



Western Oregon
UNIVERSITY



**RMHC Clinical Handbook
2020-2021**

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 for the 2020–2021 academic year. This is intended as a guide to prepare you for Practicum and Internship courses which constitute almost one third of the courses in our program.

2020 has been a year of great change, loss, adjustment and creativity as a result of the COVID pandemic and precautions being taken. As a part of a wider counseling community, we are working closely with every student and site to ensure that needed supports and resources are in place. Throughout this document, you will find the word **COVID** highlighted in yellow denoting areas of flexibility that our accreditor, Council for Accreditation of Counseling & Related Educational Programs (CACREP), is allowing to be in effect titled Time-Limited Solutions as a Result of COVID-19 Based on CACREP Update 4/13/2020 located at <http://www.wou.edu/graduate/ms-rehabilitation-mental-health-counseling/>. We anticipate another update prior to expiration of these solutions at the end of Spring term in June 2021.

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

Our partnership with quality agencies and programs as well as 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 in the form of case conceptualization, SOAP notes and video review (depending on clinical site) 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.

Our program has a quarter system based 90-credit Plan of Study that aligns with the standards of our accrediting body, CACREP. We also continue our history of students being eligible for Oregon Licensed Professional Counselor (LPC) intern status post-graduation. Additionally, all graduate students are required to take at least one national certifying exam during Internship—with a choice of the Certified Rehabilitation Counselor (CRC) or National Counselor Examination (NCE).

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

Respectfully,

Rehabilitation and Mental Health Counseling Core Faculty Team

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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 610 Internship) recognize that the planning, seeking, interviewing, selecting, and on-site performance are all part of the process. The entire process is a learning experience from which increased professionalism should be gained. All parts of the experience and all assignments are considered in determining the overall final grade. A thorough reading of this Handbook prior to beginning any part of the supervised professional practice sequence is required for all graduate students. Clinical Site Supervisors are also required to review sections of this handbook as a part of the [Student Practicum Agreement](#) or [Student Internship Agreement](#). Students need to maintain clear and consistent communication with the RMHC Clinical Coordinator and their Practicum or Internship faculty instructor to insure an accurate understanding of the process. Throughout this document, you will see the term clinical in reference to both Practicum and Internship courses.

- Students beginning their clinical coursework must be in good standing with the University, having no academic or disciplinary action standing or pending against them.
- Students in the RMHC Program must adhere to the [2017 Code of Professional Ethics for Rehabilitation Counselors](#) and in addition (depending on a student's clinical setting) the [2014 American Counseling Association Code of Ethics](#).
- Students enrolled in RC 609 Practicum or RC 610 Internship must carry their own personal professional liability insurance with a start date prior to seeing clients. When a policy is not in place or lapses, students will not be able to see or observe clients. Policies last for one year from date chosen when purchasing policy.

- o [Direct HPSO Liability Insurance](#)—annually \$40 per year.
- o [American Counseling Association Membership](#) and Liability Insurance Discount—requires \$105 Annual ACA Student Membership which includes the ability to apply for free liability insurance and can begin with the first Practicum course. ACA partners with HPSO for liability insurance policy provision which must be purchased through the ACA link and has additional discounts for new professionals and professionals holding membership post-graduation.
- o [CRC Liability Insurance](#)—as of 10/23/2020 this new opportunity is available which requires the \$410 CRC Examination fees and confirmation of approval to take the exam plus \$20 cost for liability insurance. Not available for students until their final Fall term in the RMHC Program. Students who need to submit additional documentation for review of criminal history or a request for accommodations during the exam should start this process early. For students who pass the CRC, additional discounts are available as a part of certification post-graduation. Lockton Affinity used for liability insurance policy provision.

Prerequisites

1. RC 609 Practicum: Permission of RMHC Program Coordinator; Completed [Student Practicum Agreement](#) (8 credits; 4 credits per term)
2. RC 610 Internship: Two thirds of program coursework completed; grade of Pass in 8 credits (two sections) of RC 609 Practicum including having completed all 40 direct client contact hours, 100 hours total, and course paperwork for Practicum; Rehabilitation Services

Agreement (RSA) approval of clinical sites (RSA scholars only); Completed [Student Internship Agreement](#) (20 credits; 10 credits per term). Note: **COVID** allows students to finish their Practicum hours while also enrolled in their Internship course, but they cannot start counting Internship hours until Practicum hours are complete.

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. Case conference is made up of two to three CORE faculty as well as input from the Clinical Site Supervisor where appropriate. 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 with the support of the RMHC Clinical Coordinator.

SELECTING AN APPROPRIATE SITE

Practicum and Internship sites must be appropriate for the RMHC students and must be 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 clients experiencing mental health barriers 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. For RCD track students an additional focus needs to be on working with Deaf individuals. 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, documentation must be submitted to RSA after meeting with the Program Coordinator and RMHC Clinical Coordinator. Students at non-state VR sites will provide a copy of the duties of the intern and explanation of established collaborative agreement with state VR to be submitted to RSA. There is no guarantee that RSA will approve non-state VR sites for internship. Students should be prepared to wait several months for RSA to provide an answer regarding approval.

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*
- RMHC program addition: RCD track students must have a qualifying supervisor that also has training and experience in working with Deaf clients. A strong preference is for Site Supervisor's to also be individuals experiencing hearing loss or who are Deaf.

To satisfy these requirements*, all Site Supervisors must engage in one-on-one training with the RMHC Clinical Coordinator or complete the online RMHC Supervisor Training once made available.

CACREP STANDARDS AND COVID FLEXIBILITY

Pertaining to Clinical Coursework: RC 609 Practicum and RC 610 Internship

Sources:

- A. [CACREP 2016 STANDARDS SECTION 3: PROFESSIONAL PRACTICE](#)
- B. [CACREP Time-Limited Solutions as a Result of COVID-19](#)

Flexibility is based on increased CACREP flexibility published online 4/13/2020, with an expiration date of 6/30/2021 which directly follows our Spring term 2021. It is unclear if CACREP will be extending this timeline in the future, and if so, if the same areas of flexibility will be provided.

Each of our current CACREP Standards related to Practicum and Internship will be listed in **BOLD** followed by a note that is not bolded explaining how the WOU RMHC program chooses to interpret and meet this standard. Throughout this document, areas of COVID temporary flexibility will have the word **COVID** highlighted in yellow for easy identification which have a current expiration date of 6/30/2021. Key Terms and concepts in the CACREP Standards will be underlined for student, Faculty and Site Supervisor ease in quickly finding needed information.

If you continue to have questions or need specific clarification after reviewing this document please address those to the RMHC Clinical Coordinator, Kim Poage, via email at poagek@mail.wou.edu, office phone (503) 838-8758, cell voice/text (503) 884-3783 or VP (503) 468-6656.

CACREP 2016 STANDARDS

SECTION: 3 PROFESSIONAL PRACTICE

INTRODUCTION

Professional practice, which includes Practicum and Internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

1. Students are covered by individual professional counseling liability insurance policies while enrolled in Practicum and Internship.

Note: The RMHC program chooses to meet this standard by requiring that students during their clinical courses, Practicum and Internship, maintain their own individual professional counseling liability insurance, herein called liability insurance, and provide an electronic copy of the policy (not proof of payment) to their Clinical Site Supervisor(s), Clinical Faculty, and RMHC Clinical Coordinator prior to starting on clinical site. An exception is made for informational interviews as well as orientation. Please keep in mind it can take days to a week for students to receive a copy of their policy once the application is submitted and fee paid. It is also recommended that students keep a copy of their policies as some certifying and licensing bodies and employers require proof of your individual coverage during graduate school.

As a program, we provide the following list of programs that provide liability insurance appropriate to our program and field:

- A. [HPSO Student Liability Insurance](#) \$40 annually
- B. [American Counseling Association \(ACA\) Student Membership and Liability Insurance Discount](#) \$105 student membership annually includes access to free individual professional counseling liability insurance through a partnership with HPSO.
- C. [Commission on Rehabilitation Counselor Certification \(CRCC\) Professional Liability Insurance Discount](#) is available for students who have paid the \$410 combined application and exam fee and have been accepted to take the [Certified Rehabilitation Counselor \(CRC\) Exam](#). Student have access to apply for this exam during their final year in the RMHC program and not earlier. The discount for students is 50% bringing the price to \$20 for a one year of liability insurance through a partnership with Lockton Affinity.

2. Supervision of Practicum and Internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.

Note: The RMHC program chooses to meet this standard by a combination of supervision provided by the Faculty and Site Supervisor. Having confidential videos reviewed during Practicum supervision with faculty contributes to professional growth for both the student whose video is being reviewed and the other students in the course. Before this occurs, the Practicum Site Supervisor and RMHC Clinical Coordinator will review what is allowable for their site, what the student's role will be as well as how footage and documentation will be stored. The RMHC Informed Consent form will also be reviewed with both the Practicum Site Supervisor by the RMHC Clinical Coordinator and each individual client participating in ongoing counseling sessions by the student. Footage of counseling sessions are saved to an encrypted thumb drive and/or a double password protected drive through the University which the student and their assigned Practicum Faculty Supervisor only have access to during the 11-week term. All videos are erased at the end of the term. If a clinical site is concerned audio recording can be used as an alternative with hearing clients and counselors. This allows both the student and faculty the ability to review sessions with the intent of increasing the student's development as a counselor including self-awareness. If a sites policy prohibits video and audio content to leave the site, the RMHC Clinical Coordinator, Site Supervisor(s) and student will have an arrangement for the Site Supervisor(s) to review a majority of video on site and/or provide live supervision of sessions as agreed to in the [Student Practicum Agreement](#).

The RMHC program chooses to meet this standard during Internship coursework by first having the graduate student observe others counseling sessions, then participate in counseling sessions with their Site Supervisor, followed by video or live supervision of counseling

sessions and, depending on the site, independent sessions reviewed with the Site Supervisor—all of which are with clients from the Internship site. As the student grows in their counseling skill development, less direct observation or video review will be needed but does need to continue throughout the Internship. Review of documentation created as a result of counseling sessions will also be reviewed by the Site Supervisor.

CACREP **COVID** Flexibility: Supervision can be provided in a distance modality rather than having to be face-to-face. Oregon LPC lifted their maximum of 25% of supervision allowable through distance modality to 100% of supervision time allowable.

Note: The RMHC program chooses to meet this standard by allowing supervision by Site Supervisor's as well as faculty instructors to occur up to 100% via distance modality. Students are responsible for having the computer technology and confidential meeting space on their end for this to occur.

3. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's Practicum and Internship.

Note: RMHC program chooses to meet this standard through feedback provided during weekly group supervision with Practicum and Internship faculty and class cohort, individual or triadic weekly supervision with your Practicum or Internship Site Supervisor and/or Practicum or Internship Faculty Supervisor. Additionally, more formal feedback is provided through evaluations found in the RMHC Clinical Handbook done by the site, faculty and student.

4. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their Practicum and Internship.

CACREP **COVID** Flexibility: Students and Site Supervisors must be trained in how to do telemental health and distance supervision.

Note: RMHC program chooses to meet this standard by working with individual sites on the types of activities and resources they use in working with their clients. All students will learn about and apply learning to the use of technology such as video recording sessions in a virtual platform or with a separate independent camera in a live or virtual session. Students will also review their recorded sessions for their own self-assessments, SOAP notes, tapescript and case presentations in class or with their Site Supervisor. All students entering Internship coursework in Winter 2021 took 12 hours of telemental health training Spring 2020 and provided certificates of completion to the program as well as RMHC core faculty. Site Supervisors were surveyed to see what training they had and provided resources for additional training if needed. Current students starting Practicum 2021 are being provided a combination of online and classroom-based training. In addition, if a clinical site has

telemental health training available, students are strongly encouraged to participate in this as well.

- 5. In addition to the development of individual counseling skills, during *either* the Practicum or Internship, students must lead or co-lead a counseling or psychoeducational group.**

Note: RMHC program chooses to meet this standard by intentionally seeking out group counseling opportunities during Practicum coursework because Internship sites vary greatly and not all have opportunities for students to engage in group counseling or psychoeducational groups. Students will be involved in creating and leading psychoeducational groups that are specific to the WOU student body with faculty supervision after students have completed their RC 630 Group Counseling and Group Work course. Where available, we also ask that Practicum and Internship sites provide these opportunities to our students.

PRACTICUM

- 6. Students complete supervised counseling Practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.**

Note: RMHC program chooses to meet this standard by having 2 quarters of Practicum taken by students prior to Internship. This provides the opportunity for the student to often work with two different faculty members and gain from their own personal perspective and experience. This longer period of time allows more time for students to develop and apply basic counseling skills in the first term and then begin to identify and apply their chosen theory during sessions in the second term.

- 7. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.**

CACREP COVID Flexibility: Students can finish their Practicum hours while also enrolled in their Internship course but cannot start counting Internship hours until Practicum hours are complete.

CACREP COVID Flexibility: Direct service can include telemental health sessions as well as Emulation defined as not role play but discussing actual client situations that Practicum site peer counselors (or graduate student) have had and exploring together various courses of action, response, theory application that would be appropriate, and potential consequences. Oregon LPC reports emulation will not be counted towards direct hours when applying for LPC Intern status.

Note: RMHC program chooses to meet this standard by allowing students who do not finish their Practicum hours to do so at the beginning of Internship. Additionally, any hours over the 40/100 Practicum requirement will be counted towards Internship hours. While finishing Practicum hours during Internship, students will be fully enrolled in Internship as per the

Plan of Study.

Additionally, the RMHC program chooses to meet this standard by using the following definitions for direct and indirect hours for all clinical courses. Direct hours are the 40 minimum hours separated by the categories of Direct Traditional, Direct Consultation and Direct Emulation. The minimum 100 clock hours for Practicum include the 40 minimum plus other hours defined as Indirect. Brief definitions are included below and expanded upon in the clinical contact hours forms:

Direct Traditional: 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 assessment, counseling, and psycho-educational activities.

Direct Consultation: recognized by CACREP but not LPC.

Direct Emulation: direct client contact definition expansion temporary as a result of **COVID**. These hours do not count towards direct hours as defined by state licensure.

Indirect Services: the following activities can be counted 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.

8. **Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the Practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a Site Supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.**

Note: RMHC program chooses to meet this standard by requiring that students have a regularly scheduled one hour a week of individual or triadic supervision provided by either their Practicum faculty, qualifying Practicum Site Supervisor or a mix of the two during the Practicum course. If a student receives an incomplete in this course, an hour of supervision on weeks when students accrue Practicum hours is still required. Practicum faculty will work in consultation with Practicum Site Supervisors to ensure that both formative and summative evaluations occur. The minimum schedule for Practicum faculty to connect with Practicum Site Supervisors is 2 times a term typically around midterm and finals, and student's presence is not required. Practicum faculty are responsible for the final course grade. Our program does not have a PhD program so student supervision is not an option.

9. **Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the Practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.**

Note: RMHC program chooses to meet this standard by having sessions on a regular schedule as determined by Faculty Supervisor and outlined in the Practicum syllabus. Total of 11 weeks x 1.5 hours = 16.5 hours per term. Students need to be responsible for making up

Practicum class supervision time if below the CACREP 16.5 hours requirement which can result in an incomplete grade in the course. A minimum of three students present are required for time together with Faculty Supervisor to count towards group supervision time making it challenging to make up for missed time. Group supervision provided by a student's Site Supervisor does not count towards these Practicum class hours. Our program does not have a PhD program so student supervision is not an option.

INTERNSHIP

10. After successful completion of the Practicum, students complete 600 clock hours of supervised counseling Internship in roles and settings with clients relevant to their specialty area.

CACREP **COVID** Flexibility: Students can finish their Practicum hours while also enrolled in their Internship course but cannot start counting Internship hours until Practicum hours are complete.

CACREP **COVID** Flexibility: Extending the length of the term to complete program (Practicum) requirements at no additional cost to the student.

Note: RMHC program chooses to meet this standard by allowing students who do not finish their Practicum hours during the Practicum course, and thus receive an incomplete (I), to do so at the beginning of Internship. This is done by extending Practicum activities at the beginning of Internship for those who receive an incomplete (I) for Practicum grade or do not complete 40 direct hours with a total of 100 hours total for Practicum. Additionally, any hours over the required minimum of 40 direct hours and 100 total hours can be counted towards Internship hours. A specific form for this is provided in the RMHC Clinical Handbook for when this occurs. While finishing Practicum hours during Internship, students will be fully enrolled in Internship as per the Plan of Study and will only be counting hours towards their Practicum incomplete (I) until finished. A grade of incomplete (I) will not stay on a student's transcript but be replaced with their earned Pass (P) or No Pass (NP) grade once the hours, individual and group supervision requirements, and required assignments are completed.

11. Internship students complete at least 240 clock hours of direct service.

Note: RMHC program chooses to meet this standard by having students, after having had 2 quarters of Practicum, take 2 quarters of Internship in their final academic quarters with a minimum of 240 direct service hours (including traditional, consultation, and emulation). For continuity for the Site Supervisor and student, the faculty instructor is most often the same person for both terms. Definitions for Direct Service are the same as used during Practicum.

12. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the Internship, provided

by (1) the Site Supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

Note: RMHC program chooses to meet this standard by having Site Supervisors as the primary provider of supervision as outlined in the Internship syllabus. Where needed, Faculty Supervisors can fill in if a Site Supervisor is temporarily not available or longer term under unique circumstances with the approval of the RMHC Clinical Coordinator and RMHC Program Coordinator. Our program does not have a PhD program so student supervision is not an option.

13. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the Internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Note: RMHC program chooses to meet this standard by having a counselor education program Faculty Supervisor provide a weekly two-hour virtual supervision on a regular schedule of consistent day and time determined at the beginning of the Internship course in collaboration with the faculty and students. All students are required to attend all scheduled group supervisions. Similarly to Practicum, if a student does not complete all group supervision hours they will have earned an incomplete (I) in that terms Internship course. Our program does not have a PhD program so student supervision is not an option.

SUPERVISOR QUALIFICATIONS

14. Counselor education program faculty members serving as individual/triadic or group Practicum/Internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.

CACREP **COVID** Flexibility: Instructors must initiate substantive communications on a regular basis with students either individually or as a group.

Note: RMHC program chooses to meet this standard by having faculty with relevant field and supervision experience as well as their master's or Ph.D. level training in the Rehabilitation Counseling, Mental Health Counseling, or Counselor Education field. All Faculty Supervisors have and maintain their certification as a CRC with some also being licensed with the Oregon LPC. All faculty have field experience as counselors and counselor supervisors. All faculty have training and experience in supervision of counselors in training and continue to seek out continued education on these topics. On occasion, the Clinical Coordinator, who also meets the above qualifications, will provide time limited supervision as needed.

- 15. Students serving as individual/triadic or group Practicum/Internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty.**

Note: Our program does not have a PhD program so student supervision is not an option.

- 16. Site Supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.**

Note: RMHC program chooses to meet this standard by requiring that Site Supervisors list their education level, degree type and name and field relevant certification and licensure on both the [Student Practicum Agreement](#) and [Student Internship Agreement](#). RMHC Clinical Coordinator determines, through communication with the clinical site and the specific Site Supervisor(s), if they meet the 2-year experience in field requirements as well as knowledge on how to train and support student counselors in training. The RMHC's clinical course expectations, requirements, and evaluation procedures for students and Site Supervisors are outlined in the RMHC Clinical Handbook which is provided to both students and clinical sites and verification of review represented on both the [Student Practicum Agreement](#) and [Student Internship Agreement](#). The RMHC faculty and Clinical Coordinator provide coaching and support to Site Supervisors throughout the course. When site supervision is shared between two professionals, the primary supervisor must meet the above qualifications and provide the one hour a week minimum site supervision.

- 17. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to Site Supervisors.**

Note: RMHC program chooses to meet this standard by providing Site Supervisors with our Clinical Handbook as an introduction to our program, policies, and paperwork. Prior to and during clinical supervision, the RMHC Clinical Coordinator will be available for consultation regarding questions about the programs, questions about supervision, and other areas of program concern. Once the clinical course has begun, the faculty instructor will be the first contact for the Site Supervisor regarding any concerns and questions about working with the graduate student. At times, the faculty instructor and/or Site Supervisor will also include the RMHC Clinical Coordinator in these discussions. Professional development opportunities for Site Supervisors are in the process of being created and will be provided at no cost with CRC CEU credits available to Site Supervisors. Free or low cost professional development opportunities not created by our program will also be shared with Site Supervisors as options to participate in that we believe to be of benefit.

18. Written supervision agreements define the roles and responsibilities of the Faculty Supervisor, Site Supervisor, and student during Practicum and Internship. When individual/triadic Practicum supervision is conducted by a Site Supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

Note: The RMHC Clinical Handbook defines the roles and responsibilities of all parties involved from both site and University and is confirmed by having check boxes in the clinical agreements confirming review, opportunities to ask questions, and confirmation of understanding. All Site Supervisors will provide a minimum of one hour a week of supervision in a one-one-one or triadic format. When that is not possible, special arrangements will be made between the program and site. A minimum of 2x a term the Faculty Supervisor will reach out to the Site Supervisor for consultation to monitor student learning typically occurring at midterm and around finals week. Additional consultation can be requested and provided as needed by both the Clinical Coordinator and Faculty Supervisor.

RELEVANT CACREP DEFINITIONS

Definitions are listed in the order found in [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](mailto:ods@wou.edu): 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 through the clinical site.

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, 1/1/21 9am-11am
- WHERE – includes location and address or if done virtually
- 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

Students will participate in two sections of RC 609 Practicum traditionally starting either their first Winter term or first Spring term for two-year track students and second year Spring term for three-year track students. All students will take and complete their second Practicum course prior to starting RC 610 Internship, which traditionally occurs the last two terms of graduate school, Winter and Spring terms. **COVID** allows students to finish their Practicum hours while also enrolled in their Internship course but they cannot start counting Internship hours until Practicum hours are complete.

Students are required to complete 90 quarter credits for graduation, including incompletes. See below for the full coursework required as a part of the RMHC Plan of Study for RC and RCD students including students pursuing a career in Rehabilitation Counseling and/or Mental Health Counseling settings.

Master of Science in Rehabilitation Counseling Plan of Study

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		

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 Practicum. Students will engage with their RMHC Clinical Coordinator in mandatory Professional and Clinical Readiness Workshops or one-on-one training, 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 RMHC Clinical Coordinator. Students will be provided “warm handoffs” in the form of introduction to known clinical sites via email, phone, VP or virtually.

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, including resume and cover letter development with support from the WOU [Service](#)

[Learning and Career Development](#) office and final review and approval with RMHC Clinical Coordinator. Students should plan time to make multiple drafts of both documents as well as changes to customize documents for each clinical site they are applying for.

Site identification and agreements needs to be in place before both Practicum and Internship classes begin. It is suggested that students explore and compare 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, including mental health, 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 RMHC Clinical Coordinator, and students are expected to actively engage in the activities including self-advocacy for their needs.

Professional and Clinical Readiness Responsibilities

Student Responsibilities

- Read and review the RMHC Clinical Handbook and ask any questions to assist in clarification of materials within.
- 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.
- Reply to WOU email messages from RMHC Clinical Coordinator and potential sites professionally, promptly, and completely.
- Have a formal resume, cover letter, and email signature ready and used in professional communication with faculty and potential sites.

- Provide a draft letter of explanation if needed for criminal background check related to charges and arrests as well as any investigation history with the Department of Human Services (DHS) protective services.
- Initiate and schedule time via email, in person, phone, video phone or distance technology to meet with RMHC Clinical Coordinator to explore and discuss potential clinical sites (both known by program and unknown); strengths brought to a site, barriers, or challenges; progress towards securing sites for both Practicum and Internship; and questions or concerns.
- Attend all scheduled group or one-on-one meetings with RMHC Clinical Coordinator including Professional and Clinical Readiness Workshops and Internship Fairs when available.
- Request accommodations through WOU' if needed to participate in clinical readiness and on clinical site activities. [WOU Office of Disability Services](mailto:ods@wou.edu): 503-838-8250, ods@wou.edu
- Maintain professional liability insurance at all times when enrolled in a clinical course and working directly with clients.
- Provide updates on interaction with potential clinical sites with RMHC Clinical Coordinator by carbon copying (CC) her on emails; summarizing phone, virtual or in-person meetings with site or other information learned.
- Having RMHC Clinical Coordinator join meetings with potential sites in-person where appropriate and via virtual distance technology, phone, or video phone as needed.
- Make final decision on which clinical sites to work with during clinical coursework and thanking sites for their time that student elected to not work with.
- Complete clinical site agreements, signed off by student and appropriate clinical site supervisor(s) prior to beginning of clinical experience and given to both RMHC Clinical

Coordinator and Clinical Course Faculty Supervisor for review and signature. Once finalized, provide a copy of fully executed clinical agreement to all parties.

RMHC Clinical Coordinator Responsibilities

- Understanding and application of the clinical rules and procedures as directed by our accreditor through CACREP Standards (including areas of temporary **COVID** flexibility), Oregon state LPC board, Oregon Qualified Mental Health Associate (QMHA), and Qualified Mental Health Professional (QMHP) requirements, as well as CRC and NCE requirements. Students residing in other states and/or planning clinical coursework to occur in a different state will also be provided similar support and direction.
- Maintain the RMHC Clinical Handbook and make available for students, faculty and potential clinical sites and supervisors including accessible formats as requested.
- Maintain the RMHC Professional & Clinical Readiness Moodle/Canvas page for students and faculty.
- Collaborate with clinical sites to create and sign off on a Memorandum of Agreement (MOA) in recognition of both the site and WOU's agreement on how to work together. A [draft MOA](#) will be provided to sites to see if there is any clarification or changes needed by the site. If a site has their own preferred MOA, WOU Legal will review the document and share any needed clarification or changes. MOAs are not student specific but site and program specific: between WOU RMHC and the site. Sites with previously established MOAs may need occasional updates to include things like [FERPA](#) student privacy language. Copies of fully executed MOAs will be provided to the clinical site, RMHC program, and WOU Legal.
- Support students in understanding and applying for clinical sites including the initial contact with the site or site supervisor(s), development of site-specific resumes and cover letters,

request for job shadow or informational interview (if available), review of application process, completion of application, identification of references, development of letter of explanation if needed for criminal background check, and how to accept and turn down offers from clinical sites. Support per student will vary based on students' needs and experience. This is often done in collaboration with other WOU staff and resources such as the [WOU Writing Center](#) and [WOU Service Learning and Career Development](#) office.

- Provide information to potential clinical sites about perceived student fit for site as permitted by [FERPA](#).
- Provide information to students about known potential clinical site expectations, style of supervision, specialty if appropriate, training, population served, and past experiences with site.
- Keep students and sites informed about known application deadlines, availability, and interest.
- Provide “warm handoffs” for students and known sites in connecting with one another for the purpose of considering an agreement for Practicum or Internship.
- Collaboratively seek out and explore new site opportunities in alignment with student's career goals and labor market specific to the field and their desired geographic locations.

Professional and Clinical Readiness Time Commitment

Graduate students should expect to spend an estimated minimum 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 and cover letters and in practicing for informational and application interviews for clinical sites. Students will have between approximately 6 to 9 hours, depending

on student preference and need, of workshop or one-on-one time with the RMHC Clinical Coordinator working on preparing for, identifying, and securing their Practicum clinical setting(s). For many students, their Practicum setting will also be their Internship setting. 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 or sites with more complex application processes should expect more time to be spent on this process. Students are expected to meet individually with the RMHC Clinical Coordinator in person, by phone, VP or other technology meetings and initiate scheduling these appointments. Occasionally, potential sites will be available to come to campus or a virtual meeting for a lunchtime or after class time presentation that students are encouraged to attend.

Frequently Asked Professional and Clinical Readiness Questions

1. Question: Can I do my Practicum and/or Internship at my current place of employment?

Answer: It depends. If you are already at a site that has a site supervisor that meets the minimum qualifications, and you are providing substantial counseling and guidance, it is a strong likelihood. The goal is also to gain experiences to launch you into the career direction in the field that you seek.

2. Question: Can a student be a paid employee or receive a stipend from their Practicum and/or Internship site?

Answer: Yes, you can be paid or receive a stipend, but do keep in mind that if this site is not already your employer, you should assume it will not be paid. Some sites do have this as part of the clinical experience package and will tell you up front and at other sites you can ask.

Often, sites you are not currently employed at that are paid or provide a stipend require more geographic flexibility and earlier application.

PRACTICUM

Description

Practicum is a clinical course supervised by faculty as well as a Site Supervisor(s). Students will practice counseling skills with clients in a selected public or private agency or other appropriate setting that serves individuals with disabilities or who are Deaf. 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 do the following:

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 and share with practicum cohort members issues being encountered and brainstorm solutions with potential application.
5. Work with a variety of clients and presenting issues.
6. Present clinical case conceptualizations, case notes, and self-assessments as required in course syllabus with increased responsibility in their second term of Practicum. Where clinical sites allow, students will also video tape counseling sessions to be reviewed with their Faculty Supervisor on a schedule also set in the syllabus.
7. 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.).
8. Relate theory to practice and apply during counseling sessions.
9. 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 Supervisor, and the student will negotiate the specific activities to be accomplished during the Practicum using the [Student Practicum Agreement](#). Practicum objectives are outlined as follows:

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 [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. Demonstrating ethical behavior
 - d. Implementing interventions that are grounded in theory and/or are evidence-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.

Using the Student’s Place of Employment as a Practicum Site

In consideration of a student’s placement site for Practicum, individuals who are currently employed in the field of rehabilitation or mental health counseling may be able to use

their place of employment as their Practicum site, if certain conditions are met. This option needs to be discussed with the RMHC Clinical Coordinator and developed with input from the employer and Site Supervisor.

Practicum Responsibilities

Student Responsibilities

1. To maintain professionalism and adhere to the [2017 Code of Professional Ethics for Rehabilitation Counselors](#) and [2014 American Counseling Association Code of Ethics](#).
2. To follow the expectations, deadlines, and assignments listed in clinical course syllabi for Practicum, including recording of counseling sessions where agreed upon with site, completion of case documentation, evaluations, etc.
3. To act within the limits of his/her defined roles, training, and competencies as defined and approved in the [Student Practicum Agreement](#).
4. To adhere to the policies and procedures for professional personnel at the Practicum site (e.g., working hours, dress, and activities) for the duration of the field experience.
5. To cooperate with the Site Supervisor and Faculty Supervisor, submitting reports at appropriate times and keeping a log of activities performed as part of the Practicum.
6. To respect the confidentiality of information about clients or participants of the Practicum site at all times, and to follow any policies or guidelines of the university and the Practicum site relating to research or training with human subjects.
7. To report concerns or problems promptly and completely to both the Site and Faculty Supervisors so that these issues may be resolved as soon as possible.
8. To avoid undertaking any activity in which competency, personal problems, or conflicts of interest are likely to lead to inadequate performance. If such a situation arises, the student

shall seek agency or Faculty Supervisor assistance to determine the appropriate course of action.

9. To 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.
10. To complete all course assignments and submit required Practicum documentation by specified due dates.
11. To attend all scheduled group supervisory class sessions.
12. To schedule time to regularly meet and communicate with the Faculty Supervisor for the purpose of evaluation of guidance, clinical skills, and professional growth.
13. To complete the following evaluation activities:
 - 1.1 [Student Self-Assessment of Practicum Learning](#)
 - 1.2 [Student Evaluation of Graduate Practicum Site Supervisor](#)
 - 1.3 [Student Evaluation of Practicum Faculty](#)
 - 1.4 [Student Evaluation of RMHC Clinical Coordinator](#)

RMHC Clinical Coordinator Responsibilities

1. Facilitate communication between the University and site prior to Practicum course beginning including questions about the Clinical Handbook, recording of counseling sessions for review during Practicum faculty supervision and establishing a Memorandum of Agreement (provided via email to sites if not already in place).
2. Review and approve appropriate [Student Practicum Agreement](#).
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 prepare Site Supervisor(s) for a graduate student by providing online 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.
5. To meet on a regularly scheduled basis with the Practicum student to assess clinical skills and review progress.
6. To collaborate with the Site Supervisor in evaluating the Practicum student's professional growth.

Practicum Site and 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. Having client's available for scheduling with the student by the second week in the 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 hours through signature on the [Practicum Contact Hours](#) form.
6. To conduct a written evaluation of the Practicum student including completing the [Practicum Site Supervisor's Evaluation of Student](#) form.
7. To immediately communicate any concerns or needs regarding the Practicum student to the Faculty Supervisor and/or the RMHC Clinical Coordinator.

Practicum Site Supervisor Time Commitment

According to CACREP Standards, the Practicum student will complete a minimum of 100 clock hours spread across the student's 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 spent at the Practicum site as well as supervision time with student's Faculty Supervisor.

For those site supervisors that have the CRC credentialing they can earn [7 hours of CEU per quarter](#) per student for the provision of Internship/Fieldwork Supervision of Rehabilitation Counseling Student. Documentation for this is provided by the Clinical Coordinator stating the Site Supervisor's name, quarter(s), year and student having provided supervision for.

Supervision/Instructional Experiences

Group Supervision

According to CACREP Standards, the Practicum student is expected to spend a minimum of 1 ½ 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 or 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-training's responsibility to secure the recording equipment needed for counseling session. The RMHC Program owns and has recording equipment available and housed in Hamersly 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 markers for points of discussion ahead of time. 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 the 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 will be 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: [Practicum Contact Hours](#).

Beginning Your Practicum

The [Student Practicum Agreement](#) 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](#) 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 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 their one-on-one time at midterm and to be 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 [Practicum Intermittent Student Self-Reflection Form](#), both found in Practicum Moodle, and used to evaluate and provide to the faculty instructor prior to recordings being reviewed. Instructions, blank documents, and examples are posted in Practicum Moodle.

End of Each Practicum Quarter

Following due dates outlined in the Practicum Syllabus, students will upload the completed forms listed below with both the student and Site Supervisor(s) signatures and date to the Practicum Moodle/Canvas. Documents can be completed completely electronically as a result of **COVID** flexibility. When a form specifically directs that an evaluation not be returned to the students, it will be clearly explained on the form itself, and it will indicate who to send it to. Forms missing signatures will not be accepted. Faculty Supervisors will sign the forms once submitted and reviewed. Students who have not submitted their documents may earn an incomplete "I" grade for the course.

1. [Practicum Contact Hours](#): This includes totaled hours columns and carrying forward first term Practicum hours if in your second term.
2. [Student Self-Assessment of Practicum Learning](#): Students provide an additional copy of completed form to their Site Supervisor(s) and discuss during site supervision.

3. [Practicum Site Supervisor's Evaluation of Student](#): The student must provide a copy of this document and a reminder to their Site Supervisor(s) no later than the 5th week in the term. If there is more than one Site Supervisor, they can decide if they want to complete the evaluation together or separately. The Faculty Supervisor will work with the Site Supervisor(s) through direct contact (virtual or in-person) regarding questions about the form and review the completed form together during a meeting near the end of the term. Students will also receive a copy and meet with the Site Supervisor(s) to review, which can also include the Faculty Supervisor.
4. [Practicum Student Evaluation of Clinical Coordinator](#): Emailed directly to the Deaf Studies Professional Studies chair where results are compiled in a summary to protect student confidentiality with a summary provided to the Clinical Coordinator.
5. [Student Evaluation of Practicum Faculty Supervisor](#): Emailed directly to the RMHC Program Coordinator where results are compiled in a summary to protect student confidentiality, with a summary provided to faculty post grade submission.
6. [Student Evaluation of Practicum Site Supervisor](#): If a student has more than one Site Supervisor, they can choose if they would like to combine the feedback on one form or complete more than one per Site Supervisor. Note that information provided on this form will not be shared with others, including future students or Site Supervisors, unless you permit it.
7. If applicable, [Practicum Hours Moving to Internship Hours](#).

Evaluation of Practicum Student

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 the following:

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 Practicum Questions

1. Question: Can I do my Practicum at the same site as my Internship?

Answer: Yes, if the site allows, and it aligns with your career goals.

2. Question: Do all students take Practicum at the same time?

Answer: Depending on the size of your cohort, you may have two or three term options for your first Practicum class. For smaller cohorts, there will only be one option. These classes often have smaller student numbers, so logistically, in larger cohorts, not all students can take the course at the same time. Together, the faculty make thoughtful decisions on who is in which Practicum group considering a wide variety of variables. If a student has a strong preference, they are encouraged to communicate that to the RMHC Clinical Coordinator for consideration. The term that a student takes their first Practicum class is not a reflection on what faculty see as their potential as a counselor.

3. Question: Can Practicum hours be done in the evening or on the weekend?

Answer: All clinical sites are different in terms of when they are open and serving clients.

Traditionally, a majority are open M-F 8am to 5pm, but there are other sites, such as crisis

services or group sessions that may be at other times. A frequently used secondary Practicum site, Polk Community Free Clinic, has clinic 2 times a month on Saturday mornings, where you are seeing clients during open clinic hours. This site also has the flexibility to provide sessions virtually at times that work for both the client and student outside of clinic days.

4. Question: If I have already completed coursework to become a Certified Alcohol Drug Counselor (CADC) or am a CADC already, can I accrue CADC Internship hours while doing the RMHC Practicum?

Answer: You can “double dip” your clinical hours for both Practicum and Internship for the RMHC program with what you are accruing for CADC hours if a number of conditions are met. You will have to have a Site Supervisor that meets the CADC qualifications for supervision, complete the CADC application and tracking materials and be doing work that meets their definition of direct hours activities and clients to be served. This can also be done for students who already have their CADC and are seeking the CADC II level.

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; and
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 an 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 yet, sites may still be a quality training opportunity for Internship.

Guideline Activities Outline

I. Orientation

1. Introduction to staff and tour of physical space
2. Overview of regulations and policies
 - a. Expectations of interns
 - b. Hours of attendance
 - c. Use of telephones and/or video phones
 - d. Chain of command
 - e. Risk assessment
 - f. Confidentiality of records
 - g. Crisis and disaster response
3. Overview of agency/facility program
 - A. History
 - B. Funding sources
 - C. Client populations
 - D. Referral sources
 - E. Eligibility criteria

- F. Client services
- G. Case management and recording procedures
- H. Review of case histories

II. Observation

1. Intake and/or screening interviews
 2. Diagnostic and/or evaluation procedures
 - a. Medical
 - b. Psychological
 - c. Vocational
 - d. Social
 - e. Drug and Alcohol
 3. Counseling Sessions
 - a. Individual
 - b. Group
 - c. Psychoeducation
- A. Staff meetings
1. Client review
 2. In-service training
 3. Administrative
- B. Field activities
- i. Home visits
 - ii. Job development and/or placement
 - iii. Community agencies

III. Participation

1. 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.
2. 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 needs to be discussed with RMHC Clinical Coordinator, and developed with input from the employer and the Site Supervisor. The student then needs to complete the [Internship Extended Learning Agreement](#).

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 in 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 the

substantial barrier in obtaining an Internship in a state vocational rehabilitation agency the 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. More [RSA Information](#) can be found by following links on scholarship information and forms on the RMHC program website.

Internship Responsibilities

Student Responsibilities

- To maintain standards in keeping with the [2017 Code of Professional Ethics for Rehabilitation Counselors](#) and [2014 American Counseling Association Code of Ethics](#).
- To act within the limits of his/her defined roles, training, and competencies as defined and approved in the Internship [Student Internship Agreement](#).
- 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.
- 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.
- 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.
- 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.

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

- To attend all training sessions required by the Internship site.
- To complete all assignments and submit required documentation by specified due dates.
- 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.
- To conduct the following evaluation activities: (a) [Student Self-Assessment of Internship Performance](#) every term, (b) [Student Evaluation of Graduate Internship Site](#), and (c) [Student Evaluation Of Internship Faculty](#) at the end of the internship.

RMHC Clinical Coordinator Responsibilities

- A. 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).
- B. Review and approve appropriate [Student Internship Agreements](#).
- C. To assist students in locating and communicating with sites for field experiences, as needed.
- D. To prepare students for Internship placement and activities in the field.
- E. To provide online 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 and 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 Internship hours through signing the term long form titled [Internship Contact Hours](#).
6. To conduct a written evaluation of the Internship student in the form of the [Internship Site Supervisor's Evaluation of Student](#).
7. To immediately communicate any concerns regarding the Internship student to the Faculty Supervisor and/or the RMHC Clinical Coordinator.

Internship Site Supervisor 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](#) 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.

For those site supervisors that have the CRC credentialing they can earn [7 hours of CEU per quarter](#) per student for the provision of Internship/Fieldwork Supervision of Rehabilitation Counseling Student. Documentation for this is provided by the Clinical Coordinator stating the Site Supervisor's name, quarter(s), year and student having provided supervision for.

Supervision/Instructional Experiences

Group Supervision

For group supervision, according to the CACREP Standards, the Internship student is expected to spend a minimum of 1 ½ 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](#) outlines those conditions under which the Internship student serves. The agreement must be completed and signed by the Site Supervisor and given to their RMHC 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 RMHC 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](#) 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](#) 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.

End of Each Internship Quarter

- A. The [Internship Site Supervisor's Evaluation of Student](#) 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.
- B. Complete the [Student Self-Assessment of Internship Performance](#) prior to the final meeting with the Site Supervisor. Upload the completed assessment to the Internship Moodle site by the end of the quarter.
- C. Complete the [Student Evaluation of Graduate Internship Site](#) upload to the Internship Canvas site by the end of the final quarter of Internship or as directed on form. Please note that this form may be shared with future Internship students if student's permission is given.
- D. Complete the [Student Evaluation of Internship Faculty Supervisor](#) and submit to RMHC Program Coordinator and [Student Evaluation of Clinical Coordinator](#) and submit to Division of Deaf Studies and Professional Studies Chair as outlined on the forms.

Evaluation of Intern

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 the 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 Internship Questions

1. Question: What happens if I do not finish my Internship hours during the two terms of Internship class?

Answer: In the event that a student is unable to complete all of the required hours for Internship a student will work with their Site Supervisor, Faculty Supervision, and Clinical Coordinator to determine a plan for completion of hours. The student will receive an incomplete "I" grade until which time the hours and required course documentation are completed at which time the class grade will be changed to pass "P" or no pass "NP".

APPENDIX A: PRACTICUM FORMS

Please note that only the forms found in this document should be used, as forms found online may be outdated.

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

STUDENT PRACTICUM AGREEMENT

This agreement is made on ____/____/____ by and among WOU RMHC, Practicum site

_____ and Graduate Student

_____. The agreement will be effective for a period from

____/____/____ to ____/____/____ for _____ hours per week
(minimum 3-4 and can be listed as a range).

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 2020-2021 prior to signing this agreement. We ask below that the student counselor-in-training and Site Supervisor(s) mark each section having reviewed and have asked any questions needing clarified by the student or program.

RMHC Clinical Handbook Sections	Student	Site Supervisor	Site Supervisor
<ul style="list-style-type: none"> • Letter of Introduction p. 1 • General Policies for Supervised Clinical Practice pp. 6-8 • Selecting an Appropriate Site pp. 8-9 			
<ul style="list-style-type: none"> • CACREP Standards Related to Qualified Site Supervisors p. 10 • CACREP Standards and COVID flexibility pp.10-18 • Relevant CACREP Definitions p. 18-19 			
<ul style="list-style-type: none"> • Accommodations p. 20-21 • Practicum pp. 28-41 			
<ul style="list-style-type: none"> • Informed Consent Form pp. 64-66 • Memorandum of Agreement pp. 78-80 			

• Appendix A: Practicum Forms pp. 55-80			
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The practicum activities (mark on below list) 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)

Multicultural 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, write a treatment plan, plan for general needed services)

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

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

_____ **Groups** (e.g., co-facilitate a group face-to face or through remote technology, lead a group)

_____ **Attend meetings, conferences, trainings, etc.** (orientation, relevant to current stage of training)

Memorandum of Agreement

_____ A Memorandum of Agreement (MOA) is already in place between the WOU RMHC Program and this clinical site. If you are unsure the RMHC Clinical Coordinator can assist you. Her contact information is on the signature page of this agreement.

Please continue on to completing the next and final page of the Student Practicum Agreement which contains signatures of all parties.

Student Practicum Agreement Signatures - This entire document can be completed electronically if needed, including electronic signatures. Note that credentials and contact information is needed for each supervisor.

Graduate Student _____ Date

Primary Internship Site Supervisor _____ Date

Degree: _____ From: _____

Certification: _____ License: _____ Email: _____

Phone: _____ Voice/VP Secondary Phone: _____ Voice/VP

Secondary Internship Site Supervisor (optional) _____ Date

Degree: _____ From: _____

Certification: _____ License: _____ Email: _____

Phone: _____ Voice/VP Secondary Phone: _____ Voice/VP

RMHC Clinical Coordinator _____ Date

MS Rehabilitation Counseling-WOU CRC #000047736

poagek@mail.wou.edu

Office Voice:503-838-8758 Cell:503-884-3783 Video Phone:503-710-9686

Address: Western Oregon University, 345 N Monmouth Ave, Monmouth, Oregon

97361

RMHC Faculty Supervisor _____ Date

Degree: _____ From: _____

Certification: _____ License: _____ Email: _____@mail.wou.edu

Phone: _____ Voice/VP Alternate Phone: _____ Voice/VP

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

PRACTICUM CONTACT HOURS

Student Name: _____

Practicum Site: _____

Practicum Site Supervisor(s): _____

Term: _____ Year: _____

Prior Practicum Total Hours if in 2nd Term of Practicum:

Direct Traditional: _____ Direct Emulation: _____ Total (all hours): _____

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/Canvas. Areas of flexibility are as a result of **COVID** are highlighted in yellow and are set to expire on 6/31/2021.

HOURS LOG

Week	Dates	Direct Traditional	Direct Consult & Emulation	Group Supervision	Individual Supervision	Other	Total
1		1= 2= 3=	4= 5=				
2		1= 2= 3=	4= 5=				

3		1= 2= 3=	4= 5=				
4		1= 2= 3=	4= 5=				
5		1= 2= 3=	4= 5=				
6		1= 2= 3=	4= 5=				
7		1= 2= 3=	4= 5=				
8		1= 2= 3=	4= 5=				
9		1= 2= 3=	4= 5=				
10		1= 2= 3=	4= 5=				
11		1= 2= 3=	4= 5=				
		1= 2= 3=	4= 5=				

Direct Traditional: 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.

Direct Consultation: Recognized by CACREP, but does not count towards direct hours as defined by state licensure (LPC).

- **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.

Direct Consultation Hours Total=_____

Direct Emulation: CACREP has expanded the definition of consultation to include emulation which they define as not role play as a result of **COVID**. Recognized by CACREP, but does not count towards direct hours as defined by state licensure (LPC).

- 4 **emulation** – Our program defines emulation as the opportunity for students to engage with Site Supervisors and/or other professional counselors from site in a discussion of real client scenarios, past or present, for the purpose of exploring ideas in response to client’s needs, best practices, resource identification, and theory application. Case staffing where presentations are made without opportunities for the student to provide feedback do not count and would be listed under Indirect Service.

Direct Emulation Hours Total = _____

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: combination of Direct Traditional and Direct Emulation. Minimum of 40 hours across 2 terms.

Direct Service Total Hours = _____

Indirect Services: (1) classroom supervision time including training, case staffing, SOAP note review, self-reflection, review of both your tapes and peers’, discussion of experiences with your clinical site and next steps. (2) attending orientation or training as directed by faculty or site supervisor

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

Total Hours = _____

Individual or Triadic Supervision: with Site Supervisor (primarily) and Practicum Faculty Supervisor (secondary). When Site Supervisor is not available, faculty will become primary; minimum of 10 hours per term.

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 (both traditional and emulation): _____

TOTAL HOURS (combined all hours): _____

If in 2nd Term of Practicum the **total Practicum hours** from both 1st and 2nd Practicum course:
Note here if not applicable: _____

Direct Traditional (minimum combined hours with emulation of 40) Total Hours = _____

Direct Emulation (minimum combined hours with traditional of 40) Total Hours = _____

Total (minimum combined hours of direct and indirect of 100) Total Hours = _____

Practicum Contact Hours Signatures verifying the accuracy of hours stated in this log. This entire document can be completed electronically if needed including electronic signatures.

Graduate Student Date

Primary or Secondary Practicum Site Supervisor Date

RMHC Faculty 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 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 counselor will receive supervision from a Western Oregon University faculty member.

During the COVID-19 pandemic, all counseling sessions will be conducted via video/audio conferencing (Zoom). This type of counseling is called “Teletherapy”, and is to providing psychotherapy and other counseling services remotely using telecommunications technologies, such as video conferencing or telephone. This requires technical competence by both parties which is why our faculty and student counselors have taken 12 hours of training specific to teletherapy.

B) Services and record-keeping:

A student counselor will provide short-term counseling (e.g., 1-10 sessions during the academic term). I understand that in order to provide the best counseling services possible, supervision of the sessions will be conducted by reviewing audio and/or video recording of the sessions during group and individual supervision time. The Faculty Supervisor will also be present during the Zoom sessions but will not be seen or heard. The recordings will be kept in a secure and password-protected drive and destroyed by the end of the academic term in which they are made. The recording can be kept longer but would only happen with my written permission.

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. Also, because teletherapy occurs outside the clinic or office, there is potential for others to overhear sessions. Your graduate student counselor will take reasonable steps to ensure your confidentiality, such as wearing earbuds and being in a private room without others present; it is also important for you to find a private place for sessions where you will not be overheard or interrupted. The responsibility to protect your (the client’s) privacy on your end of the counseling process is yours (the client).

However, counseling can also lead to better interpersonal relationships, improved decision-making skills, goal settings, or reduction of stress and anxiety. By agreeing to participate in the sessions, I understand I might potentially experience uncomfortable emotions, and there is no guarantee of those benefits from my counseling sessions.

D) Crisis Management and Intervention:

It is essential that your specific location during a counseling session is verified by the graduate student counselor. This will include your address, whereabouts in the building, and

a contact phone number. In an emergency or local crisis, the student counselor needs to know how to access care services that are local and most immediate in terms of response. For these reasons and to maintain established confidentiality, we ask that you use a consistent location for each session and that you are not on the move, e.g. do not be out for a walk or driving in a car. If you anticipate the need for crisis or emergency services, you must let the student counselor know about those needs or possibilities.

E) Area of Practice Restrictions:

Currently, our student counselors are restricted to only practice to the state of Oregon. While in times of broad crisis some restrictions may be lifted, it is not generally permissible for the counseling to occur outside Oregon in other states or countries. This means when utilizing any Teletherapy, both the student counselor and the client (both) must be physically in the state of Oregon. It is the responsibility of the client to inform their student counselor if the client is not physically in the state of Oregon.

F) Appropriateness and Preference for Teletherapy:

Not all clients are a good fit for teletherapy. Some clients may have difficulty with the technology, not being able to secure a private location, prefer only live in-person therapy or other restrictions that make Teletherapy difficult. Teletherapy is offered as an option for some clients who prefer and whose circumstances are appropriate for distance communication mediums. If a client and student counselor agree to teletherapy, then the client should have the same dedication as they would in an in-person session.

G) Fees:

There are no fees to receive counseling services from Western Oregon University student counselors. However, the cost of home-based technology, phone bills, data usage, internet service providers, etc., are the responsibility of the client and will not be paid by the RMHC Program.

H) Alternatives for treatments:

I also understand that if my student counselor does not meet my needs, alternatives might be offered (such as referral to another student counselor).

I) Involvement of third parties:

My student counselor will only communicate with others about me when a signed release of information has occurred.

J) Limits to confidentiality:

Counseling services provided by student counselors from Western Oregon University are kept confidential because of the ethical standards and states and federal laws. Who you are and what you talk about during counseling sessions as well as the supervisory meetings will be kept strictly confidential and will not be shared with others without your written permission.

There are a few exceptions:

1. when there is a strong possibility of imminent harm being done by you on another person, or on yourself;
2. when you disclose information regarding child abuse, elder abuse, or abuse of another vulnerable individual, or is at risk of such abuse;

3. when a valid court order is issued;
4. when federal officials are conducting national security and intelligence activities;
5. should you pass away, your representative or a relative may access your record; or
6. if you are under the age of 18.

K) Interruptions and Distractions:

Teletherapy sessions come with more risk of distractions and interruptions. Please be sure to create a consistent, private, quiet, and confidential environment for your sessions. This means having a plan before your counseling session for your family, friends, roommates, children, and pets who may interrupt. It also means attending prior to sessions to manage background noises such as television, phones, doorbells, and construction, etc.

L) Efficacy:

Efficacy in counseling means getting the changes and results you wanted. Research suggests that teletherapy and face-to-face therapy are about equal in doing this. It is harder to notice all of the verbal and non-verbal communication going on in teletherapy sessions. This can be shown in slowed down movements, change in tone of voice and more automatic than thought out responses in the assessment.

M) Choice of Medium:

Counseling will not be provided via email, applications, or texting; these communication methods will only be used for brief confirmation of cancellation of appointments and sending of forms and signatures.

Teletherapy sessions will only occur by utilizing phone or video technologies such as Zoom.

By signing below electronically or in writing, 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. As a client if I am unable to provide a signed copy of this document, during the COVID 19 pandemic, an email to the student counselor confirming review and agreement with this document can be used as a replacement for a signature or picture of signed document taken by phone.

Client Signature (age) Date

Parent/Guardian Signature (if required) Date

Student Counselor Signature Date

WESTERN OREGON UNIVERSITY
REHABILITATION AND MENTAL HEALTH COUNSELING PROGRAM
PRACTICUM INTERMITTENT STUDENT SELF-REFLECTION FORM

Term/Year:

Submission Date:

Student Name:

Faculty Supervisor:

Please write a paragraph per question and submit to your Practicum faculty instructor as requested in your assigned Moodle/Canvas page.

2. What were your personal reactions to your clients? What was going on internally for you? What did you do that you liked?

3. What seemed new or different to you? What surprised you? What would you have done differently with this client(s), and why? Focus on your experience as the counselor and do not bring in confidential client information.

4. Self-Reflection: share your personal feelings/thoughts/comments concerning these counseling sessions. What did you learn about yourself?

5. State your personal counseling goals for next week (if end of term for next clinical class). Please include behavioral objectives to look at your personal goals as a counselor-in-training. How will you implement these goals?

6. 2nd term Practicum students required: identify theory & technique used in these sessions.

**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 and provide a copy to both your Site and Faculty Supervisor(s). This document must also be uploaded to your instructor's electronic course page (Moodle or Canvas). 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 Observing counseling sessions
 - b Using information from client records
 - c Gathering additional background information
 - d Conducting intake interviews
 - e Administering tests
 - f Providing counseling and effective communication
 - g Assisting with goal setting and planning
 - h Emulation
 - i Writing reports
 - j Leading or co-leading groups
 - k Attending orientation training, 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 Counter transference
 - h Self-disclosure
3. Implications for your next term of clinical coursework (Practicum or Internship)

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:

Practicum Site Supervisor's Evaluation of Student Signatures - This entire document can be completed electronically if needed including electronic signatures.

Primary or Secondary Practicum Site Supervisor Date

RMHC Faculty Supervisor 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.

Graduate Student Date

WESTERN OREGON UNIVERSITY
REHABILITATION AND MENTAL HEALTH COUNSELING PROGRAM
PRACTICUM STUDENT EVALUATION OF CLINICAL COORDINATOR

Please note that this form is to be emailed directly to the Deaf Studies and Professional Studies Division Chair, Amanda Smith smithar@mail.wou.edu, who will summarize this data in a confidential manner and review with the RMHC Clinical Coordinator being evaluated.

Faculty: _____ Term: _____ Year: 20_____

1. How satisfied are you with your Practicum site(s)?

1 Excellent, 2 Very Good, 3 Good, 4 Satisfactory, 5 Not Satisfactory

Why or why not?

2. Did you have sufficient information to be prepared for Practicum?

1 Excellent, 2 Very Good, 3 Good, 4 Satisfactory, 5 Not Satisfactory.

What was helpful?

3. Have you read the current Clinical Handbook?

Yes, Mostly, Some, None.

4. What would you have done differently based on knowing what you know now?

5. Ideas and recommendations for the future.

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

1 Knowledge and application of basic skills and techniques in counseling

i 2 3 4 5 NA

Comments:

2 Application of the individual counseling process

i 2 3 4 5 NA

Comments:

3 Professionalism

i 2 3 4 5 NA

Comments:

4 Problem-solving and decision-making

1 2 3 4 5 NA

Comments:

5 Knowledge of counseling theories

i 2 3 4 5 NA

Comments:

6 Collaboration with Practicum Site Supervisor(s)

i 2 3 4 5 NA

Comments:

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

STUDENT EVALUATION OF PRACTICUM SITE SUPERVISOR

Please note that the data from this form may be shared with future Practicum students as they explore potential clinical sites. It will not include your name or term of Practicum. If you were at multiple sites for practicum, complete a separate form for each site. Once completed this form needs to be shared electronically with both your Faculty Practicum Supervisor and RMHC Clinical Coordinator.

Agency/Program Name: _____

Site Supervisor(s): _____

Term: _____

Year: 20____

Please comment on the questions below. Feel free to use extra pages if needed or expand lines within this document.

1. Evaluate the overall quality of your practicum experience.

2. Evaluate and discuss the quality of supervision you received from your practicum Site Supervisor.

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

4. 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

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

a. 2 3 4 5 NA

Comments:

2. Application of the individual counseling process

a. 2 3 4 5 NA

Comments:

3. Application of the group counseling process

a. 2 3 4 5 NA

Comments:

4. Professionalism

a. 2 3 4 5 NA

Comments:

5. Problem-solving and decision-making

a. 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

PRACTICUM HOURS MOVING TO INTERNSHIP HOURS

When a student has accrued more than the required 100 hours minimum for Practicum, including 40 hours minimum of Direct Hours, students are asked to note those hours on this form documenting hours from Practicum being converted to the Internship Log Document. This opportunity is made available temporarily as a result of the CACREP's flexibility as a result of **COVID** and is set to expire on 6/31/2021. Students are highly recommended to keep a copy for their own records.

Total Hours Accrued During Practicum 609 Courses:

Direct Service Traditional	_____	(will count towards LPC hours)
Direct Service Emulation	_____	(will not count towards LPC hours)
Direct Hours TOTAL	_____	(Practicum minimum of 40 hours)
In-Direct Hours TOTAL	_____	(Practicum minimum of 60 out of the total combined hours of 100)

Extra Practicum hours to transfer to **Internship Contact Hours Form** (anything over total of 40 hours direct and 60 hours in-direct):

Direct Hours Traditional Transfer to Internship Hours	_____
Direct Hours Emulation Transfer to Internship Hours	_____
Direct Hours Transfer to Internship Hours	_____
*direct & traditional hours combined that went over 40-hour minimum during Practicum	
In-Direct Transfer to Internship Hours	_____
** hours that went over the 60-hour minimum during Practicum	

Practicum Hours Moving to Internship Hours Signatures - This entire document can be completed electronically if needed including electronic signatures.

 RMHC Graduate Student

Date

 RMHC Faculty Supervisor

Date

 RMHC Internship Faculty Supervisor

Date

**WESTERN OREGON UNIVERSITY
COLLEGE OF EDUCATION**

MEMORANDUM OF AGREEMENT

CONTRACT #-----DPS-KP

**UNIVERSITY / -----(Clinical Site)
FOR REHABILITATION AND MENTAL HEALTH COUNSELING (RMHC)
STUDENT INTERNS**

Western Oregon University, hereinafter called UNIVERSITY, and The -----
----- (Clinical Site) hereinafter called the AGENCY, hereby agree that graduate students during their Practicum or Internship in the Rehabilitation and Mental Health Counseling (RMHC) Program who are recommended by the UNIVERSITY may do supervised counseling at the AGENCY according to the provisions of this Agreement. While the UNIVERSITY may have specific policies, procedures, and standards set out in other places including a Handbook distributed to all participants in the program, these policies, procedures, and standards are for informational purposes only and create no obligation for either the AGENCY or the UNIVERSITY arising from this Agreement. The purpose of this Agreement is to memorialize the understanding between the AGENCY and the UNIVERSITY. It shall not create any beneficial rights in any individual.

- The Practicum requires two academic terms. During this time, graduate students will provide counseling and guidance to adults and/or youth in transition with disabilities and/or who are Deaf.
- To fulfill the requirements of the UNIVERSITY for practicum, a minimum of 40 direct client hours with clients and a minimum of 100 hours of combined supervision and activity on site will be achieved. Graduate students will be provided opportunities to participate in supervised experiences in various counseling and guidance activities similar to those of regular staff members.
- The Internship requires two academic terms. During this time, interns will provide counseling and guidance to adults and/or youth in transition with disabilities and/or who are Deaf.
- To fulfill the requirements of the UNIVERSITY for internship, a minimum of 240 direct client hours with clients and a minimum of 600 hours combined supervision and activity on site will be achieved. Interns will be provided opportunities to participate in supervised experiences in various counseling and guidance activities similar to those of regular staff members.

- AGENCY cooperating professionals will be selected jointly by the Program Manager or designee and the UNIVERSITY Clinical Coordinator and Rehabilitation and Mental Health Counseling (RMHC) Program Coordinator. The responsibilities of the cooperating professional are contained in the RMHC Clinical Supervisor Handbook.
 - The UNIVERSITY and the AGENCY agree to comply with all federal, state, county, and local laws, ordinances, and regulations applicable to the work to be done under this Agreement. Both parties agree to comply with all applicable requirements of federal and state civil rights and rehabilitation statutes, rules, and regulations. This Agreement shall be governed and construed in accordance with the laws of the State of Oregon.
 - Students have professional liability insurance of \$1,000,000 each claim and \$3,000,000 in aggregate.
 - Evaluation of the Graduate Students and/or Interns in terms of satisfactory completion of their assignment will be made cooperatively by the cooperating professional at the AGENCY and the UNIVERSITY supervising faculty member.
 - This Agreement becomes effective upon the date of the last signature and supersedes any prior agreement. This Agreement will continue from year to year unless otherwise terminated by mutual consent of the parties at any time or by either party upon 60 days written notice. Such termination shall in no way affect the students assigned prior to termination.
 - To the extent permitted by Article XI, Section 7 of the Oregon Constitution and the Oregon Tort Claims Act (Oregon Revised Statutes 30.260 to 30.300), each Party will defend, indemnify, and hold harmless the other Party and its respective trustees, directors, officers, employees, agents, permitted successors, and permitted assigns from and against all claims, suits, and actions of any nature resulting from or arising out of the negligent activities or omissions (including recklessness or willful misconduct) of the Party or any of its employees acting under this Agreement.
 - Education Records and Personally Identifiable Information
- 11.1 As used in this Agreement, ‘education records’ and ‘personally identifiable information’ refers to student information identified as such in the Family Educational Rights and Privacy Act (“FERPA”) 20 USC 1232g, and as specifically defined in FERPA’s implementing regulations at 34 CFR 99.
- 11.2 Because AGENCY may require education records and personally identifiable information of the UNIVERSITY in order to accomplish the objectives of this Agreement, UNIVERSITY will provide, upon request, copies of or reasonable access to relevant and necessary education records and personally identifiable information, as applicable, to the AGENCY.

11.3 In order to accomplish the objectives of this Agreement, and the obligations at Section 9.2 specifically, the UNIVERSITY will provide the AGENCY with access to education records and personally identifiable information, subject to the protections of FERPA, applicable state law, and the education records policies and procedures. The Parties agree that the AGENCY is a “school official” for the purposes of the education records and personally identifiable information provided under this Agreement and that the use of personally identifiable information will be used for purposes contemplated by this Agreement only. The Parties agree to comply with federal and state law regarding education records and personally identifiable information, including but not limited to re-disclosure provisions.

We, the undersigned, by the signature below of our authorized representatives, hereby acknowledge that we understand and agree to the conditions listed above.

-----,
AGENCY

Western Oregon University, UNIVERSITY

By: _____

By: _____

Title: _____

Title: _____

Date: _____

Date: _____

APPENDIX B: INTERNSHIP FORMS

Please note that only the forms found in this document should be used, as forms found online may be outdated.

**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
<ul style="list-style-type: none"> • Letter of Introduction p. 1 • General Policies for Supervised Clinical Practice pp.6-8 			
<ul style="list-style-type: none"> • Selecting an Appropriate Site pp.8-9 			
<ul style="list-style-type: none"> • CACREP Standards Related to Qualified Site Supervisors p. 10 • CACREP Standards and COVID flexibility pp.10-18 • Relevant CACREP Definitions p. 18-19 			
<ul style="list-style-type: none"> • Accommodations p. 20-21 			
<ul style="list-style-type: none"> • Internship pp.41-54 			
<ul style="list-style-type: none"> • Appendix B: Internship Forms pp. 81-100 			

Memorandum of Agreement _____ A Memorandum of Agreement (MOA) is already in place between the WOU RMHC Program and this clinical site. If you are unsure the RMHC Clinical Coordinator can assist you. Her contact information is on the signature page of this agreement.

Internship Agreement Signatures - This entire document can be completed electronically if needed including electronic signatures.

Graduate Student _____ Date

Primary Internship Site Supervisor _____ Date

Degree: _____ From: _____

Certification: _____ License: _____ Email: _____

Phone: _____ Voice/VP Secondary Phone: _____ Voice/VP

Secondary Internship Site Supervisor (optional) _____ Date

Degree: _____ From: _____

Certification: _____ License: _____ Email: _____

Phone: _____ Voice/VP Secondary Phone: _____ Voice/VP

RMHC Clinical Coordinator _____ Date

MS Rehabilitation Counseling-WOU CRC #000047736 poagek@mail.wou.edu

Voice: 503-838-8758 Video Phone: 503-710-9686 Fax: 503-838-8228

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

RMHC Faculty Supervisor _____ Date

Degree: _____ From: _____

Certification: _____ License: _____ Email: _____@mail.wou.edu

Phone: _____ Voice/VP Alternate Phone: _____ Voice/VP

**WESTERN OREGON UNIVERSITY
REHABILITATION AND MENTAL HEALTH COUNSELING PROGRAM
INTERNSHIP EXTENDED LEARNING AGREEMENT**

For students using their place of employment as their internship site to expand on duties or activities not previously involved in. Feel free to use additional paper if needed.

Graduate 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 during Internship: _____

Internship Extended Learning Agreement Signatures - This entire document can be completed electronically if needed including electronic signatures.

Graduate Student Date

RMHC Clinical Coordinator or Faculty Supervisor Date

Primary or Secondary Site Supervisor or Manager Date

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

INTERNSHIP CONTACT HOURS

Student Name: _____

Internship Site: _____

Internship Site Supervisor(s): _____

Term: _____ Year: _____

Prior Internship Total Hours if in 2nd Term of Internship:

Direct Traditional: _____ Direct Emulation: _____

Total (Direct and Indirect): _____

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/Canvas. Areas of flexibility are as a result of **COVID** are highlighted in yellow and are set to expire on 6/31/2021.

HOURS LOG

Week	Dates	Direct Traditional	Direct Emulation	Group Supervision	Individual Supervision	Other	Total
1		1= 2= 3=	4= 5=				
2		1= 2= 3=	4= 5=				
3		1= 2= 3=	4= 5=				

4		1= 2= 3=	4= 5=				
5		1= 2= 3=	4= 5=				
6		1= 2= 3=	4= 5=				
7		1= 2= 3=	4= 5=				
8		1= 2= 3=	4= 5=				
9		1= 2= 3=	4= 5=				
10		1= 2= 3=	4= 5=				
11		1= 2= 3=	4= 5=				
Total		1= 2= 3=	4= 5=				

Direct Traditional: 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.

Direct Consultation: Recognized by CACREP, but does not count towards direct hours as defined by state licensure (LPC).

- **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.

Direct Consultation Hours Total= _____

Direct Emulation: CACREP has expanded the definition of consultation to include emulation which they define as not role play as a result of **COVID**. Recognized by CACREP, but does not count towards direct hours as defined by state licensure (LPC).

- 5 **emulation** – Our program defines emulation as the opportunity for students to engage with Site Supervisors and/or other professional counselors from site in a discussion of real client scenarios, past or present, for the purpose of exploring ideas in response to client’s needs, best practices, resource identification, and theory application. Case staffing where presentations are made without opportunities for the student to provide feedback do not count and would be listed under Indirect Service.

Direct Emulation Hours Total = _____

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: combination of Direct Traditional and Direct Emulation. Minimum of 240 hours across 2 terms.

Direct Service Total Hours = _____

Indirect Services: (1) classroom supervision time including case staffing, self-reflection, Oral Defense readiness, discussion of experiences with your clinical site and preparing for post-graduation; (2) attending orientation or training as directed by faculty or site supervisor

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

Total Hours = _____

Individual or Triadic Supervision: with Site Supervisor (primarily) and less Internship Faculty Supervisor (secondary). Occasionally, when a Site Supervisor is not available, a secondary Site Supervisor will become primary with the Faculty Supervisor as back-up; minimum of 10 hours per term.

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 (both traditional and emulation): _____

TOTAL HOURS (combined all hours): _____

If in 2nd Term of Internship the **total Internship hours** from both 1st and 2nd Internship course:
Note here if not applicable: _____

Direct Traditional (minimum combined hours with emulation of 40) Total Hours = _____

Direct Emulation (minimum combined hours with traditional of 40) Total Hours = _____

Total (minimum combined hours of direct and indirect of 100) Total Hours = _____

Internship Contact Hours Signatures verifying the accuracy of hours stated in this log. This entire document can be completed electronically if needed including electronic signatures.

Graduate Student _____ Date _____

Primary or Secondary Internship Site Supervisor _____ Date _____

RMHC Faculty 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 the following:

- (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
INTERNSHIP STUDENT EVALUATION OF CLINICAL COORDINATOR

Please note that this form is to be emailed directly to the Deaf Studies and Professional Studies Division Chair who will summarize this data in a confidential manner and review with the RMHC Clinical Coordinator being evaluated.

Faculty: _____ Term: _____ Year: 20_____

1. How satisfied are you with your Internship site(s)?
1 Excellent, 2 Very Good, 3 Good, 4 Satisfactory, 5 Not Satisfactory
Why or why not?

2. Did you have sufficient information to be prepared for Internship?
1 Excellent, 2 Very Good, 3 Good, 4 Satisfactory, 5 Not Satisfactory.
What was helpful?

3. Have you read the current Clinical Handbook?
Yes, Mostly, Some, None.

4. How prepared do you consider yourself for post-graduation employment?
1 Excellent, 2 Very Good, 3 Good, 4 Satisfactory, 5 Not Satisfactory.
Why or why not?

5. What would you have done differently based on knowing what you know now?

6. Ideas and recommendations for the future.

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

STUDENT EVALUATION OF INTERNSHIP SITE SUPERVISOR

Please note that some of the data collected from 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

1. Professional application of counseling skills and techniques

a 2 3 4 5 NA

Comments:

2. Professional application of Case management

a 2 3 4 5 NA

Comments:

3. Professional application of ethics

a 2 3 4 5 NA

Comments:

4. Problem-solving and decision-making skills

a 2 3 4 5 NA

Comments:

5. Ability to work with diverse clients

a 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 this form is to be emailed directly to the RMHC Program Coordinator who will summarize this data in a confidential manner and review with individual Internship faculty being evaluated post grade submission for the term.

Faculty: _____ Term: _____ Year: 20_____

Please comment on the questions below. Feel free to use extra pages if needed or extend the spacing on this form.

- Evaluate the overall quality of your internship virtual group classroom supervision experience.

- Evaluate and discuss the quality of feedback you received individually from your internship Faculty Supervisor via voice or sign.

- Evaluate the overall quality of written feedback provided by your internship Faculty Supervisor which includes email.

- Evaluate the overall experience with scheduling time for supervision as a weekly class, individually as needed and for site visit with your internship Faculty Supervisor.

- Recommendations for the future?

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 ratings.

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 Professionalism

1 2 3 4 5 NA

Comments:

d Problem-solving and decision-making

1 2 3 4 5 NA

Comments:

e Knowledge of counseling theories

1 2 3 4 5 NA

Comments:

f Collaboration with Internship Site Supervisor(s)

1 2 3 4 5 NA

Comments:

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

INTERNSHIP SITE SUPERVISOR'S EVALUATION OF STUDENT

Graduate Student: _____

Internship Agency/Program: _____

Site Supervisor(s): _____

Period of time covered by the evaluation (dates or term): _____

Directions: Circle, mark or highlight your evaluation as Site Supervisor(s) on the score that best fits the student intern on their progress and 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.

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

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:

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

II. Skills in Counseling

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:

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

III. Case Work Skills and Abilities

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:

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

IV. Work Habits, Personal Traits and Attitudes

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:

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

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

C. 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.

Graduate Student Signature

Date

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

LETTER TO GRADUATES

OREGON LPC DIRECTIONS FOR UNIVERSITY VERIFICATION

Greetings Oregon LPC Intern Applicant,

We are excited that you are taking a new step in your career by applying to become an LPC Intern with the State of Oregon. We are happy to help support you in completing form #2A *Degree Program Work Experience* as a part of your application. Because of the longevity of our program and accreditation (CORE started 1989; CACREP started 2018) our students no longer need to have form #6A completed. To aid our program in submitting form #2A in a timely manner, we ask that you complete the following sections and provide an electronic copy to our Clinical Coordinator, Kim Poage, poagek@mail.wou.edu for final completion.

If you are applying for licensure in another state or for a different license or certificate needing university verification please our Clinical Coordinator, Kim Poage, directly as states and programs vary in the information needed and forms used.

This letter, including the below directions, have been reviewed and approved by the State of Oregon LPC.

Form #2A: Degree Program Work Experience:

<https://www.oregon.gov/OBLPCT/Pages/Forms.aspx>

First paragraph – your full name, WOU, signature and date

1A. Primary Practicum Location

1. start month/year of first term of Practicum and last month/year of last term of Practicum
2. course # RC 609
3. site contact information
4. direct client contact hours if you know (minimum of 40) – we will verify/complete
 - a if you graduated prior to 2011 we can only list the minimum unless you can provide additional hours documentation
 - b if you graduated between now and June 2019 you may have less than 40 hours due to **COVID** flexibility allowing for emulation to be counted for CACREP direct hours requirement

1B. Internship Location

5. start month/year of first term of Internship and month/year of last term of Internship
6. course # RC 610

7. site contact information
8. direct client contact hours if you know (minimum of 240) – we will verify/complete
 - a if you graduated prior to 2011 we can only list the minimum unless you can provide additional hours documentation
 - b if you graduated between now and June 2019 you may have less than 40 hours due to **COVID** flexibility allowing for emulation to be counted for CACREP direct hours requirement
9. Both Sections 1A & 1B Activities:
10. Focus on those specific to providing counseling and guidance. Examples:
 - a all sites: intakes, assisting clients in identifying counseling session goals, case notes, termination reports, application of counseling theory, case management
 - b some sites: orientation to services, MSE, treatment plans, assessments, group counseling, couples or family counseling, SI/SA assessment and intervention, career coordination, review of documentation, session transcription
11. Check yes
12. Faculty section:
13. Leave check box blank for faculty to complete
14. Complete section under signature and date as follows:
 - a Kim Poage, RMHC
 - i If you graduated prior to 2014 you can list RCE or RMHC
 - b WOU 345 Monmouth Ave N, Monmouth OR 97361
 - c (503) 838-8758
 - d poagek@mail.wou.edu

Congratulations on taking this important step in your career! We wish you the best and encourage you to stay in touch with our program.

Respectfully,

Rehabilitation and Mental Health Counseling Core Faculty Team

Dr. Denise Thew Hackett, PhD., MSCI, CRC

Dr. Chung-fan Ni, PhD., LPC, CRC

Dr. Chien-Chun Lin, PhD, CRC

Ms. Kim Poage, MS, CRC