregon LPC. To see the full coursework please refer to the [PLAN OF STUDY: GRADUATION CLASS OF 2020](#) (located in Appendix A).

Graduating Class of 2021

For the graduating class of 2021 students will participate in two sections of RC 609 Practicum -- starting either their first Winter term or first Spring term. All students will take their second practicum during the second Fall term. RC 610 Internship course will occur the second Winter and Spring terms which are the last two terms of the program. Students are required to complete 90 credits for graduation which makes all students eligible for the Oregon LPC. To see the full coursework please refer to the [PLAN OF STUDY: GRADUATION CLASS OF 2021](#) (located in Appendix A).

PROFESSIONAL AND CLINICAL READINESS ACTIVITIES

Description

Professional and Clinical Readiness Activities are those that are done outside of the classroom in preparation for Practicum and Internship coursework. It begins the first term in the program and is done prior to the start of Internship. Students will engage with their Clinical Coordinator in mandatory Professional and Clinical Readiness Workshops, surveys to identify areas of interest and need regarding potential clinical sites, as well as one-on-one sessions to discuss progress in identifying and applying for sites. Students are ultimately responsible for identifying and securing their own sites with the support and guidance of the Clinical Coordinator. An Internship Fair will also be held on campus annually the day after the Martin Luther King Day, which is required for students to attend (alternative opportunities will be provided to distant students).

Purpose

Before starting clinical course work it is important that students be trained and understand the professional expectations of the field they are entering and how to best present themselves when conducting clinical activities. This is done outside of a graded classroom setting. Site identification and agreements needs to be in place before both Practicum and Internship classes begin. All students are required to explore at least three options for their clinical sites. Clinical sites are those which serve clients in a selected public or private agency or other appropriate setting that serves individuals with disabilities or who are Deaf. This process begins early in the graduate program due to the tight timeline of many sites needing to be secured for Internship six months to a year ahead of start date. These activities are done collaboratively with the clinical coordinator and students are expected to actively engage in the activities.

Professional and Clinical Readiness Responsibilities

Student Responsibilities

- Have read and reviewed the RMHC Clinical Handbook and asked any questions to assist in clarification of materials within;
- To attend all scheduled workshops and RMHC Internship Fair;
- Reply to WOU email messages from RMHC Clinical Coordinator and potential sites promptly and completely;
- To have a formal resume, cover letter and email signature ready and used in professional communication with faculty and sites;

- Complete FERPA permission on WOU Portal for RMHC Clinical Coordinator to have permission to communicate with potential clinical sites on student's behalf and in collaboration with;
- Provide a draft letter of explanation if needed for criminal background check related to charges and arrests as well as any investigation history with DHS protective services;
- To initiate and schedule time via email, in person or via distance technology to meet with RMHC Clinical Coordinator to explore and discuss potential clinical sites, strengths brought to a site, barriers or challenges and progress towards securing sites for both Practicum and Internship;
- Request accommodations if needed to participate in activities;
- Complete and submit to RMHC Clinical Coordinator and all agreed upon clinical sites the [STUDENT PROFILE SHEET](#) (located in Appendix B).
- Provide updates on experiences with potential sites by ccing RMHC Clinical Coordinator on email correspondences and/or meet in person or via distance technology.

RMHC Clinical Coordinator Responsibilities

- Prepare materials and guests for both Professional and Clinical Readiness Workshops and Internship Fair;
- Share directly with students regarding clinical sites seeking interns and opportunities to meet with sites;
- Provide warm handoffs for students and sites in connecting with one another for the purpose of considering an agreement for Practicum or Internship;

- Be available to students and sites to complete needed Memorandums of Agreement with sites, review application materials, and work on letters of explanation if needed for criminal background checks;
- Maintain the RMHC Professional and Clinical Readiness Moodle page and Clinical Handbook;
- Collaboratively seek out and explore new site opportunities in alignment with students interests.

Time Commitment

Graduate students should expect to spend an estimated 20 hours per term the first year of the program engaging in Professional and Clinical Readiness Activities. Students are asked to use the WOU Service Learning and Career Center as a resource in developing and finalizing their resume, cover letters and practicing for informational and application interviews for clinical sites. Students will have between approximately 6 to 9 hours of workshop time total as well as 2 hours for the Internship Fair. Once sites are identified, there will be applications, background checks, interviews and often site orientations. Students wanting to explore more options for potential clinical sites should expect more time to be spent on this process. Students are expected to meet individually with the RMHC Clinical Coordinator in person, phone, VP or other technology meetings. Occasionally, potential sites will be available to come for a lunchtime or after class time presentation that students are encouraged to attend.

Frequently Asked Questions

1. Do I need to attend all Professional and Clinical Readiness Workshops? Yes

2. How do I schedule an appointment with the RMHC Clinical Coordinator? Please go to <https://kimpoageappointments.as.me/schedule.php> and find a day/time/location/method that works best for you. This request will be emailed to your clinical coordinator who will respond with any questions and a meeting confirmation.

PRACTICUM

Description

Practicum is a clinical course supervised by faculty as well as a site supervisor. Students will practice counseling skills with clients in a selected public or private agency, or other appropriate setting that serves individuals with disabilities. Every effort is made to assure that Practicum sites are culturally diverse, foster personal growth, and introduce students to counseling approaches and rehabilitation issues that affect service delivery.

Purpose

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

1. Practice those skills learned in previous or concurrent coursework.
2. Receive feedback on level of effectiveness.
3. Share clinical experiences and techniques with other students in a supportive and collaborative environment.
4. Learn issues practicum cohorts are encountering and brainstorm solutions with potential application.
5. Work with a variety of clients and presenting issues.

6. Experience those dynamics that are unique to different professional settings (e.g., free clinic programs, state vocational rehabilitation agencies, mental health clinics, community rehabilitation programs, veteran agencies, hospital settings, etc.).
7. Relate theory to practice.
8. Begin to formulate and practice a personal approach to counseling.

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

Practicum Objectives and Activities

The following objectives and activities will be completed in varying levels depending on the practicum site, however, all sites must provide activities and learning related to multicultural rehabilitation counseling and applying ethics. The faculty supervisor, the site (agency) supervisor, and the student will negotiate the specific activities to be accomplished during the practicum using the [STUDENT PRACTICUM AGREEMENT](#) (located in Appendix C).

1. To gain proficiency in multicultural rehabilitation and/or mental health counseling
 - a. incorporating culturally-sensitive interventions based on evidence-based practice
 - b. understanding the intersectionality of disability and other demographic and sociocultural factors
 - c. increasing students’ awareness of their own attitudes, values, and beliefs and the potential impact on service delivery for culturally diverse populations
2. To gain proficiency in applying the [2017 Code of Professional Ethics for Rehabilitation Counselors](#) and/or [2014 American Counseling Association Code of Ethics](#)

- a. engaging in self-care activities to maintain and promote the student's own emotional, physical, mental, and spiritual well-being
 - b. understanding the legal and ethical issues and aspects of the rehabilitation and/or mental health counseling profession
 - c. demonstrates ethical behavior
 - d. implementing interventions that are grounded in theory and/or are evidenced-based practices
3. To gain proficiency in abstracting information from records and in writing a meaningful summary for use in planning:
- a. use of proper channels to obtain records
 - b. selection of pertinent records
 - c. abstraction of relevant material
 - d. integration of material
4. To gain proficiency in obtaining additional background information from other agencies or persons to which clients are known as appropriate to site:
- a. knowledge of agencies or personnel who have worked with the client
 - b. ability to obtain the needed information through interviewing of persons involved
 - c. respect for confidentiality of client during such interviews
5. To gain proficiency in doing initial intake interviews with clients for the purpose of determining their needs with respect to future evaluation, counseling, training, and/or placement activities:
- a. knowledge of approved ways of contacting clients
 - b. preparation for interview

- c. ability to relate to client
 - d. ability to elicit pertinent information
 - e. ability to integrate results and to communicate them to designated personnel within the setting
6. To gain proficiency in counseling and communication:
- a. ability to communicate the results of an evaluation to the client
 - b. ability to present evaluation results in a manner meaningful to the client
 - c. ability to handle possible negative reactions of client
 - d. ability to maintain a “helping” relationship
 - e. ability to identify major areas of concern for the client that evolve through the counseling process
7. To gain proficiency in goal-setting and planning
- a. ability to establish counseling goals with the client
 - b. ability to achieve counseling goals that were established with the client
8. To gain proficiency in consulting with site supervisors and/or employers in order to evaluate potential work settings in terms of their suitability for placement of the client as is appropriate to site:
- a. ability to obtain pertinent information through interviewing of persons involved
 - b. ability to maintain client’s confidentiality
 - c. ability to integrate material obtained and to communicate it to designated personnel within the setting
9. To gain proficiency in writing case notes:
- a. ability to communicate, accuracy of interpretation, clarity of thought

- b. ability to make appropriate recommendations
 - c. knowledge of additional services that might be required to implement recommendations
10. In addition to duties directly involving clients, the student is expected to attend meetings, conferences, etc. held in the setting during the time he/she is there, which are considered to be relevant to the current stage of training.

Practicum Responsibilities

Student Responsibilities

1. To maintain professionalism in adhere to the [2017 Code of Professional Ethics for Rehabilitation Counselors](#) and [2014 American Counseling Association Code of Ethics](#);
2. To act within the limits of his/her defined roles, training, and competencies as defined and approved in the [STUDENT PRACTICUM AGREEMENT](#) (located in Appendix C);
3. To adhere to the policies and procedures for professional personnel at the practicum site (e.g., working hours, dress, and activities) for the duration of the field experience;
4. To cooperate with the site supervisor and faculty supervisor, submitting reports at appropriate times, and keeping a log of activities performed as part of the practicum;
5. To respect the confidentiality of information about clients or participants of the

practicum site at all times, and to follow any policies or guidelines of the university and the practicum site relating to research or training with human subjects;

6. To report concerns or problems promptly and completely to both the site and faculty supervisors so that these issues may be resolved as soon as possible;
7. To avoid undertaking any activity in which competency, personal problems, or conflicts of interest are likely to lead to inadequate performance. If such a situation arises, the student shall seek agency or faculty supervisor assistance to determine the appropriate course of action;
8. To record a majority of counseling sessions with clients to have available for review during supervision with faculty and/or site supervisor unless live supervision is provided;
9. To complete all course assignments and submit required practicum documentation by specified due dates;
10. To attend all scheduled group supervisory class sessions;
11. To schedule time to regularly meet and communicate with the Faculty supervisor for the purpose of evaluation of guidance, clinical skills, and professional growth; and
12. To complete the following evaluation activities: (a) a [STUDENT SELF-ASSESSMENT OF PRACTICUM LEARNING](#), (b) a [STUDENT EVALUATION OF GRADUATE PRACTICUM SITE](#), and (c) a [STUDENT EVALUATION OF PRACTICUM FACULTY](#) (all located in Appendix C).

RMHC Clinical Coordinator Responsibilities

1. Facilitate communication between the university and site prior to practicum course beginning including questions about the Clinical Handbook and establishing a Memorandum of Agreement (provided via email to sites if not already in place);
2. Review and approve appropriate [STUDENT PRACTICUM AGREEMENT](#) (located in Appendix C);
3. To assist students in locating and communicating with sites for field experiences, as needed;
4. To prepare students for practicum placement and activities in the field.
5. To provide on-line or person to person clinical supervision training.

Faculty Instructor Responsibilities

1. To notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
2. To be available for consultation with both site supervisors and students and shall be immediately contacted should any issues or change in relation to student, site, or university occur;
3. To assign a practicum grade of pass, no pass or incomplete;
4. To periodically meet with the site supervisor to discuss practicum student's progress;
9. To meet on a regularly scheduled basis with the practicum student to assess clinical skills and review progress;

10. To collaborate with the site supervisor in evaluating the practicum student's professional growth.

Practicum Site/Site Supervisor Responsibilities

1. To assign a practicum supervisor who has appropriate credentials, time, and interest for training the practicum student;
2. To provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student's performance including 2 to 4 clients per term to work with weekly in direct counseling in the form of one-on-one or group counseling to achieve student's requirement of 20 hours of direct client contact per term;
3. To provide the student with adequate work space and staff support to conduct professional activities;
4. To provide weekly supervision meetings with the practicum student to discuss performance, provide mentoring, and support with clinical issues;
5. To verify Practicum hour through signing the monthly [PRACTICUM CONTACT HOURS](#) (located in Appendix C);
6. To conduct a written evaluation of the practicum student including completing the [PRACTICUM SITE SUPERVISOR'S EVALUATION OF STUDENT](#) (located in Appendix C);

7. To immediately communicate any concerns regarding the practicum student to the faculty supervisor and/or the RC Clinical Coordinator.

Time Commitment

According to CACREP Standards, the practicum student will complete a minimum of 100 clock hours spread across the students two terms of practicum including a minimum of 40 hours of this time shall be spent in direct service to persons with disabilities. In that 100 hours is time on the Practicum site as well as supervision time with student's faculty supervisor.

Supervision/Instructional Experiences

Group Supervision

According to CACREP Standards, the practicum student is expected to spend a minimum of 1 1/2 hours per week in a group session facilitated by a faculty instructor. For the WOU RMHC Program, this typically involves attending and participating in class time four to five times per quarter at Polk Community Free Clinic. After addressing immediate concerns, practicum students will listen to and discuss live counseling sessions occurring with their peers at the clinic, discuss theories and techniques related to common issues, exchange feedback with peers regarding personal and professional impressions, and discuss professional growth and development areas.

No more than six students will be allowed to register for each practicum section; however, two practicum sections may meet together for group supervision (up to 12 students), depending on the instructor's preference.

Individual or Triadic Supervision

According to CACREP Standards, the practicum student is expected to spend a minimum of one hour per week engaged in individual or triadic supervision with the site or supervisor. These sessions provide an opportunity for intensive review of the student's work and are often regarded as one of the most valuable of the course experiences.

If the site supervisor does not have a certificate, license or is unavailable, the student will be required to meet regularly with the faculty instructor for individual or triadic supervision.

These meetings are in addition to the required individual site supervision meetings.

Counseling Recording Critiques

All counseling sessions will be 45 to 50 minutes in length. All clients will be individuals with disabilities, including mental health challenges, or who are Deaf. Students are expected to use recording equipment to record counseling sessions unless prior approval has been given on a case by case basis. Some sessions at PCFC will not be recorded because of live supervision support per the faculty supervisor's discretion.

It is the student counselor-in-trainings responsibility to secure the recording equipment needed for counseling session. The RMHC Program owns and has available recording equipment which is housed in Hamserly Library. When requesting RMHC equipment you will have to specify your request for RMHC designated equipment rather than general student equipment and give your name. General student equipment can be checked out as well as an option if RMHC equipment is not available but will have a shorter loan time. RMHC designated equipment can be checked out for an entire term at a time. Students may choose to use their own recording equipment as well.

Your WOU Student ID or driver's license is required when checking out a camera (includes a SD card), HIPAA compliant document carrier (soft shell), and encrypted thumb-drive.

Students will complete a SOAP and Self-Assessment for each counseling session and present that information along with the video in the classroom case staffing. During review of the video for class discussion, student counselors will note ahead of time markers for points of discussion. Intake paperwork, which is to be done during the first counseling appointment prior to turning on the taping with equipment, includes the Initial Client (FACE) Sheet, Client Intake Form, Professional Disclosure Statement (talked about later) and Release of Information (if not already provided by site and as needed). Both blank and sample documents will be provided to students through Practicum Moodle.

The practicum student is expected to record all counseling sessions with client's consent.

These sessions will be reviewed by the practicum student prior to submission and accompanied by the required documentation. No recordings will be accepted for review without required documentation (See the syllabus and course website for more details).

These counseling recordings will be reviewed either in the group classroom class or with the faculty instructor.

Tips for Recording

- Be sure that you practice with the recording equipment and encrypted thumb drive prior to using it in a counseling session as there is a learning curve with these devices.
- Keep camera plugged into the wall outlet during recording time to avoid depending on the battery life during your counseling session.

- When using the encrypted thumb drive keep in mind that it can only store one to two counseling sessions at a time. You may need to check out more than one encrypted thumb drive as a result.
- Look into the camera screen to ensure that both you and the client is visible.
- To the best of your ability, model “ignoring the recorder” for your client.

Documenting Practicum Activities

In compliance with CACREP Standards and the University curriculum requirements, it is required that both the total number of hours spent in practicum and the number of hours invested in performing particular counselor activities be accurately and completely reported.

Beginning Your Practicum

1. The [STUDENT PRACTICUM AGREEMENT](#) (located in Appendix C) outlines those conditions under which the practicum student serves. The agreement must be completed and signed by the site supervisor and brought to the RMHC Clinical Coordinator no later than the first day of the term; early submission is appreciated. Once the agreement is signed by the RMHC Clinical Coordinator and the faculty supervisor, the hard copy will be kept by the University in your clinical file and an electronic copy will be provided to the student and site supervisor.

During Your Practicum

1. [PRACTICUM CONTACT HOURS](#) (located in Appendix C) are updated each day the student is on site or receiving supervision with their faculty supervisor. There are two categories on the log form itself for direct and indirect services with definitions included. Over the time in this course students are expected to achieve a minimum of 40 direct hours (20 per term) and 100 total hours (50 per term) which is a combination of the direct and indirect time. Students will need to bring their completed log to be reviewed with your faculty supervisor during your one-on-one time at midterm and submitted finals week including signatures from the student and site supervisor confirming the accuracy of hours.

2. Self-evaluation of audio or video recordings of counseling sessions are done through both **COUNSELING SESSION SUMMARY NOTES (SOAP NOTES)** and the **COUNSELING SKILLS CRITIQUE SHEET**, both found in Practicum Moodle, are used to evaluate and provided to the faculty instructor prior to recordings being reviewed. Instructions, blank documents and examples are posted in Practicum Moodle.

At the End of Your Practicum

1. Complete the [STUDENT SELF-ASSESSMENT OF PRACTICUM LEARNING](#) (located in Appendix C) prior to the final meeting with the site supervisor. Students will upload the completed assessment to the Practicum Moodle site by the end of the quarter.

2. Complete the [STUDENT EVALUATION OF GRADUATE PRACTICUM SITE](#) (located in Appendix C) and upload to the Practicum Moodle site by the end of the quarter. Please note that this form may be shared with future practicum students.

3. The [PRACTICUM SITE SUPERVISOR'S EVALUATION OF STUDENT](#)

(located in Appendix C) is completed independently by the site supervisor. The student should give this form to the site supervisor no later than the 5th week of the quarter. This evaluation needs to be completed prior to the final meeting with the site supervisor for review with the student and faculty supervisor.

Evaluation of Performance

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

Specific evaluative criteria include, but are not limited to:

1. Adherence to the to the [2017 Code of Professional Ethics for Rehabilitation Counselors](#) and [2014 American Counseling Association Code of Ethics](#)
2. Compliance with all policies and directives issued by the practicum site and the University pertinent to performance as a practicum student.
3. Completion of all documentation in an accurate, timely, comprehensive, and legible fashion.
4. Compliance with all session recording and preview requirements.
5. Completion of all required assignments.
6. Attendance and active participation in all supervisory sessions, including classroom time at

Polk Community Free Clinic.

7. Final evaluations from student and site supervisor.

Frequently Asked Questions

1. Can I do my practicum at the same site as my internship? Yes, if the site allows and it aligns with your career goals.

INTERNSHIP

Description

Internship is the last clinical course series supervised by faculty as well as a site supervisor.

Students will continue practicing counseling skills learned during practicum coursework and through other program coursework. Students will see clients in a selected public or private agency, or other appropriate setting that serves individuals with disabilities that is different from a previous practicum site or the same. Every effort is made to assure that Internship sites are culturally diverse, foster personal growth, and introduce students to counseling approaches and rehabilitation issues that affect service delivery.

Purpose

The purpose of the rehabilitation counseling internship is to develop, under appropriate supervision, professional competencies in assisting individuals with disabilities and/or underserved populations to attain and maintain a healthy quality of life and autonomy.

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

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

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

From the student perspective, an internship assists in career development by providing real work experiences that allow exploration of interests and development of professional competencies.

In this manner, students are provided opportunities to test knowledge acquired in earlier didactic work performed during university-based instruction. It is expected that students will also be challenged to examine their own attitudes, beliefs, and values that influence the rehabilitation process.

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

Internship Objectives and Activities

The internship provides an opportunity for everything the student has learned to be integrated into a “big picture” of the field and the student’s place in it. Upon successful completion of internship, the student is expected to be fully prepared to enter the field as a rehabilitation or mental health counselor. As such, he or she should be able to:

1. Demonstrate an understanding of the history, philosophy, and structure of the rehabilitation and/or mental health service delivery system;
2. Demonstrate an appreciation and understanding of the legal and ethical issues and aspects of the rehabilitation and/or mental health counseling profession;
3. Demonstrate proficiency in culturally competent interviewing and counseling with individuals, groups, and/or families;

4. Demonstrate the ability to identify, administer, and utilize all appropriate assessment information and instruments to site;
5. Demonstrate the ability to develop rehabilitation plans, treatment plans and/or case management services;
6. Demonstrate the ability to utilize knowledge and skills in vocational counseling, mental health counseling and/or career development;
7. Demonstrate proficiency in job development and the utilization of job analysis and job modifications and/or accommodations as available at site;
8. Demonstrate the ability to utilize information from professional literature and rehabilitation and mental health research.

Because students intern in a wide variety of settings and bring with them varying degrees of training and experience, it is not possible or desirable to require a specific set of activities. If there are questions of any of the above competencies that may not be able to be achieved at your internship site please direct those questions to the RMHC Clinical Coordinator for discussion.

The outline presented below is intended only as a guideline for structuring well-rounded, mutually beneficial internship experiences. There is a logical chronology built in, but it is realized that many activities may overlap in time or, indeed, continue for the duration of the internship. Furthermore, the site supervisor and intern should remain flexible so that they may respond to changing agency/facility needs and developing student interests. Also depending on if a site is in a more traditional rehabilitation or mental health setting the weight of various activities will vary. As with the above list if there are questions regarding a site not being

equipped to meet certain areas please direct those questions to the RMHC Clinical Coordinator for discussion. It is recognized that with site specialization there are times that particular areas may not be covered and still be a quality training opportunity for internship.

I. Orientation

A. Introduction to staff and tour of physical space

B. Overview of regulations and policies

1. Expectations of interns
2. Hours of attendance
3. Use of telephones and/or video phones
4. Chain of command
5. Risk assessment
6. Confidentiality of records
7. Crisis and disaster response

C. Overview of agency/facility program

1. History
2. Funding sources
3. Client populations
4. Referral sources
5. Eligibility criteria
6. Client services
7. Case management and recording procedures
8. Review of case histories

II. Observation

A. Intake and/or screening interviews

B. Diagnostic and/or evaluation procedures

1. Medical

2. Psychological

3. Vocational

4. Social

5. Drug and Alcohol

C. Counseling Sessions

1. Individual

2. Group

3. Psychoeducation

D. Staff meetings

1. Client review

2. In-service training

3. Administrative

E. Field activities

1. Home visits

2. Job development and/or placement

3. Community agencies

III. Participation

A. Depending upon individual competencies, supervisor preferences, and site regulations, “observation” activities (Section II) may be required prior to providing client services.

However, graduate Rehabilitation Counseling interns should concentrate on developing appropriate professional skills in such areas as case management, individual and group counseling, vocational evaluation, supported employment, job placement, and/or staff development. As such, the “observation” period should constitute a brief time.

B. It is recommended that participation components be phased in as early as feasible to maximize intern learning experiences and productivity.

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

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

In order to use their work site for their internship, the student will be expected to develop a project or a series of related activities that will amount to 150-200 hours of new learning, which is included in the minimum of 600 total hours. This new learning must be over and above the activities required for the internship. Some examples of projects include (a) in-depth study and report on a disability with which the counselor was not previously familiar; (b) development of a guide summarizing comparable benefits available in the local area; or (c) development of a video or brochure, to be given to clients, describing the rehabilitation process.

This option should be discussed with RMHC Clinical Coordinator, and developed with input from the site supervisor. The student then needs to complete the [INTERNSHIP EXTENDED LEARNING AGREEMENT](#) (located in Appendix D).

RSA Approval of Clinical Site

The primary purpose of the RSA scholarship award is to increase the supply of rehabilitation personnel available for employment as rehabilitation counselors in public and private nonprofit agencies involved in the vocational rehabilitation of individuals with disabilities. A limited number of scholarships are available to our graduate students and require a student to have a clear interest in working in the field as a public or private nonprofit rehabilitation counselor. One of the requirements of the scholarship is that a student must agree to pursue and secure an internship in a State Vocational Rehabilitation Agency.

On occasion, when the student is facing substantial barriers to obtaining an internship in a State Vocational Rehabilitation Agency, the student will work with both the RMHC Clinical Coordinator and Program Coordinator to identify a public or nonprofit rehabilitation agency or related agency, including a professional corporation or professional practice group through which is an established service arrangement with the designated state rehabilitation agency to do their internship. A detailed description of the duties that will occur at the internship site, the service arrangement with the designated state rehabilitation agency and explanation of substantial barrier in obtaining an internship in a State Vocational Rehabilitation Agency student is facing will be provided by the student in collaboration with the potential internship site to the RMHC Program Coordinator for submission to RSA for

consideration. RSA will decide to approve or deny a student's ability to do their internship at this non-State Vocational Rehabilitation Agency.

Internship Responsibilities

Student Responsibilities

1. To maintain standards in keeping with the to the [2017 Code of Professional Ethics for Rehabilitation Counselors](#) and [2014 American Counseling Association Code of Ethics](#)
2. To act within the limits of his/her defined roles, training, and competencies as defined and approved in the internship [STUDENT INTERNSHIP AGREEMENT](#) (located in Appendix D);
3. To adhere to the policies and procedures for professional personnel at the internship site (e.g., working hours, dress, and activities) for the duration of the field experience;
4. To cooperate with the site supervisor and faculty supervisor, submitting reports at appropriate times, and keeping a log of activities performed as part of the internship;
5. To at all times respect the confidentiality of information about clients or participants of the internship site, and to follow any policies or guidelines of the university and the Internship site relating to research or training with human subjects;
6. To report concerns or problems promptly and completely to both the site and faculty supervisors so that these issues may be resolved as soon as possible;
7. To avoid undertaking any activity in which competency, personal problems, or conflicts of interest is likely to lead to inadequate performance. If such a situation arises, the student shall seek agency or faculty supervisor assistance to determine the appropriate course of action;

8. To review available information about the client in preparation for all intake and subsequent sessions with clients;
9. To demonstrate effective counseling skills when interacting with clients;
10. To interact with a variety of clients characterized by diverse presenting problems and individual differences;
11. To formulate treatment or rehabilitation plans in accordance with agency guidelines based on information collected through intake activities and evaluation of background information;
12. To assist clients in applying (a) skills learned through group work, (b) results of individual appraisal, and/or (c) career information and life experiences;
13. To assist clients in developing longer-range plans (e.g., personal-social, education, career development);
14. To facilitate group work using group process and workshop skills when available at site;
15. To consult with other professionals regarding presenting problems and preferred courses of action;
16. To refer clients to other human services professionals and programs in compliance with agency guidelines;
17. To conduct individual appraisal activities as required by the agency;
18. To conduct public information activities, appropriate to the agency;
19. To participate in or help conduct professional development activities;
20. To help conduct program management activities;

21. To attend all training sessions required by the internship site;
22. To complete all assignments and submit required documentation by specified due dates;
23. To attend all scheduled Internship class sessions (typically done remotely). Group supervision time with site supervisor and report any absences to both site and faculty supervisors;
24. To conduct the following evaluation activities: (a) [STUDENT SELF-ASSESSMENT OF INTERNSHIP PERFORMANCE](#) every term; (b) [STUDENT EVALUATION OF GRADUATE INTERNSHIP SITE](#) (c) [STUDENT EVALUATION OF INTERNSHIP FACULTY](#) at the end of the internship (located in Appendix D).

RMHC Clinical Coordinator Responsibilities

1. Facilitate communication between the university and site prior to internship course beginning including questions about the Clinical Handbook and establishing a Memorandum of Agreement (provided via email to sites if not already in place);
2. Review and approve appropriate [STUDENT INTERNSHIP AGREEMENTS](#) (located in Appendix D);
3. To assist students in locating and communicating with sites for field experiences, as needed;
4. To prepare students for internship placement and activities in the field.
5. To provide on-line or person to person clinical supervision training.

Faculty Supervisor Responsibilities

1. To notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
2. To be available for consultation with both site supervisors and students and shall be immediately contacted should any problem or change in relation to student, site, or university occur;
3. To periodically meet with the site supervisor to discuss internship student's program;
4. To meet on a regularly scheduled basis with the internship student to assess clinical skills and review progress;
5. To collaborate with the site supervisor in evaluating the internship student's professional growth.

Internship Site/Site Supervisor Responsibilities

1. To assign an internship supervisor who has appropriate credentials, time, and interest for training the internship student;
2. To provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student's performance (suggested counseling experiences included in "Internship Activities" section);
3. To provide the student with adequate work space, telephone, office supplies, and staff support to conduct professional activities;

4. To provide weekly supervision meetings with the internship student to discuss performance, provide mentoring, and support with clinical issues;
5. To verify monthly Internship hours through signing the term long form titled [INTERNSHIP CONTACT HOURS](#) (located in Appendix D);
6. To conduct a written evaluation of the internship student in the form of the [INTERNSHIP SITE SUPERVISOR'S EVALUATION OF STUDENT](#) (located in Appendix D);
7. To immediately communicate any concerns regarding the internship student to the faculty supervisor and/or the RMHC Clinical Coordinator.

Time Commitment

According to CACREP Standards, the student is expected to complete a minimum of 600 hours in an internship. For the WOU RMHC Program, this is typically completed over the course of two consecutive academic quarters. A minimum of 240 of these hours must be in direct service to people with disabilities. Students who have an [INTERNSHIP EXTENDED LEARNING AGREEMENT](#) (located in Appendix D) must also complete those hours. In addition to the hours at the internship site, the student will attend a weekly group supervision time via remote technology with their Internship faculty supervisor.

Supervision/Instructional Experiences

Group Supervision

Group Supervision According to the CACREP Standards, the internship student is expected to spend a minimum of 1 1/2 hours per week in a group session facilitated by a faculty instructor. After addressing immediate concerns, internship students discuss rehabilitation counselor

experiences from intake to case closure, including counseling issues, case management, and coordination with other related programs.

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

Individual or Triadactic Supervision

The internship student is expected to spend a minimum of one hour per week engaged in individual supervision with the site supervisor. These sessions provide an opportunity for intensive review of the student's work and are often regarded as one of the most valuable of the course experiences.

Documenting Internship Activities

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

Beginning Your Internship

1. The [STUDENT INTERNSHIP AGREEMENT](#) (located in Appendix D) outlines those conditions under which the internship student serves. The agreement must be completed and signed by the site supervisor and given to their Clinical Coordinator on or before the first day of the term. Students are encouraged to submit this earlier when able. Once the agreement is

signed by the Clinical Coordinator and the faculty supervisor, the original copy will be kept by in your clinical file and an electronic copy will be provided to the student and site supervisor.

If a student is at more than one internship site a separate agreement needs to be created for each site.

2. If needed, complete the [EXTENDED LEARNING AGREEMENT](#) (located in Appendix D) to identify the new learning, related activities, and the approximate number of hours. This form only needs to be completed once at the beginning of the internship.

During Your Internship

1. The [INTERNSHIP CONTACT HOURS](#) (located in Appendix D) are updated each day the student is on site and engaged in supervision with their faculty supervisor. A signed hours log must be uploaded to the Internship Moodle site monthly by the specified due date on the syllabus including a signature by the student and site supervisor.

2. **JOURNAL** entries will be submitted to demonstrate learning acquired from your internship experience. Specifics of the journal entries are outlined on the syllabus.

At the End of Each Quarter of Your Internship

1. The [INTERNSHIP SITE SUPERVISOR'S EVALUATION OF STUDENT](#) (located in Appendix D) is completed independently by the site supervisor. The student should give this form to the site supervisor no later than the fifth week of the quarter. This evaluation needs to be completed prior to the final meeting with the site supervisor for review with the student and faculty supervisor.

At the End of Your Internship

1. Complete the [STUDENT SELF-ASSESSMENT OF INTERNSHIP PERFORMANCE](#) (located in Appendix D) prior to the final meeting with the site supervisor. Upload the completed assessment to the Internship Moodle site by the end of the quarter.
2. Complete the [STUDENT EVALUATION OF GRADUATE INTERNSHIP SITE](#) (located in Appendix D) and upload to the Internship Canvas site by the end of the final quarter of internship. Please note that this form may be shared with future internship students.

Evaluating Intern Performance

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

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

The intern will schedule an evaluation meeting with the site supervisor and faculty supervisor towards the end of each quarter of internship. This meeting can be either in-person or by phone, depending on the preference of the site supervisor and/or faculty supervisor and geographic location.

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

Frequently Asked Questions

1. What are some examples of direct service hours during Internship?

Assessment – using assessment tools with clients (psychological, career, educational, personality, job coaching).

Counseling – group, individual, in person, VP, phone, Zoom.

Psycho-educational activities - group orientation, meeting with potential clients or client referral sources, presentation to community, schools, etc.

Consultation – can include meetings about a client with others on the treatment team; site supervisors, case managers, psychologists, guardians when the client is not present (no double dipping with weekly mandatory site supervision), discussion with resources specific to your client's needs, discussion with referral source or community resource sending client to, case staffing specific to your client.

Appendix A: PLAN OF STUDY



MASTER OF SCIENCE IN REHABILITATION AND MENTAL HEALTH COUNSELING

PLAN OF STUDY: GRADUATION CLASS OF 2020

Name: _____

Address: _____

V-number _____

Email address: _____

Phone: _____ ☐ Cell ☐ Home ☐ Work

Advisor: _____

Track Choice: ☐ General Rehabilitation Counseling (RC)☐ RC: Deafness Program (RCD)☐ Mental Health Counseling Track (MHC)

| COURSES | | Term | Grade | Credits |
|--|--|------|-------|---------|
| I. Required Courses (81 credits) | | | | |
| RC 522 | Medical and Functional Aspects in Rehabilitation | | | 3 |
| RC 632 | Psychosocial and Environmental Aspects of Disability | | | 3 |
| RC 609 | Practicum in Rehabilitation Counseling | | | 9 |
| RC 610 | Rehabilitation Counseling Internship | | | 18 |
| RC 611 | Introduction to the Helping Profession | | | 3 |
| RC 612 | Theory and Techniques of Counseling | | | 3 |
| RC 613 | Lifestyle and Career Development | | | 3 |
| RC 620 | Professional Orientation to Rehabilitation Services and Resources | | | 3 |
| RC 621 | Job Development, Placement, and Retention | | | 3 |
| RC 625 | Rehabilitation Counseling Research | | | 3 |
| RC 630 | Group Work | | | 3 |
| RC 631 | Family, Disability and Life Span Development | | | 3 |
| RC 633 | Social and Cultural Diversity Issues in Rehabilitation Counseling | | | 3 |
| RC 634 | Diagnosis/Treatment of Mental Illness in Rehabilitation | | | 3 |
| RC 650 | Ethical Issues in Rehabilitation Counseling | | | 3 |
| RC 660 | Caseload Management in Rehabilitation Counseling | | | 3 |
| RC 662 | Measurement and Assessment Procedures in Deafness and Rehabilitation | | | 3 |
| SPED 672 | Transition and Self-Determination | | | 3 |
| II. Electives (3-6 credit hours) | | | | |
| RC Students | | | | 6 |
| RCD Students (see below for additional required courses) | | | | 6 |
| MHC Students (see below for additional required courses) | | | | 6 |
| <i>*Highly recommended that students take RC 575 Hearing Loss and Assistive Technology</i> | | | | |
| III. Required Courses for Rehabilitation Counseling Deafness (RCD) | | | | |
| RC 590 | Professional Issues/Deafness | | | 3 |
| Elective | | | | 3 |
| IV. Required Courses for Mental Health Counseling (MHC) | | | | |
| PSY 561 | Psychopharmacology | | | 4 |
| PSY 525 | Drug and Alcohol Assessment | | | 4 |
| PSY 527 | Crisis Assessment and Intervention | | | 1 |

TOTAL QUARTER HOURS: **81-90**

**All RCD students must demonstrate American Sign Language proficiency.

MASTER OF SCIENCE IN REHABILITATION COUNSELING

PLAN OF STUDY: GRADUATION CLASS OF 2021

Name: _____ Address: _____

V-number _____

Email address: _____

Phone: _____ ☐ Cell ☐ Home ☐ Work Advisor: _____

Track Choice: ☐ General Rehabilitation Counseling/Mental Health Counseling (RC/MHC)

☐ RC: Deafness Program/Mental Health Counseling (RCD/MHCD)

| COURSES | | Term | Grade | Credits |
|----------------------------|--|------|-------|-----------|
| I. Required Courses | | | | |
| RC 609 | Practicum in Rehabilitation Counseling | | | 8 |
| RC 610 | Rehabilitation Counseling Internship | | | 20 |
| RC 611 | Counseling and Helping Relationships | | | 4 |
| RC 612 | Theory and Techniques of Counseling | | | 4 |
| RC 613 | Career Development Theories and Job Development and Placement Techniques | | | 4 |
| RC 625 | Research and Program Evaluation | | | 4 |
| RC 626 | Critique Analysis and Evidence Based Practice Research | | | 2 |
| RC 630 | Group Counseling and Group Work | | | 4 |
| RC 631 | Human Growth and Development Theories | | | 4 |
| RC 632 | Medical & Psychosocial Aspects of Disabilities | | | 4 |
| RC 633 | Social and Cultural Foundation in Counseling | | | 4 |
| RC 634 | Diagnosis/Treatment Planning and Psychopharmacology of Mental Disorder | | | 4 |
| RC 640 | Trauma and Crisis Intervention in Counseling | | | 4 |
| RC 645 | Counseling in Addictive Behaviors | | | 4 |
| RC 650 | Professional Counseling Orientation and Ethical Practice | | | 4 |
| RC 651 | Professional Counseling Ethical Practice II | | | 2 |
| RC 660 | Caseload Management & Community Partnerships | | | 4 |
| RC 662 | Assessment and Testing | | | 4 |
| RC 670 | Professional Topics Seminar | | | 2 |
| TOTAL QUARTER HOURS: | | | | 90 |

Appendix B: Professional and Clinical Readiness Forms



**WESTERN OREGON UNIVERSITY
REHABILITATION AND MENTAL HEALTH
COUNSELING PROGRAM**

STUDENT PROFILE SHEET

Directions: The student counselor-in-training is to submit this form and their resume to all clinical field sites as well as RMHC Clinical Coordinator. When there are changes in contact information a new form is to be submitted.

Student Counselor-in-Training

Name: _____

Address: _____

Telephone: _____ (circle) Voice Video Phone Text
_____ (circle) Voice Video Phone Text

Email: _____@mail.wou.edu

I already hold the following degree(s):

(Circle) BA BS other: _____ Major: _____

(Circle) BA BS other: _____ Major: _____

I hold the following certification or licensure: _____

Year/Term Entered RMHC Program: _____

Anticipated Year/Term Graduation: _____

Anticipated Dates for Practicum: _____ to _____

Anticipated Dates for Internship: _____ to _____

Appendix C: Practicum Forms



**WESTERN OREGON UNIVERSITY
REHABILITATION AND MENTAL HEALTH
COUNSELING PROGRAM**

STUDENT PRACTICUM AGREEMENT

This agreement is made on ____/____/____ (date) by and among WOU RMHC Masters in Rehabilitation Counseling Program, _____ (Practicum Site), and _____ (student). The agreement will be effective for a period from ____/____/____ (date) to ____/____/____ (date) for _____ (number range) hours per week.

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

All parties are asked to review the RMHC Clinical Handbook 2019-2020 prior to signing this agreement. We ask below that the student counselor-in-training and site supervisor(s) initial having reviewed these sections.

| Handbook Section | Student | Site Supervisor | Site Supervisor |
|--|----------------|------------------------|------------------------|
| General Policies for Supervised Clinical Practice | | | |
| Selecting an Appropriate Site | | | |
| CACREP Standards Related to Qualified Site Supervisors | | | |
| Relevant CACREP Definitions | | | |
| Accommodations | | | |
| Practicum | | | |
| Appendix A: Field Placement Case Conference Policy | | | |
| Appendix D: Practicum Forms | | | |

The practicum activities (checked below) will be provided for the student in sufficient amounts to allow an adequate evaluation of the student's level of competence in each activity. Please note that all sites must provide activities and learning related to multicultural rehabilitation counseling and applying ethics.

Practicum Activities (please check all that apply)

_____ **Multi-cultural rehabilitation counseling** (e.g., incorporating culturally-sensitive interventions, understanding intersectionality, increasing awareness)

_____ **Applying ethics** (e.g., self-care, understanding legal and ethical issues, understanding ethical decision-making models)

_____ **Use information from records** (e.g., use proper channels to obtain records, select pertinent records, abstract/integrate material)

_____ **Gather additional background information** (e.g., contact/interview people from other agencies, respect confidentiality)

_____ **Conduct intake interviews** (e.g., prepare for interview, establish professional relationships, elicit/integrate pertinent information)

_____ **Administer tests/evaluation tools** (e.g., select appropriate tests/evaluation tools, administer accurately, score and interpret results)

_____ **Counseling and communication** (e.g., short-term supportive counseling, effective communication)

_____ **Assist with setting goals and planning** (e.g., establish/achieve counseling goals, write a rehabilitation plan, plan for needed services)

_____ **Consult with work supervisors/employers** (e.g., obtain pertinent information, maintain client's confidentiality, integrate/communicate materials obtained)

_____ **Write reports** (e.g., clarity of thought, ability to communicate, appropriate recommendations, knowledge of additional resources)

_____ **Attend meetings, conferences, etc.** As relevant to current stage of training

Practicum Agreement Signatures

| | |
|------------------|------|
| Graduate Student | Date |
|------------------|------|

| | | |
|-----------------------------------|--------|------|
| Primary Practicum Site Supervisor | Degree | Date |
|-----------------------------------|--------|------|

Certification: _____ License: _____ Other: _____

Phone: _____ V VP Fax Alternate Phone: _____ V VP Fax

Email: _____

| | | |
|--|--------|------|
| Secondary Practicum Site Supervisor (optional) | Degree | Date |
|--|--------|------|

Certification: _____ License: _____ Other: _____

Phone: _____ V VP Fax Alternate Phone: _____ V VP Fax

Email: _____

| | | |
|---------------------------|--------|------|
| RMHC Clinical Coordinator | Degree | Date |
|---------------------------|--------|------|

CRC #000047736

Voice Phone: 503-838-8758

Video Phone: 503-710-9686

Email: poagek@mail.wou.edu

Fax: 503-838-8228

Address: 345 North Monmouth Ave, RWEBC Building, Monmouth Oregon 97361

| | | |
|-------------------------|--------|------|
| RMHC Faculty Supervisor | Degree | Date |
|-------------------------|--------|------|

Certification: _____ License: _____ Other: _____

Phone: _____ V VP Fax Alternate Phone: _____ V VP Fax

Email: _____ @mail.wou.edu

**WESTERN OREGON UNIVERSITY
REHABILITATION AND MENTAL HEALTH
COUNSELING PROGRAM**

PRACTICUM CONTACT HOURS

Student Name: _____

Practicum Site(s): _____

Term: _____ Year: _____

Include the date each type of activity occurred below. Please note time in whole hours or .5 representing 30 minutes. It is important that students do your own totaling of columns at the end of term prior to submitting to your faculty supervisor. Students need to keep a copy of this document for their own records.

HOURS LOG

Direct Services: supervised use of counseling, consultation, or related professional skills with cognitive, behavioral, and/or affect change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision.

Direct Service:

| | | | |
|--------------------------|--|--|--|
| <i>Example: 1/25 – 1</i> | | | |
| | | | |
| | | | |
| | | | |

*minimum of 40 hours across 2 terms (20 hours per term)

Total Hours = _____

Indirect Services: the following activities can be count toward indirect services: (1) classroom supervision time including review of both your tape and your peers', (2) attending orientation at your site, (3) observing other counselors, (4) consultation with on-site supervisor regarding your clients.

Group Classroom Supervision/Class Meetings:

| | | | |
|-------------------------|--|--|--|
| <i>Example: 1/6 – 3</i> | | | |
| | | | |
| | | | |
| | | | |

*minimum of 15 hours per term

Total Hours = _____

Individual or Triadic Supervision with Faculty Supervisor

| | | | |
|--------------------------|--|--|--|
| <i>Example: 1/13 – 1</i> | | | |
| | | | |
| | | | |
| | | | |

**see below

Total Hours = _____

Individual or Triadic Supervision with Site Supervisor

| | | | |
|--------------------------|--|--|--|
| <i>Example: 1/13 – 1</i> | | | |
| | | | |
| | | | |
| | | | |

Total Hours = _____

**minimum of 15 hours per term combined Individual or Triadic Supervision with Faculty or Site Supervisor

Site Orientation (not required by all sites)

| | | | |
|--------------------------|--|--|--|
| <i>Example: 1/23 – 2</i> | | | |
|--------------------------|--|--|--|

Total Hours = _____

TOTAL DIRECT SERVICE HOURS (first section): _____

TOTAL INDIRECT SERVICE HOURS (remaining sections): _____

TOTAL HOURS (combined all Direct and Indirect Services): _____

Practicum Contact Hours Signatures

Graduate Student _____ Date

RMHC Faculty Supervisor _____ Date

Primary or Secondary Practicum Site Supervisor _____ Date

**WESTERN OREGON UNIVERSITY
REHABILITATION AND MENTAL HEALTH
COUNSELING PROGRAM**

INFORMED CONSENT FORM

A) Nature and anticipated course of counseling service:

By agreeing to participate in counseling services, I understand that these services will be provided by a master student from the Rehabilitation and Mental Health Counseling program at Western Oregon State University. I will meet with my student counselor once a week or twice a month with each session lasts 45 to 50 minutes. Sessions will be audio and/or video recorded for the purpose of supervision. I understand that this student will receive supervision from a Western Oregon University faculty member.

B) Services and record keeping:

Student counselor will provide short time short-term counseling (e.g., 1-10 sessions during academic term). I understand that in order to provide the best counseling services possible, supervision of the sessions will be conducted. This supervision is done by reviewing audio and/or video recording of the sessions during group supervision time. These tapes will be reviewed in the presence of supervisors in order to facilitate the student's learning. I understand that the information on the tapes will be destroyed by the end of the academic semester in which they are made. The student must obtain my written permission to retain a tape beyond this period.

C) Potential risks and benefits:

Counseling can have both risks and benefits. For example, uncomfortable feelings and thoughts may be triggered and experienced during counseling sessions. However, counseling can also lead to better interpersonal relationships, improved decision-making skills, goal settings, or reduction of stress and anxiety. I understand I might experience potential uncomfortable emotional disturbance, and there is no assurance of those benefits from my counseling sessions.

D) Alternatives for treatments:

I consent to participate in the counseling service provided by student counselor from Western Oregon University. I also understand that if my student counselor does not meet with my needs, upon mutual agreement, alternatives might be offered (for example, group therapy, referral to another agency or more experienced counselor).

E) Fees:

There are no fees to receive counseling services from Western Oregon University student counselors. You may withdraw from the services at any time without having any punishment.

F) Involvement of third parties:

This will only happen when a signed release of information has occurred.

G) Limits to confidentiality:

Counseling services provided by student counselors from Western Oregon University are kept confidential to comply with ethical standards as well as states and federal laws. Your identity and the information disclosed during counseling sessions as well as the supervisory meetings will be kept strictly confidential and will not be released to any other parties without your written permission.

However, there are a few exceptions:

- a. when there is a strong possibility of imminent harm being done by you on another person, or on yourself;
- b. when you disclose information regarding child abuse, elder abuse, or abuse of another vulnerable individual, or is at risk of such abuse;
- c. when a valid court order is issued;
- d. when federal officials are conducting national security and intelligence activities;
- e. should you pass away, your representative or a relative may access your record; or
- f. if you are under the age of 18.

By signing below, I consent to participate in the counseling service provided by a student counselor from Western Oregon University. I also consent the student counselor's recording of sessions. I understand that this consent is optional and that I may withdraw my consent at any time. However, if I decline to consent or if I withdraw my consent at a later time, I understand that a transfer to another therapist or counselor may be required. If I have any questions or concerns, I can raise them with the student counselor at any point.

Client Signature

Age

Date

Parent/Guardian Signature (if required)

Date

Student Counselor Signature

Date

**WESTERN OREGON UNIVERSITY
REHABILITATION AND MENTAL HEALTH
COUNSELING PROGRAM**

STUDENT SELF-ASSESSMENT OF PRACTICUM LEARNING

Prior to the final meeting with your faculty instructor and site supervisor (separately or together), each student is required to write a short (3 to 5 pages) reflection on your performance and experience. This document must also be uploaded to Moodle. Please use the following areas to structure your self-assessment:

1. An overview of the activities in which you participated with an analysis of the personal and professional development gained from these activities. The following activities, as described in the Clinical Handbook, are provided as a guide for this summary and analysis, however, not all practicum students experience all activities.

- a. Using information from records
- b. Gathering additional background information
- c. Conducting intake interviews
- d. Administering tests
- e. Providing counseling and effective communication
- f. Assisting with goal setting and planning
- g. Consulting with work supervisor
- h. Writing reports
- i. Attending meetings, conferences, etc.

2. A self-assessment of your counseling skills and relative strengths and weakness.

- a. Active listening
- b. Use of silence
- c. Use of good questions (both closed and open ended)
- d. Reflection
- e. Confrontation
- f. Interpretation
- g. Self-disclosure

3. Implications for your learning goals in internship.

**WESTERN OREGON UNIVERSITY
REHABILITATION AND MENTAL HEALTH
COUNSELING PROGRAM**

STUDENT EVALUATION OF GRADUATE PRACTICUM SITE

Please note that this form may be shared with future Practicum students. If you were at multiple sites for practicum, complete a separate form for each site.

Name: _____

Date: _____

Agency/Program Name: _____

Site Supervisor(s): _____

Term: _____

Year: _____

Please comment on the questions below. Feel free to use extra pages if needed.

Evaluate the overall quality of your practicum experience.

Evaluate and discuss the quality of supervision you received from your practicum site supervisor.

Outline areas of strength at this agency for a practicum experience.

Discuss your opportunities for counseling experience during this practicum placement.

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

| | | |
|---------------|------------------|---------------------|
| 1 = Excellent | 3 = Good | 5 = Unsatisfactory |
| 2 = Very Good | 4 = Satisfactory | NA = Not Applicable |

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

1 2 3 4 5 NA

Comments:

B. Application of the individual counseling process

1 2 3 4 5 NA

Comments:

C. Application of the group counseling process

1 2 3 4 5 NA

Comments:

D. Professionalism

1 2 3 4 5 NA

Comments:

E. Problem-solving and decision-making

1 2 3 4 5 NA

Comments:

Would you recommend this site to another RMHC practicum student?

YES NO

Comments:

**WESTERN OREGON UNIVERSITY
REHABILITATION AND MENTAL HEALTH
COUNSELING PROGRAM**

STUDENT EVALUATION OF PRACTICUM FACULTY

Please note that a confidential summary of this form along with other students' feedback from the term will be shared with the RMHC program coordinator and faculty being evaluated post grade submission.

Name: _____

Date: _____

Faculty: _____

Term: _____

Year: _____

Please comment on the questions below. Feel free to use extra pages if needed.

1. Evaluate the overall quality of your practicum classroom experience.

2. Evaluate and discuss the quality of supervision you received from your practicum faculty supervisor.

3. Evaluate the overall quality of written feedback provided.

4. Evaluate the overall experience with scheduling time for supervision.

On the scale below, please rate how working with your practicum faculty supervisor has enhanced your knowledge/skill base in the area listed. Please feel free to add any comments to your rating.

| | | |
|---------------|------------------|---------------------|
| 1 = Excellent | 3 = Good | 5 = Unsatisfactory |
| 2 = Very Good | 4 = Satisfactory | NA = Not Applicable |

F. Knowledge and application of basic skills and techniques in counseling

1 2 3 4 5 NA

Comments:

G. Application of the individual counseling process

1 2 3 4 5 NA

Comments:

H. Application of the group counseling process

1 2 3 4 5 NA

Comments:

I. Professionalism

1 2 3 4 5 NA

Comments:

J. Problem-solving and decision-making

1 2 3 4 5 NA

Comments:

**WESTERN OREGON UNIVERSITY
REHABILITATION AND MENTAL HEALTH
COUNSELING PROGRAM**

PRACTICUM SITE SUPERVISOR'S EVALUATION OF STUDENT

Name of Practicum Student: _____

Name of Site Supervisor(s): _____

Period of time covered by the evaluation: _____

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

- 1** = Unsatisfactory progress towards performance standards
- 2** = Satisfactory progress towards performance standards
- 3** = Meets performance standards
- 4** = Exceeds performance standards
- NA** = Not Applicable

General Skills

| | | | | | |
|---|----------|----------|----------|----------|-----------|
| Accomplishes tasks with an appropriate level of supervision | 1 | 2 | 3 | 4 | NA |
| Demonstrates appropriate levels of confidence | 1 | 2 | 3 | 4 | NA |
| Is organized and efficient in accomplishing assigned duties | 1 | 2 | 3 | 4 | NA |
| Demonstrates problem solving by obtaining necessary information and asking for help when needed | 1 | 2 | 3 | 4 | NA |
| Dresses professionally and appropriately for the work setting | 1 | 2 | 3 | 4 | NA |
| Is professional in relationships with clients and staff | 1 | 2 | 3 | 4 | NA |
| Shows knowledge of agency structure, function, policy and procedures | 1 | 2 | 3 | 4 | NA |
| Is punctual in reporting to work and meetings | 1 | 2 | 3 | 4 | NA |
| Accepts constructive criticism and positive feedback concerning performance | 1 | 2 | 3 | 4 | NA |
| Demonstrates the ability to collaborate with others | 1 | 2 | 3 | 4 | NA |

Counseling Skills

| | | | | | |
|--|----------|----------|----------|----------|-----------|
| Researches the case prior to first interview | 1 | 2 | 3 | 4 | NA |
| Conducts interviews and counseling sessions in a relaxed and comfortable nature | 1 | 2 | 3 | 4 | NA |
| Communicates interest and acceptance of the client | 1 | 2 | 3 | 4 | NA |
| Facilitates client expression of concerns and feelings | 1 | 2 | 3 | 4 | NA |
| Focuses on the content of the client's presenting issue(s) | 1 | 2 | 3 | 4 | NA |
| Uses relevant client information when deciding on various counseling techniques and their implications | 1 | 2 | 3 | 4 | NA |
| Uses silence effectively in the counseling session | 1 | 2 | 3 | 4 | NA |
| Uses self-disclosure in an appropriate manner | 1 | 2 | 3 | 4 | NA |
| Recognizes and pursues discrepancies and meaning of inconsistent information | 1 | 2 | 3 | 4 | NA |
| Facilitates realistic goal setting with the client | 1 | 2 | 3 | 4 | NA |
| Uses relevant case data in planning both immediate and long-range goals | 1 | 2 | 3 | 4 | NA |
| Encourages appropriate action-step planning with the client | 1 | 2 | 3 | 4 | NA |
| Explains, administers and interprets tests correctly | 1 | 2 | 3 | 4 | NA |
| Demonstrates accuracy and clarity in written and verbal/visual communication | 1 | 2 | 3 | 4 | NA |
| Completes case reports and records punctually and conscientiously | 1 | 2 | 3 | 4 | NA |
| Demonstrates knowledge of the Code of Ethics (CRC and/or ACA) | 1 | 2 | 3 | 4 | NA |
| Demonstrates ethical behavior in counseling and case management activities | 1 | 2 | 3 | 4 | NA |
| Shows sensitivity to clients and colleagues while maintaining appropriate boundaries | 1 | 2 | 3 | 4 | NA |

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

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

Additional comments and/or suggestions:

Signatures

Primary Site Supervisors Signature

Date

Secondary Site Supervisors Signature (if applicable)

Date

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

Student Signature

Date

Appendix D: Internship Forms



**WESTERN OREGON UNIVERSITY
REHABILITATION AND MENTAL HEALTH
COUNSELING PROGRAM**

STUDENT INTERNSHIP AGREEMENT

This agreement is made on ____/____/____ (date) by and among WOU RMHC Masters in Rehabilitation Counseling Program, _____ (Internship Site), and _____ (student). The agreement will be effective for a period from ____/____/____ (date) to ____/____/____ (date) for _____ hours per week.

Purpose The purpose of this agreement is to provide a qualified graduate student with a rehabilitation or mental health counseling internship experience.

All parties are asked to review the RMHC Clinical Handbook 2019-2020 prior to signing this agreement. We ask below that the student counselor-in-training and site supervisor(s) initial having reviewed these sections.

| Handbook Section | Student | Site Supervisor | Site Supervisor |
|--|----------------|------------------------|------------------------|
| General Policies for Supervised Clinical Practice | | | |
| Selecting an Appropriate Site | | | |
| CACREP Standards Related to Qualified Site Supervisors | | | |
| Relevant CACREP Definitions | | | |
| Accommodations | | | |
| Internship | | | |
| Appendix A: Field Placement Case Conference Policy | | | |
| Appendix E: Internship Forms | | | |

Internship Agreement Signatures

| | |
|------------------|------|
| Graduate Student | Date |
|------------------|------|

| | | |
|------------------------------------|--------|------|
| Primary Internship Site Supervisor | Degree | Date |
|------------------------------------|--------|------|

Certification: _____ License: _____ Other: _____

Phone: _____ V VP Fax Alternate Phone: _____ V VP Fax

Email: _____

| | | |
|---|--------|------|
| Secondary Internship Site Supervisor (optional) | Degree | Date |
|---|--------|------|

Certification: _____ License: _____ Other: _____

Phone: _____ V VP Fax Alternate Phone: _____ V VP Fax

Email: _____

| | | |
|---------------------------|--------|------|
| RMHC Clinical Coordinator | Degree | Date |
|---------------------------|--------|------|

CRC #000047736

Voice Phone: 503-838-8758

Video Phone: 503-710-9686

Email: poagek@mail.wou.edu

Fax: 503-838-8228

Address: 345 North Monmouth Ave, RWEC Building, Monmouth Oregon 97361

| | | |
|-------------------------|--------|------|
| RMHC Faculty Supervisor | Degree | Date |
|-------------------------|--------|------|

Certification: _____ License: _____ Other: _____

Phone: _____ V VP Fax Alternate Phone: _____ V VP Fax

Email: _____ @mail.wou.edu

**WESTERN OREGON UNIVERSITY
REHABILITATION AND MENTAL HEALTH
COUNSELING PROGRAM**

INTERNSHIP EXTENDED LEARNING AGREEMENT

For students using their place of employment as their internship site. Feel free to use additional paper if needed.

Student: _____

Term(s): _____ Year: _____

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

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

Approximate number of hours you will devote to these activities: _____

Graduate Student Date

RMHC Faculty Advisor Date

RMHC Clinical Coordinator Date

**WESTERN OREGON UNIVERSITY
REHABILITATION AND MENTAL HEALTH
COUNSELING PROGRAM**

INTERNSHIP CONTACT HOURS

Student Name: _____

Internship Site: _____

Term: _____ Year: _____

Include the date each type of activity occurred below. Please note time in whole hours or .5 representing 30 minutes. It is important that students do your own totaling of columns at the end of term prior to submitting to your faculty supervisor.

Students need to keep a copy of this document for their own records as well as submitting to Moodle.

HOURS LOG

| Week | Dates | Direct | Group Supervision | Individual Supervision | Other | Total |
|------|-------|----------------------|----------------------|---------------------------|-------|-------|
| 1 | | 1= 2= 3= 4= | | | | |
| 2 | | 1= 2= 3= 4= | | | | |
| 3 | | 1= 2= 3= 4= | | | | |
| 4 | | 1= 2= 3= 4= | | | | |
| 5 | | 1= 2= 3= 4= | | | | |

| | | | | | | |
|----|--|----------------------|--|--|--|--|
| 6 | | 1= 2= 3= 4= | | | | |
| 7 | | 1= 2= 3= 4= | | | | |
| 8 | | 1= 2= 3= 4= | | | | |
| 9 | | 1= 2= 3= 4= | | | | |
| 10 | | 1= 2= 3= 4= | | | | |
| 11 | | 1= 2= 3= 4= | | | | |
| | | 1= 2= 3= 4= | | | | |

Direct Services: supervised use of counseling, consultation, or related professional skills with cognitive, behavioral, and/or affect change. These activities must involve interaction with others and may include:

- (1) **assessment** – examples: using assessment tools with clients (psychological, career, educational, personality, job coaching).
- (2) **counseling** – examples: group, individual, in person, VP, phone, Zoom.
- (3) **psycho-educational activities** – examples: group orientation, meeting with potential clients or client referral sources, presentation to community, schools, etc.
- (4) **consultation** – examples: can include meetings about a client with others on the treatment team; site supervisors, case managers, psychologists, guardians when the client is not present (no double dipping with weekly mandatory site supervision), discussion with resources specific to your client's needs, discussion with referral source or community resource sending client to, case staffing specific to your client.

The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision. If you are unsure please discuss with your faculty supervisor.

Direct Service: minimum of 240 hours across 2 terms (anticipate more accrued in second term)

Total Hours = _____

Indirect Services: the following activities can be count toward indirect services: (1) classroom supervision time including review of both your tape and your peers', (2) attending orientation at your site, (3) observing other counselors, (4) consultation with on-site supervisor regarding your clients.

Group Faculty Remote Supervision/Class Meetings: minimum of 15 hours per term

Total Hours = _____

Individual or Triadic Supervision: can be with faculty supervisor or site; minimum of 10 hours per term with site supervisor

Total Hours = _____

Other: mandatory site orientation, other types of indirect services, training, case documentation, record keeping, administrative duties. Does not count travel, break or meal time.

Total Hours = _____

TOTAL DIRECT SERVICE HOURS (first section):

TOTAL HOURS (combined all hours):

Internship Contact Hours Signatures

Graduate Student

Date

RMHC Faculty Supervisor

Date

Primary or Secondary Internship Site Supervisor

Date

**WESTERN OREGON UNIVERSITY
REHABILITATION AND MENTAL HEALTH
COUNSELING PROGRAM**

STUDENT SELF-ASSESSMENT OF INTERNSHIP PERFORMANCE

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

The self-assessment should include:

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

**WESTERN OREGON UNIVERSITY
REHABILITATION AND MENTAL HEALTH
COUNSELING PROGRAM**

STUDENT EVALUATION OF GRADUATE INTERNSHIP SITE

Please note that this form may be shared with future Internship students. If you were at multiple sites for internship, complete a separate form for each site.

Name: _____

Date: _____

Agency/Program Name: _____

Site Supervisor(s): _____

Term: _____

Year: _____

Please comment on the questions below. Feel free to use extra pages if needed.

Evaluate the overall quality of your internship experience.

Evaluate and discuss the quality of supervision you received from your internship site supervisor.

Outline areas of strength at this agency for an internship experience.

Discuss your opportunities for counseling experience during this internship placement.

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

| | | |
|---------------|------------------|---------------------|
| 1 = Excellent | 3 = Good | 5 = Unsatisfactory |
| 2 = Very Good | 4 = Satisfactory | NA = Not Applicable |

A. Professional application of counseling skills and techniques

1 2 3 4 5 NA

Comments:

B. Professional application of Case management

1 2 3 4 5 NA

Comments:

C. Professional application of ethics

1 2 3 4 5 NA

Comments:

D. Problem-solving and decision-making skills

1 2 3 4 5 NA

Comments:

E. Ability to work with diverse clients

1 2 3 4 5 NA

Comments:

Would you recommend this site to another RMHC internship student?

YES NO

Comments:

**WESTERN OREGON UNIVERSITY
REHABILITATION AND MENTAL HEALTH
COUNSELING PROGRAM**

STUDENT EVALUATION OF INTERNSHIP FACULTY

Please note that a confidential summary of this form along with other students' feedback from the term will be shared with the RMHC program coordinator and faculty being evaluated post grade submission.

Name: _____

Date: _____

Faculty: _____

Term: _____

Year: _____

Please comment on the questions below. Feel free to use extra pages if needed.

1. Evaluate the overall quality of your internship remote classroom experience.

2. Evaluate and discuss the quality of supervision you received from your internship faculty supervisor.

3. Evaluate the overall quality of written feedback provided.

4. Evaluate the overall experience with scheduling time for supervision.

On the scale below, please rate how working with your internship faculty supervisor has enhanced your knowledge/skill base in the area listed. Please feel free to add any comments to your rating.

| | | |
|---------------|------------------|---------------------|
| 1 = Excellent | 3 = Good | 5 = Unsatisfactory |
| 2 = Very Good | 4 = Satisfactory | NA = Not Applicable |

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

1 2 3 4 5 NA

Comments:

B. Application of the individual counseling process

1 2 3 4 5 NA

Comments:

C. Application of the group counseling process

1 2 3 4 5 NA

Comments:

D. Professionalism

1 2 3 4 5 NA

Comments:

E. Problem-solving and decision-making

1 2 3 4 5 NA

Comments:

**WESTERN OREGON UNIVERSITY
REHABILITATION AND MENTAL HEALTH
COUNSELING PROGRAM**

INTERNSHIP SITE SUPERVISOR'S EVALUATION OF STUDENT

Student: _____

Internship Agency/Program: _____

Period of time covered by the evaluation: _____

Directions: Circle the score that best evaluates the student intern on their performance in each area using the following rating scale:

E = Excellent. Always performs above the minimum requirements and shows outstanding aptitude and application of the techniques and concepts of counseling.

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

A = Average. Usually meets minimum requirements in a satisfactory manner and performs as might be expected of a graduate intern.

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

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

I. Success in Forming Effective Relationships

| | |
|------------------|-------------------|
| Clients | E AA A B N |
| Supervisor(s) | E AA A B N |
| Co-workers | E AA A B N |
| Partner Programs | E AA A B N |

Please comment on intern's skill in successfully forming effective relationships:

II. Skills in Counseling

Scoring: E = excellent; AA = above average; A = average; B = below average; N = no basis

| | | | | | |
|--|----------|-----------|----------|----------|----------|
| Knowledge and understanding counseling principles | E | AA | A | B | N |
| Psychosocial aspects of counseling | E | AA | A | B | N |
| Medial aspects | E | AA | A | B | N |
| Community resources | E | AA | A | B | N |
| Ethical principles and standards | E | AA | A | B | N |
| Appropriate legal principles | E | AA | A | B | N |
| Ethical decision-making | E | AA | A | B | N |
| Developing and maintaining a counseling relationship | E | AA | A | B | N |
| Establishing with client goals and objectives | E | AA | A | B | N |
| Facilitating an individual's independent decision-making | E | AA | A | B | N |
| Multicultural techniques and effective counseling approaches | E | AA | A | B | N |

Please comment on intern's skill in counseling:

III. Case Work Skills and Abilities

Scoring: E = excellent; AA = above average; A = average; B = below average; N = no basis

| | | | | | |
|---|----------|-----------|----------|----------|----------|
| Development of plan report writing and documentation | E | AA | A | B | N |
| Identification of individual strategies to resolve challenges that impede the rehabilitation/healing process | E | AA | A | B | N |
| Facilitate, with the client, the development of a transition or independent living plan | E | AA | A | B | N |

| | |
|--|-------------------|
| Communicate with other service providers involved with the client/family | E AA A B N |
| Determine mutual responsibility with other service providers involved with the client/family | E AA A B N |
| Assist clients in identifying potential fiscal resources to obtain needed services | E AA A B N |
| Evaluate the feasibility of client's objectives | E AA A B N |
| Assess the client's capabilities to make decisions | E AA A B N |
| Establish follow-up and/or follow-along supports to maximize a client's independence | E AA A B N |
| Demonstration of appropriate and effective case work with culturally diverse clients | E AA A B N |

Please comment on intern's skill in case work skills and abilities:

IV. Work Habits, Personal Traits and Attitudes

Scoring: E = excellent; AA = above average; A = average; B = below average; N = no basis

| | |
|-------------------------------|-------------------|
| Work Habits | E AA A B N |
| Personal traits and attitudes | E AA A B N |
| Professional growth potential | E AA A B N |

Please comment on intern's skill in work habits, personal traits and attitudes; if any scores in section IV are below average or no basis please provide additional comment on a separate sheet:

V. Readiness for Internship

Based on your observations and feedback from clients, peers, supervisors, and partners:

1. Was this intern adequately prepared to be effective in the internship placement?

2. In what type of counseling setting (clients, services, skills) do you feel this graduate intern would be most effective for future employment?

3. What recommendations or suggestions would you make for the WOU RMHC program for improving or enhancing student training?

Primary Site Supervisors Signature

Date

Secondary Site Supervisors Signature (if applicable)

Date

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

Student Signature

Date