



RMHC Clinical Handbook

Updated December 12, 2025

Greetings Graduate Students and Site Supervisors

We are pleased to provide this Clinical Handbook for Western Oregon University's Rehabilitation and Mental Health Counseling (RMHC) program for the 2025–2026 academic year. This handbook is designed to guide you through the Practicum and Internship courses, which together make up nearly one-third of the total coursework in the program.

Rehabilitation Counseling is a broad field that includes mental health counseling and emphasizes disability-related experiences. The profession addresses barriers to independent living, community participation, and employment. Our program values a holistic understanding of wellness, recognizing how physical health, disability, and environmental factors influence emotional and psychological well-being.

We deeply value our partnerships with clinical agencies and Site Supervisors who share their professional expertise with our students. These collaborations create meaningful learning opportunities that prepare students to enter the counseling field as competent and ethical professionals. Clinical coursework provides the structure for students to apply and refine the knowledge and skills developed in the classroom.

During Practicum, students work closely with a small cohort of peers, typically five to six students, and receive intensive faculty support in case conceptualization, documentation, and review of recorded sessions when approved by the site. Internship builds upon this foundation by offering full participation in a professional counseling setting, allowing students to develop advanced clinical and professional skills.

The RMHC program follows a quarter system and includes a 90-credit Plan of Study aligned with the standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Graduates are eligible to apply for Oregon Licensed Professional Counselor (LPC) Associate status. Each student is also required to complete at least one national exam during the Internship, such as the Certified Rehabilitation Counselor (CRC) or National Counselor Examination (NCE), or another approved national credentialing exam.

As students and Site Supervisors, your feedback and collaboration are central to the success of our clinical training model. The RMHC program is intentionally small, which allows for individualized attention and flexibility in meeting learning goals while addressing the needs of the counseling profession. We appreciate your commitment to professional development and your partnership in supporting high-quality counseling education.

Respectfully, Rehabilitation and Mental Health Counseling Core Faculty Team

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GENERAL POLICIES FOR SUPERVISED CLINICAL PRACTICE

Each student enrolled in the supervised professional practice sequence (RC 609 Practicum and RC 610 Internship) is expected to understand that every step of the process, including planning, seeking, interviewing, selecting, and on-site performance, is part of professional learning. Each stage contributes to developing counseling identity and competence. All related assignments and activities are evaluated and count toward the final course grade.

Before beginning any part of the supervised professional practice sequence, all graduate students must read this handbook in full. Clinical Site Supervisors are also required to review relevant sections as part of the Student Practicum Agreement or Student Internship Agreement.

Students must maintain consistent communication with the RMHC Director of Behavioral Health and their assigned Practicum or Internship Faculty Supervisor to ensure a clear understanding of expectations, procedures, and deadlines. Throughout this handbook, the term “clinical” refers to both Practicum and Internship experiences.

PROGRAM AND STUDENT REQUIREMENTS

- Students beginning clinical coursework must be in good standing with the University, with no academic or disciplinary action standing or pending.
- Students in the RMHC Program must follow the 2023 *Code of Professional Ethics for Rehabilitation Counselors* and, when applicable, the 2014 *American Counseling Association Code of Ethics*.
- Students enrolled in RC 609 Practicum or RC 610 Internship must maintain personal professional liability insurance that begins before client contact. Students are not permitted to see or observe clients if coverage has lapsed or is not active. Policies are valid for one year from the date selected at purchase. See the section on Liability Insurance for more information.

Prerequisites

1. RC 609 Practicum (8 credits; 4 credits per term):

- Permission of the RMHC Program Coordinator
- Completion (or waiver) of RC 611 with a passing grade
- A fully executed Student Practicum Agreement

2. RC 610 Internship (20 credits, over 3 terms):

- Completion of at least two-thirds of total program coursework
- A grade of Pass in 8 credits (two sections) of RC 609 Practicum, including completion of 40 direct client contact hours and 100 total practicum hours
- Completion of all Practicum documentation and required forms
- RSA approval of clinical sites for RSA scholars only
- A completed Student Internship Agreement

BACKGROUND CHECK REQUIRED FOR PLACEMENT PROCESS

The Rehabilitation and Mental Health Counseling program has an ethical responsibility to protect clients. To uphold this responsibility, all applicants and admitted students must complete a criminal background check before the start of their first term in the program. This must be completed before students can enroll in Practicum or have any client contact.

Students will not be permitted to participate in client contact or begin Practicum until a recent background check is completed and cleared. Completion of a successful background check is required to meet program and accreditation standards, as all clinical placements require clearance before any student involvement. Because review and processing may take time, students should begin the background check process well in advance of their first term.

If a background check reveals any criminal history or other concern, the program will review the information to determine the applicant's or student's suitability for admission, clinical training, or continued participation in the program. This review process will consider the nature of the finding, its relevance to the counseling profession, and any applicable state or federal regulations.

During the placement process, many clinical sites will also require additional background checks and/or fingerprinting. These requirements vary by site. Students are responsible for completing and paying for any site-specific background check or fingerprinting required by their placement.

Students with questions or concerns about the background check process should contact the RMHC Director of Behavioral Health before submitting their application or initiating the background check.

Remediation Plan Process

When a student's readiness for placement in supervised professional practice (Practicum or Internship) or their ability to meet professional and behavioral expectations at a clinical site is in question, the matter will be reviewed through a formal conference. This review is guided by the [Student Success and Remediation Plan](#) outlined in the Appendix. For a full range of remediation steps and plans for success please refer to the student handbook. The case conference includes two to three core faculty members and, when appropriate, input from the Clinical Site Supervisor. The conference determines the appropriate interventions, supports, or placement outcomes. A student may be temporarily restricted from or removed from a clinical site until the review is complete and a decision is made.

In some cases, a placement may not be a good fit between the site, the student, or the supervisor, even when there are no concerns about ethical or professional conduct. When this occurs, the student will be supported in identifying a new placement and may continue in supervised professional practice with guidance from the RMHC Director of Behavioral Health. Each clinical site is an independent organization with its own policies, procedures, and professional standards. The site retains the right to end a student's placement at any time if the student's behavior, performance, or conduct conflicts with those policies or disrupts site operations. The RMHC program will collaborate with the site to review the situation, but the site has the final authority to determine whether a student remains in placement.

SELECTING AN APPROPRIATE SITE

Practicum and Internship sites must be appropriate for the RMHC students and must 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 Director of Behavioral Health. All new sites must have a current Memorandum of Agreement (MOA) on file with the University before students may begin placement.

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. This may be measured by reputation in the community, accreditations, state licenses, certification, etc.
2. The agency or program should have a full-time professional staff whose members identify with rehabilitation counseling, mental health counseling, or closely related professions. A staff member contemplating direct supervisory responsibility for a graduate Rehabilitation Counseling student must meet the CACREP standards for Site Supervisors.

3. The agency or facility should be committed to rehabilitation or mental health counseling services and willing to cooperate with the RMHC Director of Behavioral Health and faculty instructor to design supervised professional practice experiences that will benefit themselves as professionals, their clients, and the student.
4. For students receiving the 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 authorization from RSA. If a student cannot intern at a state VR setting, documentation must be submitted to RSA after meeting with the Program Coordinator and RMHC Director of Behavioral Health. Students at non-state VR sites will provide a copy of the intern's duties and explain the established collaborative agreement with state VR to submit to RSA. There is no guarantee that RSA will approve non-state VR sites for internships. Students should be prepared to wait several months for RSA to provide an answer regarding approval.

List of sites that have established professional relationships with the RMHC program

The following list can give you a brief review of some agencies that have established a legal agreement with the RMHC program and have maintained a great professional relationship with us. Students are welcome to discuss new ideas or bring in contacts and explore with their Director of Behavioral Health together. *Students, please note that this list is for your reference only; contact your Director of Behavioral Health before you wish to speak to any of the agencies.

1. State VR offices: Alabama, Arizona, California, Florida, Pennsylvania, Kentucky, Mississippi, Oregon, Washington...
2. Other VR-related agencies: VA/VR, Oregon Commission for the Blind, Garten Services, Goodwill Industry, Partnerships in Community Living
3. Mental Health agencies: Oregon State Hospital, Western Oregon University Student Health and Counseling Center, Marion County Mental Health, Linn County Mental Health, Polk County Mental Health, Yamhill County Mental Health, Trillium Family Services, Family Building Blocks, St. Joseph Shelter of Catholic Community Services, Northwest Human Services
4. Other placements: Western Oregon University Service Learning and Career Development Center, Deaf Community Counseling Services, Orange County Deaf Equal Access Foundation, Recovery Outreach Community Center

CACREP STANDARDS RELATED TO QUALIFIED SITE SUPERVISORS

According to the CACREP 2024 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 who shares supervision but may not have all of the below qualifications:

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

To satisfy these requirements*, all Site Supervisors must review supervisor training materials provided and maintain regular communication and consultation with the faculty supervisor and Director of Behavioral Health.

PROFESSIONAL PRACTICE

Professional practice, which includes Practicum and Internship, provides the opportunity for theory application and counseling skills under supervision. These experiences will allow students to counsel clients who represent the ethnic and demographic diversity of their community. Please also refer to the 2024 CACREP Standards, Section 3, for detailed information.

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

The RMHC program meets this standard by requiring that students during their clinical courses, Practicum, and Internship, maintain their 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 Director of Behavioral Health before starting on clinical site. An exception is made for informational interviews as well as orientation. Please note that it can take days to a week for students to receive a copy of their policy once the application is submitted and the 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 individual coverage during graduate school.

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

- a) [HPSO Student Liability Insurance](#) \$40 annually (price may change without notice)
- b) [American Counseling Association \(ACA\) Student Membership and Liability Insurance Discount](#) \$105 student membership (price may change without notice) 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](#). Students can apply for this exam during their final year in the RMHC program and not earlier. The discount for students is 50% for one year of liability insurance through their partner.

2. Supervision of Practicum and Internship Students

- **What type of supervision is required for Practicum and Internship students?**
 - Supervision must include either the review of audio or video recordings or live observation of the student's counseling sessions. This is required by CACREP Section 3 to ensure that students receive direct feedback on their counseling work. The RMHC program meets this requirement through a combination of faculty and site supervision that supports professional development, ethical practice, and client safety.
- **How are recordings used?**
 - Recording counseling sessions is permitted only when the site approves it and the client provides written consent.
 - Students must use the RMHC Informed Consent form and explain it to clients before recording.
 - Recordings must be stored on encrypted or university-approved, password-protected devices provided by the University.
 - Access is limited to the student and the assigned Practicum Faculty Supervisor.
 - All recordings must be deleted at the end of the term.
- **What happens if a site does not allow recording?**
 - If recording is not allowed, the Site Supervisor agrees to provide live supervision or on-site review of counseling sessions, as indicated in the Student Practicum or Internship Agreement.
 - Live supervision may include in-room observation, co-therapy, or real-time video observation, depending on site capacity and policy.
 - Live supervision must occur consistently throughout the student's placement, not limited to the first few sessions.
 - All live supervision must be documented in **Supervision Assist**, including the date, type of observation, and summary of feedback.
- **Do supervisors need to complete a separate live supervision form for each session?**
 - No. A separate form is not required. Site Supervisors must instead record each instance of live supervision in **Supervision Assist** using the designated supervision note fields. This documentation must include:
 - The date and format of live supervision
 - The focus of the session or skills observed
 - Feedback or recommendations provided to the student

This process meets CACREP documentation expectations and eliminates the need for extra paperwork.
- **How often should live supervision or recording occur?**

- Live supervision or recording must occur regularly throughout the Practicum and Internship to ensure continuous observation and feedback.
- Practicum students are expected to record at least three counseling sessions with real clients per practicum term. By the end of Summer practicum, students must have completed a total of six recorded sessions with real clients.
- When recording is not permitted, the Site Supervisor must provide an equivalent level of live supervision distributed throughout the term and document each observation in **Supervision Assist**.
- **How is supervision handled during Internship?**
 - Internship students begin by observing counseling sessions, then conduct sessions under live or recorded supervision. Direct observation, feedback, and evaluation continue across the Internship sequence as students develop greater independence. Site Supervisors are expected to review counseling documentation and provide ongoing feedback within **Supervision Assist** for consistency and recordkeeping.
- **Is distance supervision allowed?**
 - Yes. CACREP allows telesupervision when both the supervisor and student are trained to use secure technology. The RMHC program allows up to 100 percent of supervision to occur through secure, confidential video platforms. Students must ensure access to appropriate technology and a private setting to maintain confidentiality during telesupervision. Supervisors must provide proof of completed supervision training before the contract begins.
- **Documentation of Live Supervision**
 - The RMHC program requires continuous observation through live or recorded supervision across all clinical experiences. All supervision interactions, including live supervision sessions and feedback, must be documented in **Supervision Assist**. This serves as the official record for the program and replaces the need for separate paper forms.

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.

The RMHC program meets this standard through structured, ongoing evaluation by both faculty and site supervisors. Students receive formative feedback throughout the term during:

- Weekly group supervision led by Practicum or Internship Faculty
- Weekly individual or triadic supervision with the Site Supervisor

- Ongoing case discussions, documentation review, and observation feedback

Summative evaluation occurs at midterm and at the end of each term through formal evaluation forms completed by the Site Supervisor, Faculty Supervisor, and the student. These evaluations assess counseling skills, professional behavior, and the student's ability to integrate and apply knowledge. Copies of all evaluation forms are included in the appendix.

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

CACREP Requirement:

Students and Site Supervisors must be trained in telemental health and distance supervision. Contact the Director of Behavioral Health for additional resources or guidance.

The RMHC program meets this standard by partnering with clinical sites to ensure students engage in diverse professional activities that reflect the work of rehabilitation and mental health counselors. This includes experience with clinical documentation, treatment planning, interdisciplinary collaboration, case consultation, and the use of appropriate technology in counseling and supervision.

Students receive training and supervised practice in the use of technology for counseling, including secure video platforms, recording equipment, and other approved methods for virtual and in-person sessions. Students review their recorded sessions for self-assessment, SOAP notes, tapescripts, and case presentations in class or with their Site Supervisor.

All RMHC core faculty completed 12 hours of telemental health training in Spring 2020 and continue to integrate updated best practices into supervision and coursework. Students receive consistent training on ethical and effective use of technology in counseling. Site Supervisors are provided with access to telemental health and telesupervision training resources through the RMHC program. If a clinical site provides its own telemental health or telesupervision training, students are strongly encouraged to complete it as part of their professional development and site orientation.

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

The RMHC program meets this standard by requiring Practicum and Internship sites to provide psychoeducational group opportunities for students. However, it is understandable that some sites might not have the capacity to offer these opportunities, and we strongly encourage students to intentionally and actively seek out psychoeducational group opportunities and regular communication with the Director of Behavioral Health to explore other opportunities. Students will create and lead psychoeducational groups under supervision after completing their RC 630 Group Counseling and Group Work course. Students will not be able to complete their internship without meeting this group-leading experience being supervised and documented.

5. The program has policies and procedures for maintaining privacy and confidentiality of all protected health information of clients, for all program delivery types, associated with training requirements and is in compliance with applicable institutional, state, federal, international, and legal requirements.

The RMHC program at Western Oregon University has established rigorous policies and procedures to safeguard the privacy and confidentiality of all protected health information of clients. These policies align with FERPA, HIPAA, ACA Code of Ethics, and Professional Ethics for Rehabilitation Counselors guidelines. Key measures include:

1. Secure, encrypted storage of digital recordings and client information. Client information and case notes are saved digitally in WOU's internal cloud storage (J-drive), accessible only to authorized students and faculty with security clearance during the clinical course period. Access requires two-factor authentication through VPN.
2. Strict access controls for digital spaces where client information is stored or discussed. Since transitioning to digital storage in 2015, RMHC no longer maintains physical copies. Client case notes or confidential information predating 2015 were securely shredded by a contracted firm.
3. Informed consent procedures for all clients, including protocols for electronic communication.
4. Mandatory completion of a privacy and confidentiality training module and associated quiz on the Canvas learning management system for all students in clinical courses.
5. Counseling session footage is saved to an encrypted thumb drive and/or a double password-protected drive provided by the University. Access is limited to the student and their assigned Practicum Faculty Supervisor during the 11-week term, with all videos erased at term's end.

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.**

RMHC program meets this standard by having two quarters of Practicum taken by students before Internship. This will enable students to develop and apply basic counseling skills in the first term and then 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 contribute to the development of counseling skills.

Students can finish their Practicum hours while also enrolled in their internship course but cannot start counting Internship hours until Practicum hours are complete. Practicum and Internship hours must be accrued in sequence.

Policy on Incomplete Practicum Hours and Internship Eligibility

In limited and documented cases, a student may receive an incomplete grade in the practicum course due to a shortage of hours. The following protocol applies:

Eligibility Criteria

- The student must be in good academic standing and must have demonstrated satisfactory clinical competency.
- In most cases, students with no more than 10 total practicum hours remaining, which may include up to 10 hours of direct service, and whose remaining hours constitute no more than 25 percent of the required practicum total, may be considered for enrollment in internship.

Enrollment Conditions

- The student may enroll in the internship course while completing the remaining practicum hours.
- Internship hours may not be accrued until all practicum hours are completed and the final practicum grade is recorded.
- Practicum and internship hours must be accrued sequentially. Overlap is not permitted.

Documentation and Verification

- The incomplete grade and remaining hour requirements must be clearly documented on the practicum evaluation form.
- Completion of all practicum requirements must be verified by both the RMHC Program Director and the practicum faculty supervisor before any internship hours are approved or counted.

Direct service can include telemental health sessions and Indirect Services defined below. Consultation hours should not be included in the report and will not be counted toward direct hours when applying for LPC Associate status per Oregon LPC Board.

Additionally, the RMHC program meets this standard by using the following definitions for direct and indirect hours for all clinical courses. Direct Services make up the minimum 40 hours required within the 100 hours of Practicum. Indirect hours make up the remaining hours. Brief definitions appear below and are expanded in the clinical contact hour forms. Students with questions about these definitions should contact the Director of Behavioral Health.

Direct Services: Counseling activities that involve interaction with clients or others on behalf of clients. Examples include counseling, assessment, consultation with family members, and consultation with other professionals when the purpose is client support. CACREP allows these activities to count toward direct hours. Some consultation activities may not count as direct hours for Oregon LPC licensure after graduation, although they count during training.

Indirect Services: Activities that support clinical learning without direct client interaction. Examples include classroom supervision, review of your recordings and recordings of peers, site orientation, observation of other counselors, and consultation with your on-site supervisor about 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.**

The RMHC program meets this standard by requiring that students have a regularly scheduled one hour a week of individual or triadic supervision provided by their Practicum faculty, qualifying Practicum Site Supervisor, or a mix of the two during the Practicum course. We strongly encourage the Practicum site supervisors to take on this responsibility to offer more site-specific training and clinical insights. Where needed, Faculty Supervisors can fill in if a Site Supervisor is temporarily unavailable or longer term under unique circumstances with the approval of the RMHC Director of Behavioral Health and RMHC Program Coordinator. 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 consult 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 the student's presence is not required. Practicum faculty are responsible for the final course grade. Our school does not have a Ph.D. program, but student supervision may be an option with other institutions locally.

- 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 under the supervision of a counselor education program faculty member.**

RMHC program meets this standard by having sessions on a regular schedule as determined by the Faculty Supervisor and outlined in the Practicum syllabus. The faculty may schedule a weekly meeting ranging from 1.5 hours to 2 hours for a total of at least 10 weeks (1.5 hours for 11 weeks, or 2 hours for 10 weeks, depending on the need). Students need to be responsible for making up Practicum class supervision time below the CACREP 16.5 hours requirement, resulting in an incomplete grade in the course. A minimum of three students present is required for time, and the Faculty Supervisor to count towards group supervision time, making it challenging to make up for the 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 Ph.D. program, so student supervision is not an option.

INTERNSHIP

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

The RMHC program meets this standard by allowing students who do not complete all required Practicum hours within the designated Practicum course to finish those hours at the start of the Internship sequence. This applies only to students who receive an incomplete (I) grade for Practicum due to missing hours or related requirements.

Students with an incomplete (I) in Practicum may extend Practicum activities during the initial portion of Internship until all required hours and supervision activities are complete. This applies only when the student has not met the minimum requirement of 40 direct hours and 100 total hours for Practicum.

While finishing Practicum requirements, the student remains fully enrolled in Internship according to the Plan of Study. However, any hours completed to make up the Practicum deficit are recorded and counted only toward Practicum requirements. Hours that exceed the 40 direct and 100 total Practicum minimums cannot be applied to Internship hours.

Once all required Practicum hours, individual and group supervision requirements, and course assignments are complete, the incomplete (I) grade will be replaced with the earned grade of Pass (P) or No Pass (NP). The incomplete (I) will not remain on the student's transcript once all requirements are met.

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

The RMHC program meets this standard by having students take 3 or more quarters of Internship in their final academic quarters with a minimum of 240 direct service hours and a total of 600 internship hours direct and indirect combined. Definitions for Direct Service are the same as those 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.

The RMHC program meets this standard by having Site Supervisors as the primary supervision provider as outlined in the Internship syllabus. Where needed, Faculty Supervisors can fill in if a Site Supervisor is temporarily unavailable. However, if the site supervisor won't be able to provide individual supervision for a longer term under unique circumstances, a secondary site supervisor must be designated. Our program does not have a Ph.D. program, but student supervision may be an option with another institution locally.

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 under the supervision of a counselor education program faculty member.

RMHC program meets this standard by having a counselor education program Faculty Supervisor provides weekly supervision ranging from 1.5 hours to 2 hours for a total of at least 10 weeks on a regular schedule of consistent days and times. All students are required to attend all scheduled group supervisions. Similar to Practicum, if a student does not complete all group supervision hours, they will have earned an incomplete (I) in that term's Internship course. Our program does not have a Ph.D. 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.**

RMHC program meets this standard by having faculty with relevant field and supervision experience and 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 and other relevant licensure and certification. All faculty have field experience as counselors and counselor supervisors. All faculty have training and experience in the supervision of counselors in training and continue to seek continued education on these topics. On occasion, the Director of Behavioral Health, who also meets the above qualifications, will provide 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.**

Our program does not have a Ph.D. program, so student supervision is not an option. However, student supervision may be available with other institutions locally.

- 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 relevant 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.**

The RMHC program meets this standard by requiring that Site Supervisors list their education level, degree type, and name and field relevant certification and licensure on the [Student Practicum Agreement](#) and [Student Internship Agreement](#). RMHC Director of Behavioral Health determines, through communication with the clinical site and the specific Site Supervisor(s), if they meet the 2-year experience in field requirements and 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 is represented on the Practicum Agreement and Internship Agreement. The RMHC faculty and Director of Behavioral Health 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 offer 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.

RMHC program meets this standard by providing Site Supervisors with our Clinical Handbook as an introduction to our program, policies, and paperwork. Before and during clinical supervision, the RMHC Director of Behavioral Health will be available for consultation regarding questions about the programs, 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 Director of Behavioral Health 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 a Site Supervisor conducts individual/triadic Practicum supervision in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

The RMHC Clinical Handbook defines the roles and responsibilities of all parties involved from both site and University and is confirmed by having checkboxes 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-on-one or triadic format. When that is not possible, special arrangements will be made between the program and the site. A minimum of once a term, the Faculty Supervisor, will reach out to the Site Supervisor for a 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 Director of Behavioral Health 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, and (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 an 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 student participation. 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 Access Services \(DAS\)](mailto:ods@wou.edu): 503-838-8250, ods@wou.edu.

RMHC PLAN OF STUDY

Students will participate in two sections of RC 609 Practicum and three or more sections of RC 610 Internship. All students will complete their second Practicum course before starting the internship, which traditionally occurs during the Fall, Winter, and Spring terms.

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

Master of Science in Rehabilitation Counseling Plan of Study (course number may not be reflective of numbers being used currently)

COURSES			Ter	Gra	Credi
I.	Required Courses		m	de	ts
	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 623	System and Social Justice in Rehabilitation Counseling			2
	RC 625	Research and Program Evaluation			4
	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	Case 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

Professional and Clinical Readiness Activities are done outside of the classroom in preparation for Practicum and Internship coursework. Students will set up meetings to work with their RMHC Director of Behavioral Health before the first practicum session to identify areas of interest and need regarding potential clinical sites, and discuss progress in exploring and applying for sites. Students will be provided “warm handoffs” in the form of an introduction to known clinical sites via email, phone, or virtually. Students are ultimately responsible for applying and securing their sites with the support and guidance of the RMHC Director of Behavioral Health.

Procedure

Before starting clinical coursework, students must understand the professional expectations of the field they enter and how to present themselves best when conducting clinical activities. This is done outside of a graded classroom setting, including resume and cover letter development with support from the WOU [Center for Professional Pathways](#) office and final review and approval with RMHC Director of Behavioral Health. Students should plan time to make multiple drafts of both documents and changes to customize documents for each clinical site they are applying for.

Site identification and agreements need 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 serve clients in a selected public or private agency or other appropriate settings that serve individuals with disabilities, including mental health needs. This process begins early in the graduate program due to the tight timeline of many sites needing to be secured for the Internship six months to a year ahead of the start date. These activities are done collaboratively with the RMHC Director of Behavioral Health. Students are expected to engage actively, including keeping close communication with the RMHC Director of Behavioral Health, exploring sites, scheduling informational interviews with possible sites, and 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 the clarification of materials within.
- Complete [FERPA](#) permission on WOU Portal for RMHC Director of Behavioral Health to have permission to communicate with potential clinical sites on student’s behalf and in collaboration with.

- Reply to WOU email messages from RMHC Director of Behavioral Health 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 checks related to charges and arrests and any investigation history with the Department of Human Services (DHS) protective services.
- Initiate and schedule a time via email, in person, phone, video phone, or distance technology to meet with RMHC Director of Behavioral Health 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.
- If you are not able to attend the scheduled meeting with your Director of Behavioral Health, please notify the director in advance. If you miss the scheduled meeting without any communication, the process of selecting an appropriate clinical site for you will be delayed.
- Request accommodations through WOU' if needed to participate in clinical readiness and on clinical site activities. [WOU Office of Disability Access Services \(DAS\)](#): 503-838-8250, ods@wou.edu
- Maintain professional liability insurance at all times when enrolled in a clinical course and work directly with clients.
- Provide updates on interaction with potential clinical sites with RMHC Director of Behavioral Health by carbon copying (CC) her on emails; summarizing phone, virtual, or in-person meetings with the site or other information learned.
- Having RMHC Director of Behavioral Health join meetings with potential sites in-person where appropriate and via virtual distance technology, phone, or video phone as needed.
- Make a final decision on which clinical sites to work with during clinical coursework and thank sites for their time that students elected to not work with.
- Complete clinical site agreements, signed off by the student and appropriate clinical site supervisor(s) before the beginning of the clinical experience and given to both RMHC Director of Behavioral Health and Clinical Course Faculty Supervisor for review and signature. Once finalized, provide a copy of the fully executed clinical agreement to all parties.

RMHC Director of Behavioral Health Responsibilities

- Understand and application of the clinical rules and procedures as directed by our accreditor through CACREP Standards, 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 it available for students, faculty, and potential clinical sites and supervisors, including accessible formats as requested.

- Collaborate with clinical sites to create and sign off on a Memorandum of Agreement (MOA) to recognize both the site and WOU's agreement on how to work together. A [draft MOA](#) will be provided to sites to see if the site needs any clarification or changes. If a site has its 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 a job shadow or informational interview (if available), review of the application process, completion of the application, identification of references, development of a letter of explanation if needed for the 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 Center of Professional Pathways](#) office.
- Provide information to potential clinical sites about perceived student fit for the site as permitted by [FERPA](#).
- Provide information to students about known potential clinical site expectations, supervision style, specialty if appropriate, training, population served, and past experiences with the site.
- Provide "warm handoffs" for students and known sites in connecting to consider an agreement for Practicum or Internship.
- Collaboratively seek out and explore new site opportunities aligned with students' career goals and labor market specific to the field and their desired geographic locations.

PRACTICUM

Description

Practicum is a clinical course supervised by faculty and a Site Supervisor(s). Students will practice counseling skills with clients in a selected public or private agency or other appropriate settings that serve people in need, such as individuals with disabilities or mental health needs. Every effort is made to ensure that Practicum sites are culturally diverse, foster personal growth, and introduce students to counseling approaches and rehabilitation issues that affect service delivery.

Purpose

Practicum allows students 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 the 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 the potential application.
5. Work with a variety of clients and present issues.
6. Present clinical case conceptualizations, case notes, and self-assessments as required in the course syllabus with increased responsibility in their second term of Practicum. Where clinical sites allow, students will also videotape counseling sessions to be reviewed with their Faculty Supervisor on a schedule set in the syllabus.
7. Experience those dynamics 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 it 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 organization's programming needs or agency in which the placement takes place by providing well-trained students who can perform a variety of professional functions.

Practicum Hour Requirements

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 being spent in direct service to persons with disabilities or mental health needs. The rest 60 hours will be spent at the site to complete other necessary tasks and supervision time with the student's Faculty Supervisor.

Students are also required to attend weekly individual or triadic supervision provided by either the Site Supervisor or the Faculty Supervisor for at least one hour per week throughout the length of the practicum. In addition, students will attend weekly group classes with their Faculty Supervisor for at least 1.5 to 2 hours per week throughout the term.

Students are encouraged to participate actively in other activities and/or training at the site if the Site Supervisors deem it necessary to be familiar with the agencies, systems, and team of professionals.

Practicum Objectives and Activities

The following objectives and activities will be completed at 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 attitudes, values, and beliefs and the potential impact on service delivery for culturally diverse populations
2. To gain proficiency in applying the [Rehabilitation Counselors Code of Ethics](#) 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 the 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 the client during such interviews
 5. To gain proficiency in doing initial intake interviews with clients to determine their needs for 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 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 the 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 to evaluate potential work settings in terms of their suitability for placement of the client as is appropriate to the 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, the 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 when he/she is there, which are considered 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 Director of Behavioral Health and developed with the employer and site supervisor's input.

Practicum Responsibilities

Student Responsibilities

1. To maintain professionalism and adhere to the [2023 CRCC Code of Professional Ethics for Rehabilitation Counselors](#) and the [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 were 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 most 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 a time to regularly meet and communicate with the Faculty Supervisor to evaluate 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 Director of Behavioral Health](#)

RMHC Director of Behavioral Health Responsibilities

1. Facilitate communication between the University and the site before Practicum course begins including questions about the Clinical Handbook, recording 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 clinical supervision training or person-to-person consultation.

Practicum Faculty Supervisor Responsibilities

1. To notify the student that he/she must adhere to the site's administrative policies, rules, standards, schedules, and practices.
2. To be available for consultation with both Site Supervisors and students and shall be immediately contacted should any issues or changes about 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.
7. To provide group supervision for a minimum of 1 ½ hours per week

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. Have clients available for scheduling with the student by the second week of the term.
3. To provide the student with adequate workspace 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 Director of Behavioral Health.

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 or mental health needs. In that, 100 hours is spent at the Practicum site and supervision time with the student's Faculty Supervisor.

Supervision/Instructional Definition

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 supervisor during the academic term. 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 supervisor or faculty supervisor. These sessions provide an opportunity for an intensive review of the student's work and are often regarded as one of the most valuable course experiences.

Students will be required to meet regularly with the faculty instructor for individual or triadic supervision if the Site Supervisor does not have a certificate or license, and these meetings are in addition to the required individual supervision meetings. If the Site Supervisor is unavailable, the student's faculty can also fill the individual supervision while the Site Supervisor is away.

Counseling Recording Critiques

All counseling sessions will be 45 to 50 minutes in length. All clients will be individuals with disabilities, including mental health needs. Students are expected to use approved recording equipment to record counseling sessions unless prior approval has been given on a case-by-case basis.

The student counselor-in-training's responsibility is to secure the recording equipment needed for the counseling session. The RMHC Program owns and has recording equipment available and housed in the 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. If RMHC equipment is unavailable, general student equipment can be checked out with a shorter loan time. RMHC-designated equipment can be checked out for an entire term at a time. Students may choose to use their recording equipment as well.

Your WOU Student ID or driver's license is required when checking out a camera (includes an 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 the video review for class discussion, student counselors will note markers for discussion points ahead of time. Intake paperwork, which is to be done during the first counseling appointment before 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 the site and as needed). Both blank and sample documents will be provided to students through the Practicum Canvas page

The Practicum student is expected to record all counseling sessions with the client's consent and will be asked to provide 3-5 recordings for the faculty to review. No recordings will be accepted for review by the faculty without required documentation (see the syllabus and course website for more details).

Tips for Recording

- Be sure that you practice with the recording equipment and encrypted thumb drive before using it in a counseling session, as there is a learning curve with these devices.
- Keep the 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 you and the client are visible.
- To the best of your ability, model "ignoring the recorder" for your client.
- If you are using a white noise-cancelling machine, set it up as far as possible from your recording device.

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 Director of Behavioral Health at the beginning of the term; early submission is appreciated. A signed 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. The form has two categories (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 a total of 100 hours (direct and indirect combined; 50 per term). Students will need to bring their completed log to be reviewed with your Faculty Supervisor during their one-on-one time at midterm and submitted finals week, including signatures from the student and Site Supervisor confirming the accuracy of hours.
2. Self-evaluation of audio or video recordings of counseling sessions is done through counseling session summary notes (SOAP notes) and the [Practicum Intermittent Student Self-Reflection Form](#), both found in the clinical course Canvas website used to evaluate and provided to the faculty instructor before recordings are reviewed. Instructions, blank documents, and examples are posted on Canvas as well.

End of Each Practicum Quarter

Following the due dates outlined in the Practicum Syllabus, students will upload the completed forms listed below with the student and Site Supervisor(s) signatures and date to Supervision Assist. When a form specifically directs that an evaluation not be returned to the students, it will be clearly explained on the form itself, indicating 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 the 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 whether 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, including the Faculty Supervisor.

4. [Practicum Student Evaluation of Director of Behavioral Health](#): Emailed directly to the Deaf Studies Professional Studies chair where results are compiled in summary to protect student confidentiality with a summary provided to the Director of Behavioral Health.
5. [Student Evaluation of Practicum Faculty Supervisor](#): Emailed directly to the RMHC Program Coordinator where results are compiled in summary to protect student confidentiality, and 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.

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 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 [2023 CRCC Code of Professional Ethics for Rehabilitation Counselors](#) and the [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,
7. Final evaluations from student and Site Supervisor.

INTERNSHIP

Description

The internship is the last clinical course supervised by faculty and a Site Supervisor. Students will continue practicing counseling skills learned during Practicum and through other program coursework. Students will see clients in a selected public or private agency or other appropriate settings that serve individuals with disabilities or mental health needs different from a previous Practicum site or the same. Every effort is made to ensure that Internship sites are culturally diverse, fostering personal growth, and introducing students to counseling approaches and rehabilitation issues that affect service delivery.

Purpose

The purpose of the Internship is to develop, under appropriate supervision, professional competencies in assisting individuals with disabilities or mental health needs to attain and maintain a healthy quality of life and autonomy.

Internship settings will include carefully selected public and private rehabilitation and mental health counseling agencies and human services facilities. 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 various experiences directly related to individual goals. The Internship serves as an essential link between academic preparation and entry into employment in the vocational rehabilitation and mental health counseling field and, thus, serves the critical role of “gatekeeper” for professional quality control.

From the student’s 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 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, evaluative relationship to monitor the student intern's quality of services. In accepting students as interns, the supervisor or agency representative recognizes that the Internship is a learning process designed to promote the student's professional growth.

Internship Hour Requirements

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 achieved over at least two consecutive academic quarters. A minimum of 240 hours must be in direct service to clients. 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.

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 successfully completing the Internship, the student is expected to be fully prepared to enter the field as a rehabilitation or mental health counselor. As such, they 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 the 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 any of the above competencies may not be achieved at an internship site, please direct those questions to the RMHC Director of Behavioral Health 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 many activities may overlap in time or, indeed, continue for the duration of the Internship. Furthermore, the Site Supervisor and intern should remain flexible in responding to changing agency/facility needs and develop 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 Director of Behavioral Health 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 before 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.

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 original job responsibilities. 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 Director of Behavioral Health 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. 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 scholarship requirements is that a student must agree to pursue and secure an internship in a state vocational rehabilitation agency or with a qualifying vendor of state VR.

On occasion, when the student is facing substantial barriers in obtaining an Internship in a state vocational rehabilitation agency or its vendor, the student will work with both the RMHC Director of Behavioral Health and Program Coordinator to identify another public or nonprofit rehabilitation agency that serves individuals with disabilities or mental health needs. However, the Rehabilitation Service Administration has to approve the placement before students can complete their internship. A detailed job description and an explanation of the substantial barrier for students to secure an internship in a state VR will need to be submitted 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 [2023 CRCC Code of Professional Ethics for Rehabilitation Counselors](#) and the [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 [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 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 various 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 the 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 the 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 individual or triadic supervision provided by the site supervisor at least one hour per week throughout the length of the internship
- To attend all scheduled Internship group classes (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 Director of Behavioral Health Responsibilities

- A. Facilitate communication between the University and the site before the Internship course begins, 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 the Internship student's program.
- 4. On a regularly scheduled basis, meet 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.
- 6. Provide weekly group supervision for a minimum of 1 ½ hours per week

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 various counseling activities under supervision and evaluate the student's performance (suggested counseling experiences included in [Internship Activities](#) section).
- 3. To provide the student with adequate workspace, telephone, office supplies, and staff support to conduct professional activities.
- 4. To provide weekly individual or triadic supervision meetings with the Internship student to discuss performance, provide mentoring, and support clinical issues, throughout the length of the internship
- 5. To verify Internship hours by signing the term long-form titled [Internship Contact Hours](#).
- 6. To conduct a written evaluation of the Internship student in 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 Director of Behavioral Health.

8. Those site supervisors with the CRC credentialing 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 Director of Behavioral Health stating the Site Supervisor's name, a quarter(s), year, and student having provided supervision for.

Internship Site Supervisor Time Commitment

According to CACREP Standards, the student **must** attend an individual or triadic supervision provided by the Site Supervisor at least one hour per week during the length of the internship. This does not include the weekly staff meeting, case consultation, group supervision, or other administrative meetings or training. Students who have an [Internship Extended Learning Agreement](#) must also attend supervision.

Documenting Internship Activities

In compliance with CACREP and University curriculum requirements, it is important that both the total number of hours spent in the 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 Director of Behavioral Health 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 Director of Behavioral Health and the Faculty Supervisor, the original copy will be kept 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 the learning acquired from your internship experience. Specifics of the journal entries are outlined in the syllabus.

End of Each Internship Quarter

1. 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 before the final meeting with the Site Supervisor for review with the student and Faculty Supervisor.
2. Complete the [Student Self-Assessment of Internship Performance](#) before the final meeting with the Site Supervisor. Upload the completed assessment to the Internship Moodle site by the end of the quarter.
3. Complete the [Student Evaluation of Graduate Internship Site](#) upload to the Internship Canvas site by the end of the final quarter of the Internship or as directed on the form. Please note that this form may be shared with future Internship students if permission is given.
4. Complete the [Student Evaluation of Internship Faculty Supervisor](#) and submit to RMHC Program Coordinator and [Student Evaluation of Director of Behavioral Health](#) and submit to the 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 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 must be scheduled at least once a week 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 issue. Routine communication by either student or supervisor is encouraged throughout the Internship. Given this practice, journals must be sufficiently detailed and reflect real 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 internship quarter. 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 assigning a grade for the entire fieldwork experience rests with the Faculty Supervisor. The Site Supervisor's evaluations are always heavily weighted, but other factors are also considered, such as the quality of the intern's assignments, on-site observations, and the intern's self-assessments. It has been found that in the large majority of cases, all parties concerned agree upon successful completion.

Frequently Asked Questions

General Questions:

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

Answer: It depends. There is a strong likelihood if you are already at a site with a site supervisor who meets the minimum qualifications and provides substantial counseling and guidance. The goal is also to gain experiences to launch you into the career direction in the field that you seek. For students wanting to use their employment site as their clinical placement, you need to get approval from the faculty team and fill out the "extended learning agreement" form listing what additional learning goals you have toward this experience.

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 have this as part of the clinical experience package and will tell you upfront. Often, sites you are not currently employed at that are paid or provide a stipend require more geographic flexibility and earlier application.

3. Question: Are students allowed to see clients during breaks?

Answer: It depends. You will need to communicate this with your site supervisor and faculty supervisor, fill out the request form, and the RMHC faculty team will approve the request on a case-by-case basis. We will need to make sure that everyone understands that there will be no faculty supervision during the break, and your site needs to provide ethical and well-rounded supervision. This will also need to be reflected in your informed consent form so that the clients are fully aware of the situation. In addition, your hours CAN NOT be counted toward your practicum/internship hours during breaks, and this is not negotiable per CACREP guidelines.

Practicum-specific Question:

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

Answer: Depending on the size of your cohort, you may have a different starting time. For smaller cohorts, there will only be one option. The faculty makes 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 Director of Behavioral Health for consideration. The term that a student takes their first Practicum class does not reflect what faculty see as their potential as a counselor.

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

Answer: All clinical sites are different in terms of opening and serving clients. Traditionally, a majority are open M-F 8 am to 5 pm, but other sites, such as crisis services, correction facilities, or group sessions, may be at different times. Please discuss with your site to determine a schedule that works best for you and the agency.

3. 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 several conditions are met. You will have to have a Site Supervisor who meets the CADC qualifications for supervision, completes the CADC application and tracking materials, and does 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 seek the CADC II level.

Internship-specific Question:

1. Question: *What happens if I do not finish my internship hours during my enrolled internship?*

Answer: If a student cannot complete all of the required hours for an internship, they will work with their Site Supervisor, Faculty, and Director of Behavioral Health to determine a plan for completion of hours. Students will receive an “I” and continue to work on catching up with the hours (minimum of 240 direct hours and minimum of 600 hours combined) within the first six weeks of the next term. If the students need more than six weeks to fulfill the hour requirements, the student will continue to enroll in a 1-credit internship class until which time the hours and required course documentation are completed, at which time the class grade will be submitted to pass “P.” Until all the hours have been met, the student has to continue participating in weekly supervision with the faculty in addition to the site supervision.

APPENDIX A: PRACTICUM FORMS

Please note the forms shown in this handbook are examples. Please download the forms from your Canvas page or ask the Director of Behavioral Health for an updated version, as forms may be updated periodically.

Western Oregon University
Rehabilitation and Mental Health Counseling Program

PRACTICUM SITE AGREEMENT

This completed document denotes a supervisory agreement between the specified graduate student in the Rehabilitation and Mental Health Counseling program at Western Oregon University, and the agency and supervisor(s) identified herein.

Student Name:	
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Practicum Site Name:	
Address:	

Site Supervisor:	
License/Certification Number:	
Preferred Phone:	
Email:	

Practicum start date	
Practicum end date	

Date instructions: this agreement covers your entire (two terms) practicum experience. Please use the academic calendar to locate the official end date of your second practicum term. If you are unable to obtain all required hours by this date, you will receive an "I" (from your practicum faculty supervisor until you have obtained 40 direct hours and 100 cumulative hours.

DESCRIPTION OF PRACTICUM

The practicum experience is to provide the student with the opportunity to apply helping relationship skills under qualified supervision in an applied organizational environment, while at the same time contributing to the mission of the organization. As such, the practicum student, site supervisor, and faculty supervisor agree to all of the following:

THE STUDENT AGREES TO:

The primary purpose of the practicum is for students to gain supervised practice and clinical experience to help develop and integrate the skills necessary to become professional counselors. This experience carries with it the following responsibilities:

- Adopting an attitude of attending to client welfare as a counselor's primary responsibility
- Adhering to the ACA or CRCC Code of ethics
- Adhering to the legal mandates of the state of Oregon
- Adhering to the provisions of the practicum site agreement including:
 - Duties performed
 - Duration of contract
 - Hours
 - Location

- Supervision
 - Any significant changes to agreement
- Consistent and punctual attendance at all work and training activities on site
- Document a schedule with the site supervisor to work in the organization for a minimum of 50 hours during each term (2 terms), normally between 8-10 hours per week, across the duration of each 11-week term. Practicum student must complete 40 hours of direct client contact and 60 hours of indirect services such as case notes, supervision, evaluations, and services deemed necessary at the end of the second term of practicum.
- Following agency policies. If a conflict between agency policies, ethics, and/or WOU policy occurs, the student will seek supervision and support from their WOU faculty supervisor
- Appropriate client termination or transfer
- Following detailed expectations as outlined in the Clinical Handbook
- Maintaining appropriate documentation as outlined by the site and the college confidentiality guidelines
- Completion of all documentation at end of practicum
- Maintaining personal liability insurance (provide a copy to Clinical Coordinator)
- Engaging in a working alliance with on-site and faculty supervisors including:
 - Developing an understanding of the scope and purpose of supervision
 - Attending all supervision sessions on-site and at the college
 - Accurately communicating content and scope of counseling sessions in supervision
 - Maintaining an openness to feedback in supervision, and following through on directives of supervisors
 - Videotaping interactions with clients and receive feedback on taped interactions
 - Seeking supervision in a timely manner about individuals who are at risk (making full disclosure to supervisors of risks to client welfare)

THE SITE SUPERVISOR AGREES TO:

1. Adhere to the code of ethics associated with the supervisors' professional license.
2. Provide the WOU practicum student with a caseload to include a reasonable combination of individual and group client hours. Specifically, the site agrees to provide a minimum of 40 direct client hours with an average of 3-4 client contact hours per week throughout the contract time (unless the site is designated as a secondary site only)
3. Students are to be provided the opportunity for assessments, intake, individual counseling, psychoeducation groups in order to demonstrate counseling skills and receive feedback regarding their performances
4. ***Students must also lead or co-lead a counseling or psychoeducational group during practicum or internship.*** If the site has no opportunities for group and the student did not fulfill this requirement during practicum, they must find a secondary site to obtain this required group experience.
5. Be identified as the designated "Site Supervisor," and in this role, is identified as the person responsible for providing direct supervision to the student for a minimum of one hour per week. Supervision of such activities as utilizing audio/video recordings and/or live supervision of students' interactions with clients, written case reports, and verbal consultation.

6. Verify via signature/initials the students' documentation of weekly hours via student provided log.
7. Document and provide supervisee with ongoing feedback regarding their demonstrated knowledge, skill, and professional dispositions.
8. Schedule formal evaluative sessions throughout the supervisory relationship. Specifically, to complete a formal written evaluation of the student's knowledge, skill and professional dispositions at the end of each term using the evaluation form provided by WOU RMHC Program.
9. Contact the WOU Practicum Faculty or Clinical Coordinator regarding any performance related concerns as soon as they arise. Supervisor must address any concerns regarding any aspects of a practicum student's work quality or productivity with the Practicum Faculty Supervisor and Clinical Coordinator before any decisions are made to release a student from their practicum site.
10. WOU Faculty will meet with the site supervisor at least one time during the term to discuss the student's progress at the practicum site.
11. Keep a copy of this agreement.

FACULTY SUPERVISOR AGREES TO

It is the role of the faculty supervisor to provide general academic supervision to students around issues of ethics, standards of care, student counselor growth and development, development of case conceptualization, treatment planning, development of theoretical orientation and other relevant topics.

Faculty Supervisors will provide:

- Coordination of the practicum experience between the site, WOU, and the student including:
 - Conflict resolution consistent with ethical standards of the profession
 - A minimum of one site visit (or virtual visit) per term
 - Contract changes (e.g., hours, location, supervisor, etc.)
 - Monitoring of practicum progress toward completion of the internship requirements
- Meet weekly for at least 1.5 hours for supervision, with a focus on promoting the development of supervisee's professional disposition, clinical competence and professional identity via written and/or verbal feedback
- Review of practicum student's work samples including videotape, audiotape, and written case summaries
- Consult with supervisee's site supervisor at any time, and to document formative evaluations of the student's professional dispositions, counseling performance and ability to integrate and apply knowledge
- Final evaluation of student performance for purposes of meeting standards and requirements for the WOU RMHC program and the awarding of academic credit

SUPERVISOR SECTION

(to be completed by the supervisor)

Description of Supervision

One hour of individual face-to-face supervision weekly

Supervisor's requirements (Per CACREP)

- a minimum of a master's degree, preferably in counseling, or a related profession;
- relevant certifications and/or licenses;
- a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled;
- knowledge of the program's expectations, requirements, and evaluation procedures for students; and
- relevant training in counseling supervision.

Description of site and clients:
Special consideration or needs of site:

With client permission, what type of taping is allowed?

- ☐ Video
☐ Audio
☐ Both
☐ None, site supervisor agrees to provide live supervision

Backup Supervision Plan

Provide the contact information of who will be on site and/or "on call" in the event of supervisor absence. The site supervisor will make arrangements with this individual in advance of any planned or unexpected absence.

Name:	
License/Certification Number:	
Preferred Phone:	
Alternate Phone:	
Email:	

Administrative supervisor (if applicable) contact information

Name:	
License/Certification Number:	
Preferred Phone:	

Alternate Phone:	
Email:	

STUDENT SECTION
(to be completed by the student)

Summary of activities/responsibilities (i.e., what the student will do)

--

Student learning goals

Focusing on personal learning goals facilitates your professional growth and development (a list of possible learning goals is attached to the site agreement)

--

Schedule

Type of Direct Counseling	Estimated Hours Weekly
Individual counseling	
Group therapy/psychoeducation groups	
Other	

*Must have a total of 40 direct contact hours by the completion of the practicum experience.

The student's weekly schedule at the practicum site will be as follows:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<i>Notes:</i>					

Telehealth/On-site Emergency Plan:

Describe the specific types of circumstances that will require immediate consultation with your supervisor while you are providing services to clients, virtually or in-person:

--

Describe the methods that you will use to contact your supervisor or on-call supervisor (include modality and specific contact information):

By signing below, I acknowledge that I have read the information above.
(Please type your names as your e-signatures)

Student

Date

Supervisor

Date

Clinical Coordinator

Date

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

PRACTICUM CONTACT HOURS

Student Name: _____

Practicum Site: _____

Practicum Site Supervisor(s): _____

Term: _____ Year: _____

Step 1:

Indicate each type of activity occurred below. Please note time in whole hours or .5 representing 30 minutes. It is important that you do your own totaling of columns at the end of term prior to submitting to your Faculty Supervisor. Please see definitions at the second page of this document. You need to keep a copy of this document for your own records as well as submitting to your Faculty Supervisor.

Step 2:

Fill out the “End of Practicum Summary of Hours” with the total numbers of each category from this form at the end of your second practicum

Week	Individual Counselin g	Group work	Consultation	Weekly Direct Hours	Admin duties	Training	Individual Supervision	Group Class	Weekly Indirect Hour Total
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
TOTAL	A 0	B 0	C 0	D 0	E 0	F 0	G 0	H 0	I
<p>(1) Direct hours total: (A+B+C): (A+B): (3) Supervision (G+H) total: (4) Indirect (E+F+G+H) total: Term total (D) + (I):</p>									
Student Signature:					Date:				
Site Supervisor Signature:					Date:				
Faculty Supervisor Signature:					Date:				

Definitions and Use of the Contact Hours Form

Students record all clinical hours in two places.

- Supervision Assist is the primary record used for CACREP documentation, faculty review, and site supervisor review.
- The program's Contact Hours Form is a secondary record students keep for their own files and submit to faculty at required checkpoints.
- Students upload the completed Contact Hours Form each term as directed in the syllabus.
- The hours on the Contact Hours Form must match the hours logged in Supervision Assist.
- The form provides students with a personal record of hours that can be used later for licensure applications or employment verification.

1. Direct Hours

Students must complete a minimum of 40 direct hours across two terms. Direct hours are logged in Supervision Assist under the activity types listed below. Direct hours require interaction with clients or others on behalf of clients.

- A. Counseling: Examples: individual or group sessions, in person, video platforms, or phone.
- B. Assessment: Examples: using approved tools with clients for psychological, career, educational, personality, or job coaching purposes.
- C. Psychoeducation: Examples: group orientations, meetings with potential clients or referral sources, presentations to community partners or schools.
- D. Consultation: Examples: interaction with family members or professionals on behalf of a client. This includes treatment team meetings, communication with case managers, psychologists, guardians, referral sources, or community partners when the purpose is support for the client. Weekly mandatory supervision meetings are not logged as consultation. Consultation hours count as direct hours for CACREP training. They do not count as direct hours for Oregon LPC licensure after graduation.

2. Indirect Hours

These activities support clinical learning and do not count as direct service. Examples: observing other counselors, reviewing documentation, record keeping, administrative tasks, classroom supervision time, and administrative supervision.

3. **Individual Supervision**

One to one or triadic supervision with the site supervisor or faculty supervisor. Students must have at least one hour of individual supervision each week. These hours are logged in Supervision Assist.

4. **Group Class**

Group supervision with the faculty supervisor for at least 1.5 to 2 hours each week.

Meetings with colleagues or site supervisors do not count as group class and should not be logged that way.

Please let your faculty supervisor know if you have any questions regarding the type of work you do.

END OF PRACTICUM SUMMARY OF HOURS

Term	Direct Services for LPC Application (post- graduation) I = individual G = group Do not include Consultation hours	Direct Services for CACREP (program requirement) I = individual G = group C= Consultation	Individual or Triatic Supervision	Group Class	Total Practicum hours worked
1st term					
2nd term					
Totals					
Required minimums	40	40	20 with site supervisor or faculty	30 with faculty	100

Rehabilitation and Mental Health Counseling - Western Oregon University**First Term**

Student Counselor-in-Training Signature

Date

Practicum Site Supervisor Signature

Date

RMHC Practicum Faculty Supervisor Signature

Date**Second Term**

Student Counselor-in-Training Signature

Date

Practicum Site Supervisor Signature

Date



REHABILITATION AND MENTAL HEALTH COUNSELING PROGRAM

PRACTICUM SITE SUPERVISOR'S EVALUATION OF STUDENT

Graduate Student: _____

Practicum Agency/Program: _____

Site Supervisor(s): _____

Dates or term of the evaluation: _____

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:

- 4** = Excellent. Always performs above the minimum requirements and shows outstanding aptitude and application of the techniques and concepts of counseling.
- 3** = Above Average. Always meets minimum requirements in a satisfactory manner and performs at a level considerably above that normally expected of a graduate intern.
- 2** = Average. Usually meets minimum requirements in a satisfactory manner and performs as might be expected of a graduate intern.
- 1** = 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.

1. Students must achieve a rating of 3 (Above Average) on applicable Key Performance Indicators (KPI) and a minimum rating of 2 (Average) on any remaining evaluation standards. If not meeting expectations, students will be placed on an improvement plan with additional training to achieve satisfactory counseling outcomes.
2. Practicum sites must provide either video recording capabilities or live supervision. These supervisions are CACREP required training to facilitate students' skill-building.

Scoring: 4 = Excellent; 3 = Above Average; 2 = Average; 1 = Below Average; N = No Basis

Assessment Areas Based on CACREP 2024 Standards						
1	apply self-care, self-awareness, and self-evaluation strategies for ethical and effective practice (standard 3.A.11)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
2	understand strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development". (standard 3.D.5, KPI)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
3	demonstrate critical thinking and reasoning strategies for clinical judgment in the counseling process (standard 3.E.2)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
4	demonstrate case conceptualization skills using a variety of models and approaches (standard 3.E.3)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
5	demonstrate application of technology related to counseling (standard 3.E.5)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
6	understand ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities (standard 3.E.6)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
7	apply culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities (standard 3.E.7)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
8	utilize counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships (standard 3.E.8)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
9	demonstrate interviewing, attending, and listening skills in the counseling process (standard 3.E.9)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
10	demonstrate counseling strategies and techniques used to facilitate the client change process (standard 3.E.10)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
11	demonstrate strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences (standard 3.E.11)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
12	demonstrate competence in goal consensus and collaborative decision-making in the counseling process (standard 3.E.12)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
13	apply developmentally relevant and culturally sustaining counseling treatment or intervention plans (standard 3.E.13)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
14	apply development of measurable outcomes for clients (standard 3.E.14)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>

15	demonstrate evidence-based counseling strategies and techniques for prevention and intervention (standard 3.E.15)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
16	demonstrate record-keeping and documentation skills (standard 3.E.16)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
17	demonstrate processes for developing a personal model of counseling grounded in theory and research (standard 3.E.21)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
18	demonstrate culturally sustaining and developmentally responsive strategies for designing and facilitating groups (standard 3.F.8, KPI)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
19	apply procedures for identifying and reporting signs of abuse and neglect (standard 3.G.15)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
20	apply procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders (standard 3.G.16)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
21	apply procedures for using assessment results for referral and consultation (standard 3.G.17)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
	apply research in advancing the counseling profession, including the use of research to inform counseling practice (standard 3.H.1)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
23	apply principles of independent living, self-determination, and informed choice (standard 5.G.4)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
24	demonstrate familiarity with the case management strategies that facilitate rehabilitation and independent living planning. (5.G.12, KPI)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
25	apply strategies to promote self-advocacy skills of individuals with disabilities (standard 5.G.14)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
26	demonstrate competency in facilitating client knowledge of and access to community and technology services and resources (standard 5.G.15)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
27	apply strategies to advocate on behalf of people with disabilities as related to disability and disability legislation (standard 5.G.16)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>



Scoring: 4 = Excellent; 3 = Above Average; 2 = Average; 1 = Below Average; N = No Basis

General Skills and Professionalism					
1	accomplishes tasks with an appropriate level of supervision	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
2	accepts constructive criticism and positive feedback concerning performance	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
3	uses self-disclosure in an appropriate manner	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
4	demonstrates accuracy and clarity in written and verbal/visual communication	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
5	shows sensitivity to clients and colleagues while maintaining appropriate boundaries	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
6	is punctual in reporting to work and meetings	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>

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

Please comment on any areas identified above where the student <i>demonstrated strength</i> related to the professional competency:
Please comment on any areas identified above where the student did not meet professional competency:



Readiness for Practicum

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

Was this student adequately prepared to be effective in the practicum placement?
In what type of counseling setting (clients, services, skills) do you think this student would be most effective for future employment?
What recommendations or suggestions would you make for the WOU RMHC program for improving or enhancing student training?

Primary Site Supervisor's Signature

Date

Secondary Site Supervisor's 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

INFORMED CONSENT FORM

A) Nature and anticipated course of counseling service:

These services will be provided by a master student from the Rehabilitation and Mental Health Counseling program at Western Oregon University. All student counselors will receive supervision from a Western Oregon University faculty member. Each session will meet for 45 to 50 minutes, and once a week or twice a month. Sessions will be audio and/or video recorded for the purpose of supervision. All counseling sessions will be conducted in-person or via video/audio conferencing (Zoom); please discuss with the student counselor to determine how you would like to meet. Doing counseling on Zoom is called “Teletherapy” and provides psychotherapy and other counseling services remotely using telecommunications technologies, such as video conferencing or telephone. This requires both parties' technical competence, and our faculty and students have been trained specifically in Teletherapy. Please refer to section **G)** below for more information on Teletherapy.

B) Services and record-keeping:

A student counselor will provide short-term counseling (e.g., 1-10 sessions during the academic term). 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. If the counseling session is conducted via Zoom, the supervisor may also be present during the Zoom sessions but will not be seen or heard. The video/audio files might be shared during supervision and be seen by the faculty supervisor and other students in the same class unless specified otherwise. 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 your 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 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 stress and anxiety reduction.

D) Crisis Management and Intervention:

It is essential that the student counselor verifies your specific location during a counseling session. 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 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 in the state of Oregon. While some restrictions may be lifted in times of broad crisis, it is not generally permissible for the counseling to occur outside Oregon in other states or countries. When utilizing any Teletherapy, both the student counselor and the client must be physically in the state of Oregon. It is your responsibility to inform their student counselor if you are not physically in the state of Oregon.

G) 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 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, the client should have the same dedication as 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.

F) Alternatives for treatments:

Alternatives might be offered if your student counselor does not meet your needs (such as referral to another student counselor, or community resources).

H) Involvement of third parties:

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

G) Limits to confidentiality:

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

However, there are a few exceptions:

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

- c) when a valid court order is issued;
- d) when federal officials are conducting national security and intelligence activities;
- e) should you pass away, your representative or a relative may access your record; or
- f) if you are under the age of 18.

H) 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 before sessions to manage background noises such as television, phones, doorbells, construction, etc.

I) 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.

J) 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 to the student counselor's recording of sessions. I understand that this consent is optional and that I may withdraw my consent at any time. 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, an email confirming review and agreement with this document can be used as a replacement for a signature.

Client Signature

Date

Parent/Guardian Signature (if required)

Date

Student Counselor Signature

Date



Rehabilitation and Mental Health Counseling Program Faculty Supervisor's Formative Feedback

Student: _____ Date: _____

Faculty Supervisor: _____ Date: _____

Counselor educator formative evaluation plays a crucial role in the professional development of counseling students and ensures the delivery of high-quality supervision. The purpose of this evaluation is to assess the competence of counseling students based on key elements of evidence-based practices in supervision, such as establishing a strong alliance, using specific techniques, attending to multicultural issues, and adhering to ethical standards. The evaluation process is guided by a developmental framework, which acknowledges that students' performance is assessed based on their professional developmental level. As such, students are **not** expected to meet all targets early in the process but rather to demonstrate growth and competency over time. The evaluation results will be shared with the site supervisor, who will also provide a summative evaluation, offering a comprehensive view of the student's progress and areas for improvement. This formative evaluation is an essential tool for counselor educators to monitor and support the growth of counseling students, ultimately contributing to the development of competent and ethical counseling professionals.

Note about ratings:

Students are not expected to meet all targets early in the process; rather, they should demonstrate growth and competency over time, with ratings based on their current developmental level. Over the course of practicum and internship, which span the next 1-2 years, students will have the opportunity to acquire and refine the necessary skills.

Category	Student counselor's ability to:	Exceeds expectation	Met expectation	Not Met expectation	N/A
Skills and Techniques	1. Demonstrate basic listening skills (micro-skills) (3.E.9, 3.E.10)				
	2. Demonstrate empathy, warmth, and genuineness (3.E.8)				
	3. Demonstrate advanced counseling skills (e.g., interpretation, reframing) (3.E.10-12)				
	4. Apply theory-specific skills (3.E.12, 3.E.21)				
	5. Conceptualize accurately and consistently according to the chosen theoretical framework (3.E.2, 3.E.3)				

Category	Student counselor's ability to:	Exceeds expectation	Met expectation	Not Met expectation	N/A
Rapport Building	1. Facilitate working alliance with clients (3.E.9-10)				
	2. Facilitate clients' participation (3.E.7-8)				
	3. Maintain appropriate boundaries (3.E.2)				
Social Justice and Multicultural Counseling	1. Attune to social justice, cultural, and diversity issues in working with clients (3.E.7)				
	2. Demonstrate sensitivity to individual, and role differences (3.E.7)				
Ethical and Legal Considerations	1. Adheres to ethical guidelines and legal standards (3.E.6)				
	2. Discusses ethical issues and decision-making in supervision (3.E.6)				
	3. Demonstrate ethical behavior and professionalism (3.E.6)				
General Skills and Professionalism	1. Provide clearly written case notes for the recorded sessions (3.E.11)				
	2. Provide a recording segment with good sound and visual quality (3.E.11)				
	3. Demonstrate self-care, self-reflection, and self-evaluation (3.A.11)				
	4. Engagement in evidence-based practice (3.E.15)				
	5. Openly receive feedback during supervision.				
	6. Incorporate feedback into subsequent work with clients.				

Rev. March 2024. Based on CACREP 2024 Standards.



3

Based on the faculty's observations and feedback from clients, peers, and other supervisors.

Please comment on any areas identified above where the student demonstrated strength related to the professional competency:

Please comment on the upcoming areas of growth or concerns:

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 Canvas page.

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

2. 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.

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

4. 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?

5. 2nd term Practicum students required: identify theory & technique used in these sessions.

WESTERN OREGON UNIVERSITY
REHABILITATION AND MENTAL HEALTH COUNSELING PROGRAM

END OF TERM STUDENT SELF-ASSESSMENT ON 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 (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 STUDENT EVALUATION OF DIRECTOR OF BEHAVIORAL HEALTH

Please note that this form is to be emailed directly to the Deaf Studies and Professional Studies Division Chair, Denise Thew Hackett thewd@wou.edu, who will summarize this data in a confidential manner and review with the RMHC Director of Behavioral Health being evaluated.

Faculty: _____ Term: _____ Year: 20_____

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

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

1 2 3 4 5 NA

Comments:

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

1 2 3 4 5 NA

Comments:

3. Have you read the current Clinical Handbook?

Yes Some Kind of Never

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

5. Ideas and recommendations for the future.

WESTERN OREGON UNIVERSITY
REHABILITATION AND MENTAL HEALTH COUNSELING PROGRAM
STUDENT EVALUATION OF PRACTICUM 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 Practicum 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.

- A. Evaluate the overall quality of your practicum classroom experience.

- B. Evaluate and discuss the quality of supervision you received from your practicum Faculty Supervisor.

- C. Evaluate the overall quality of written feedback provided.

- D. Evaluate the overall experience with scheduling time for supervision.

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

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

1 Knowledge and application of basic skills and techniques in counseling

1 2 3 4 5 NA

Comments:

2 Application of the individual counseling process

1 2 3 4 5 NA

Comments:

3 Professionalism

1 2 3 4 5 NA

Comments:

4 Problem-solving and decision-making

1 2 3 4 5 NA

Comments:

5 Knowledge of counseling theories

1 2 3 4 5 NA

Comments:

6 Collaboration with Practicum Site Supervisor(s)

1 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 Director of Behavioral Health.

Agency/Program Name: _____

Site Supervisor(s): _____

Term: _____

Year: _____

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.

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

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

1 2 3 4 5 NA

Comments:

2. Application of the individual counseling process

1 2 3 4 5 NA

Comments:

3. Application of the group counseling process

1 2 3 4 5 NA

Comments:

4. Professionalism

1 2 3 4 5 NA

Comments:

5. Problem-solving and decision-making

1 2 3 4 5 NA

Comments:

- Would you recommend this site to another RMHC practicum student?

YES NO

Comments:

**WESTERN OREGON UNIVERSITY
COLLEGE OF EDUCATION**

MEMORANDUM OF AGREEMENT

CONTRACT #-----DPS-CL

**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 or mental health needs.
- 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 or mental health needs.
- 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 Director of Behavioral Health 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 of 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 the forms shown in this handbook are examples. Please download the forms from your Canvas page or ask the Director of Behavioral Health for an updated version, as forms may be updated periodically.

Western Oregon University
Rehabilitation and Mental Health Counseling Program

INTERNSHIP SITE AGREEMENT

This completed document denotes a supervisory agreement between the specified graduate student in the Rehabilitation and Mental Health Counseling program at Western Oregon University, and the agency and supervisor(s) identified herein.

Student Name:	
---------------	--

Internship Site Name:	
Address:	

Site Supervisor:	
License/Certification Number:	
Preferred Phone:	
Email:	

Internship start date	
Internship end date	

Date instructions: this agreement covers your entire (two terms) internship experience. Please use the academic calendar to locate the official end date of your second internship term. If you are unable to obtain all required hours by this date, you will receive an "I" from your internship faculty supervisor until you have obtained 240 direct hours and 600 cumulative hours. The extended internship will require you to extend your internship (with site's agreement), continued weekly group supervision, as well as additional credits to continue your student status with WOU.

DESCRIPTION OF INTERNSHIP

The internship experience is to provide the student with the opportunity to apply helping relationship skills under qualified supervision in an applied organizational environment, while at the same time contributing to the mission of the organization. As such, the internship student, site supervisor, and faculty supervisor agree to all of the following:

THE STUDENT AGREES TO:

The primary purpose of the internship is for students to gain supervised practice and clinical experience to help develop and integrate the skills necessary to become professional counselors. This experience carries with it the following responsibilities:

- Adopting an attitude of attending to client welfare as a counselor's primary responsibility
- Adhering to the ACA or CRCC Code of ethics
- Adhering to the legal mandates of the state of Oregon
- Adhering to the provisions of the internship site agreement including:
 - Duties performed

- Duration of contract
 - Hours
 - Location
 - Supervision
 - Any significant changes to agreement
- Consistent and punctual attendance at all work and training activities on site
- Document a schedule with the site supervisor to work in the organization for a minimum of 300 hours during each term (2 terms), normally 32 hours per week, across the duration of each 11-week term. Internship student must complete 240 hours of direct client contact and 360 hours of indirect services such as case notes, supervision, evaluations, and services deemed necessary at the end of the second term of internship.
- Following agency policies. If a conflict between agency policies, ethics, and/or WOU policy occurs, the student will seek supervision and support from their WOU faculty supervisor
- Appropriate client termination or transfer
- Following detailed expectations as outlined in the Clinical Handbook
- Maintaining appropriate documentation as outlined by the site and the college confidentiality guidelines
- Completion of all documentation at end of internship
- Maintaining personal liability insurance (provide a copy to Clinical Coordinator)
- Engaging in a working alliance with on-site and faculty supervisors including:
 - Developing an understanding of the scope and purpose of supervision
 - Attending all supervision sessions on-site and at the college
 - Accurately communicating content and scope of counseling sessions in supervision
 - Maintaining an openness to feedback in supervision, and following through on directives of supervisors
 - Videotaping interactions with clients and receive feedback on taped interactions
 - Seeking supervision in a timely manner about individuals who are at risk (making full disclosure to supervisors of risks to client welfare)

THE SITE SUPERVISOR AGREES TO:

1. Adhere to the code of ethics associated with the supervisors' professional license.
2. Provide the WOU internship student with a caseload to include a reasonable combination of individual and group client hours. Specifically, the site agrees to provide a minimum of 240 direct client hours with an average of 12-15 client contact hours per week throughout the contract time (unless the site is designated as a secondary site only)
3. Students are to be provided the opportunity for assessments, intake, individual counseling, psychoeducation groups in order to demonstrate counseling skills and receive feedback regarding their performances
4. ***Students must also lead or co-lead a counseling or psychoeducational group during practicum or internship.*** If the site has no opportunities for group and the student did not fulfill this requirement during internship, they must find a secondary site to obtain this required group experience.
5. Be identified as the designated "Site Supervisor," and in this role, is identified as the person responsible for providing direct supervision to the student for a minimum of one

hour per week. Supervision of such activities as utilizing audio/video recordings and/or live supervision of students' interactions with clients, written case reports, and verbal consultation.

6. Verify via signature/initials the student interns' documentation of weekly hours via student provided log.
7. Document and provide supervisee with ongoing feedback regarding their demonstrated knowledge, skill, and professional dispositions.
8. Schedule formal evaluative sessions throughout the supervisory relationship. Specifically, to complete a formal written evaluation of the student's knowledge, skill and professional dispositions at the end of each term using the evaluation form provided by WOU RMHC Program.
9. Contact the WOU Internship Faculty or Clinical Coordinator regarding any performance related concerns as soon as they arise. Supervisor must address any concerns regarding any aspects of an internship student's work quality or productivity with the Internship Faculty Supervisor and Clinical Coordinator before any decisions are made to release a student from their internship site.
10. WOU Faculty will meet with the site supervisor at least one time during the term to discuss the student's progress at the internship site.
11. Keep a copy of this agreement.

FACULTY SUPERVISOR AGREES TO

It is the role of the faculty supervisor to provide general academic supervision to students around issues of ethics, standards of care, student counselor growth and development, development of case conceptualization, treatment planning, development of theoretical orientation and other relevant topics.

Faculty Supervisors will provide:

- Coordination of the internship experience between the site, WOU, and the student including:
 - Conflict resolution consistent with ethical standards of the profession
 - A minimum of one site visit (or virtual visit) per term
 - Contract changes (e.g., hours, location, supervisor, etc.)
 - Monitoring of internship progress toward completion the degree requirement
- Meet weekly for at least 1.5 hours for supervision, with a focus on promoting the development of supervisee's professional disposition, clinical competence and professional identity via written and/or verbal feedback
- Review of internship student's work samples including videotape, audiotape, and written case summaries
- Consult with supervisee's site supervisor at any time, and to document formative evaluations of the student's professional dispositions, counseling performance and ability to integrate and apply knowledge
- Final evaluation of intern performance for purposes of meeting standards and requirements for the WOU RMHC program and the awarding of academic credit

SUPERVISOR SECTION

(to be completed by the supervisor)

Description of Supervision

One hour of individual face-to-face supervision weekly

Supervisor's requirements (Per CACREP)

- a minimum of a master's degree, preferably in counseling, or a related profession;
- relevant certifications and/or licenses;
- a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled;
- knowledge of the program's expectations, requirements, and evaluation procedures for students; and
- relevant training in counseling supervision.

Description of site and clients:
Special consideration or needs of site:

With client permission, what type of taping is allowed?

- ☐ Video
☐ Audio
☐ Both
☐ None, site supervisor agrees to provide live supervision

Backup Supervision Plan

Provide the contact information of who will be on site and/or "on call" in the event of supervisor absence. The site supervisor will make arrangements with this individual in advance of any planned or unexpected absence.

Name:	
License/Certification Number:	
Preferred Phone:	
Alternate Phone:	
Email:	

Administrative supervisor (if applicable) contact information

Name:	
License/Certification Number:	
Preferred Phone:	
Alternate Phone:	
Email:	

STUDENT SECTION
(to be completed by the student)

Summary of activities/responsibilities (i.e., what the student will do)

--

Student learning goals

Focusing on personal learning goals facilitates your professional growth and development (a list of possible learning goals is attached to the site agreement)

--

Schedule

Type of Direct Counseling	Estimated Hours Weekly
Individual counseling	
Group therapy/psychoeducation groups	
Other	

*Must have a total of 240 direct contact hours by the completion of the internship experience.

The student's weekly schedule at the internship site will be as follows:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<i>Notes:</i>					

Telehealth/On-site Emergency Plan:

Describe the specific types of circumstances that will require immediate consultation with your supervisor while you are providing services to clients, virtually or in-person:

Describe the methods that you will use to contact your supervisor or on-call supervisor (include modality and specific contact information):

(signature page is next; please type your names as your e-signatures)

Student	Date
Supervisor	Date
Clinical Coordinator	Date

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: _____

Step 1:

Indicate each type of activity occurred below. Please note time in whole hours or .5 representing 30 minutes. It is important that you do your own totaling of columns at the end of term prior to submitting to your Faculty Supervisor. Please see definitions at the second page of this document. You need to keep a copy of this document for your own records as well as submitting to your Faculty Supervisor.

Step 2:

Fill out the “End of Internship Summary of Hours” with the total numbers of each category from this form at the end of your second practicum

Week	Individual Counseling		Group work		Consultation		Weekly Direct Hours		Administrative duties		Training		Individual Supervision		Group Class		Weekly Indirect Hour Total	
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
TOTAL	A	0	B	0	C	0	D	0	E	0	F	0	G	0	H	0	I	
<p>(1) Direct hours total: (A+B+C): (A+B): (3) Supervision (G+H) total: (4) Indirect (E+F+G+H) total: Term total (D) + (I):</p>																		
Student Signature:									Date:									
Site Supervisor Signature:									Date:									
Faculty Supervisor Signature:									Date:									

Definitions:

1. Direct Hours: Minimum of 40 hours across 2 terms
 - a. 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:
 - i. **assessment** – examples: using assessment tools with clients (psychological, career, educational, personality, job coaching).
 - ii. **counseling** – examples: group, individual, in person, VP, phone, Zoom.
 - iii. **psycho-educational activities** – examples: group orientation, meeting with potential clients or client referral sources, presentation to community, schools, etc.
 - b. Direct Consultation: Recognized by CACREP but does not count towards direct hours as defined by state licensure (LPC).
 - i. **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.
2. Indirect Hours
 - a. 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.
3. Individual supervision
 - a. 1:1 or triadic supervision with your faculty supervisor or site supervisor; 1 hour/week is the required minimum
4. Group class
 - a. Group supervision with your cohort and your faculty supervisor for at least 1.5 to 2 hours per week
 - b. Meeting as a group with your colleagues and site supervisors DO NOT count as group class

Please let your faculty supervisor know if you have any questions regarding the type of work you do.

END OF TERM SUMMARY OF INTERNSHIP HOURS

Rehabilitation and Mental Health Counseling - Western Oregon University

Term	Direct Services for LPC Application (post-graduate) I = individual G = group Do not include consultation hours	Direct Services for CACREP (program requirement) I = individual G = group C: consultation	Individual or Triadic Supervision F = faculty S = site	Group Supervision F = faculty S = site	Total Internship hours worked
1st term					
2nd term					
Additional Term					
Totals					
Required minimums	N/A	240	20 with site	30 with faculty	600

First Term

Student Counselor-in-Training Signature

Date

Internship Site Supervisor Signature

Date

RMHC Internship Faculty Supervisor Signature

Date

Second Term

Student Counselor-in-Training Signature

Date

Internship Site Supervisor Signature

Date

RMHC Internship Faculty Supervisor Signature

Date



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:

- 4** = Excellent. Always performs above the minimum requirements and shows outstanding aptitude and application of the techniques and concepts of counseling.
- 3** = Above Average. Always meets minimum requirements in a satisfactory manner and performs at a level considerably above that normally expected of a graduate intern.
- 2** = Average. Usually meets minimum requirements in a satisfactory manner and performs as might be expected of a graduate intern.
- 1** = 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.



Students must achieve a rating of 3 (Above Average) on applicable Key Performance Indicators (KPI) and a minimum rating of 2 (Average) on any remaining evaluation standards. If not meeting expectations, students will be placed on an improvement plan to provide additional training to demonstrate satisfactory counseling outcomes.

Scoring: 4 = Excellent; 3 = Above Average; 2 = Average; 1 = Below Average; N = No Basis

Assessment Areas Based on CACREP 2024 Standards						
1	understand the multiple professional roles and functions of counselors across specialized practice areas within-group differences, and acculturative experiences on individuals' worldviews (standard 3.A.2)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
2	understand counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management (standard 3.A.3)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
3	understand ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas (standard 3.A.10)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
4	apply self-care, self-awareness, and self-evaluation strategies for ethical and effective practice (standard 3.A.11)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
5	understand the multiple professional roles and functions of counselors across specialized practice areas within-group differences, and acculturative experiences on individuals' worldviews (standard 3.D.2)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
6	understand strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development. (standard 3.D.5, KPI)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
7	understand theories and models of counseling, including relevance to clients from diverse cultural backgrounds (standard 3.E.1)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
8	demonstrate critical thinking and reasoning strategies for clinical judgment in the counseling process (standard 3.E.2)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
9	demonstrate case conceptualization skills using a variety of models and approaches (standard 3.E.3)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
10	understand consultation models and strategies (standard 3.E.4)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
11	demonstrate application of technology related to counseling (standard 3.E.5)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
12	understand ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities (standard 3.E.6)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>

13	apply culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities (standard 3.E.7)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
14	utilize counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships (standard 3.E.8)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
15	demonstrate interviewing, attending, and listening skills in the counseling process (standard 3.E.9)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
16	demonstrate counseling strategies and techniques used to facilitate the client change process (standard 3.E.10)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
17	demonstrate strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences (standard 3.E.11)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
18	demonstrate competence in goal consensus and collaborative decision-making in the counseling process (standard 3.E.12)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
19	apply developmentally relevant and culturally sustaining counseling treatment or intervention plans (standard 3.E.13)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
20	apply development of measurable outcomes for clients (standard 3.E.14)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
21	demonstrate evidence-based counseling strategies and techniques for prevention and intervention (standard 3.E.15)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
22	demonstrate record-keeping and documentation skills (standard 3.E.16)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
23	demonstrate principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources (standard 3.E.17)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
24	demonstrate suicide prevention and response models and strategies (standard 3.E.19)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
25	demonstrate crisis intervention, trauma-informed, community-based, and disaster mental health strategies (standard 3.E.20)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
26	demonstrate processes for developing a personal model of counseling grounded in theory and research (standard 3.E.21)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>

27	demonstrate competence in diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems (standard 3.G.11)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
28	apply procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide (standard 3.G.13)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
29	apply procedures for assessing clients' experience of trauma (standard 3.G.14)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
30	apply procedures for identifying and reporting signs of abuse and neglect (standard 3.G.15)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
31	apply procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders (standard 3.G.16)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
32	apply procedures for using assessment results for referral and consultation (standard 3.G.17)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
33	apply research in advancing the counseling profession, including the use of research to inform counseling practice (standard 3.H.1)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
34	apply culturally sustaining and developmentally relevant outcome measures for counseling services (standard 3.H.9)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
35	apply principles of independent living, self-determination, and informed choice (standard 5.G.4)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
36	demonstrate understanding of classification, terminology, etiology, functional capacity, and prognosis of disabilities (standard 5.G.7)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
37	demonstrate familiarity with the case management strategies that facilitate rehabilitation and independent living planning. (5.G.12, KPI)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
	apply strategies to promote self-advocacy skills of individuals with disabilities (standard 5.G.14)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
39	demonstrate competency in facilitating client knowledge of and access to community and technology services and resources (standard 5.G.15)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>
40	apply strategies to advocate on behalf of people with disabilities as related to disability and disability legislation (standard 5.G.16)	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	N <input type="checkbox"/>



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

Please comment on the intern's skill in successfully understanding counseling orientation and ethical practices:
--

--

Please comment on the intern's skill in successfully forming effective therapeutic relationships and conceptualization:

--

Please comment on the intern's skill in successfully following assessment and diagnostic procedures:
--

--

Please comment on the intern's skill in successfully understanding and/following rehabilitation counseling techniques:
--

--



Readiness for Internship

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

Was this intern adequately prepared to be effective in the internship placement?
In what type of counseling setting (clients, services, skills) do you feel this graduate intern would be most effective for future employment?
What recommendations or suggestions would you make for the WOU RMHC program for improving or enhancing student training?

Primary Site Supervisor's Signature

Date

Secondary Site Supervisor's 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**

STUDENT SELF-ASSESSMENT OF INTERNSHIP PERFORMANCE

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

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 DIRECTOR OF BEHAVIORAL HEALTH

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 Director of Behavioral Health being evaluated.

Faculty: _____ Term: _____ Year: 20_____

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

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

1 2 3 4 5 NA

Comments:

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

1 2 3 4 5 NA

What was helpful?

3. Have you read the current Clinical Handbook?

Yes Some Kind of Never

4. How prepared do you consider yourself for post-graduation employment?

Comments:

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.

1. Evaluate the overall quality of your internship experience.
2. Evaluate and discuss the quality of supervision you received from your internship Site Supervisor.
3. Outline areas of strength at this agency for an internship experience.
4. 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.

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

1. Professional application of counseling skills and techniques

1 2 3 4 5 NA

Comments:

2. Professional application of Case management

1 2 3 4 5 NA

Comments:

3. Professional application of ethics

1 2 3 4 5 NA

Comments:

4. Problem-solving and decision-making skills

1 2 3 4 5 NA

Comments:

5. Ability to work with diverse clients

1 2 3 4 5 NA

Comments:

- Would you recommend this site to another RMHC internship student?

YES NO

Comments:

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

STUDENT EVALUATION OF INTERNSHIP FACULTY

Please note that 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.

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

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

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

4. 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.

5. 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.

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

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

1 2 3 4 5 NA

Comments:

2. Application of the individual counseling process

1 2 3 4 5 NA

Comments:

3. Professionalism

1 2 3 4 5 NA

Comments:

4. Problem-solving and decision-making

1 2 3 4 5 NA

Comments:

5. Knowledge of counseling theories

1 2 3 4 5 NA

Comments:

6. Collaboration with Internship Site Supervisor(s)

1 2 3 4 5 NA

Comments:



Rehabilitation and Mental Health Counseling Program Faculty Supervisor's Formative Feedback

Student: _____ Date: _____

Faculty Supervisor: _____ Date: _____

Counselor educator formative evaluation plays a crucial role in the professional development of counseling students and ensures the delivery of high-quality supervision. The purpose of this evaluation is to assess the competence of counseling students based on key elements of evidence-based practices in supervision, such as establishing a strong alliance, using specific techniques, attending to multicultural issues, and adhering to ethical standards. The evaluation process is guided by a developmental framework, which acknowledges that students' performance is assessed based on their professional developmental level. As such, students are **not** expected to meet all targets early in the process but rather to demonstrate growth and competency over time. The evaluation results will be shared with the site supervisor, who will also provide a summative evaluation, offering a comprehensive view of the student's progress and areas for improvement. This formative evaluation is an essential tool for counselor educators to monitor and support the growth of counseling students, ultimately contributing to the development of competent and ethical counseling professionals.

Note about ratings:

Students are not expected to meet all targets early in the process; rather, they should demonstrate growth and competency over time, with ratings based on their current developmental level. Over the course of practicum and internship, which span the next 1-2 years, students will have the opportunity to acquire and refine the necessary skills.

Category	Student counselor's ability to:	Exceeds expectation	Met expectation	Not Met expectation	N/A
Skills and Techniques	1. Demonstrate basic listening skills (micro-skills) (3.E.9, 3.E.10)				
	2. Demonstrate empathy, warmth, and genuineness (3.E.8)				
	3. Demonstrate advanced counseling skills (e.g., interpretation, reframing) (3.E.10-12)				
	4. Apply theory-specific skills (3.E.12, 3.E.21)				
	5. Conceptualize accurately and consistently according to the chosen theoretical framework (3.E.2, 3.E.3)				

Category	Student counselor's ability to:	Exceeds expectation	Met expectation	Not Met expectation	N/A
Rapport Building	1. Facilitate working alliance with clients (3.E.9-10)				
	2. Facilitate clients' participation (3.E.7-8)				
	3. Maintain appropriate boundaries (3.E.2)				
Social Justice and Multicultural Counseling	1. Attune to social justice, cultural, and diversity issues in working with clients (3.E.7)				
	2. Demonstrate sensitivity to individual, and role differences (3.E.7)				
Ethical and Legal Considerations	1. Adheres to ethical guidelines and legal standards (3.E.6)				
	2. Discusses ethical issues and decision-making in supervision (3.E.6)				
	3. Demonstrate ethical behavior and professionalism (3.E.6)				
General Skills and Professionalism	1. Provide clearly written case notes for the recorded sessions (3.E.11)				
	2. Provide a recording segment with good sound and visual quality (3.E.11)				
	3. Demonstrate self-care, self-reflection, and self-evaluation (3.A.11)				
	4. Engagement in evidence-based practice (3.E.15)				
	5. Openly receive feedback during supervision.				
	6. Incorporate feedback into subsequent work with clients.				

Rev. March 2024. Based on CACREP 2024 Standards.



3

Based on the faculty's observations and feedback from clients, peers, and other supervisors.

Please comment on any areas identified above where the student demonstrated strength related to the professional competency:

Please comment on the upcoming areas of growth or concerns:

REQUEST FOR APPROVAL OF HOURS DURING THE BREAK

Student:

Date of request:

The counseling experience will occur during the break between: (select one)

☐ Winter and Spring; from to

☐ Spring and Summer; from to

☐ Summer and Fall; from to

☐ Fall and Winter; from to

Site Supervisor

1. The site supervisor must be willing to be fully responsible for supervision of the trainee;
2. Agree to meet with the trainee at least one hour each week for individual supervision;
3. Understands and acknowledges that a faculty supervisor will be unable to meet with the trainee

Student

1. The trainee must meet with the site supervisor at least one hour each week for individual supervision;
2. Fully inform the clients that no faculty supervision is available over the break;
3. Understands that hours obtained during the break cannot be counted toward practicum/internship hours nor being applied to the future Registered Intern (LPC Associate) hours

By my signature below, I acknowledge that I have reviewed the policy on continuing seeing hours during the break between terms and understand the contents thereof.

 Student Signature

 Date

 Site Supervisor

 Date

 Faculty Supervisor

 Date

 RMHC Director of Behavioral Health

 Date

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

LETTER TO GRADUATES

OREGON LPC DIRECTIONS FOR UNIVERSITY VERIFICATION

Greetings Oregon LPC Associate Applicant,

We are excited that you are taking a new step in your career by applying to become an LPC Associate 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 follow the instructions below, fill out the form #2A, and provide an electronic copy to our Director of Behavioral Health, Chien-Chun Lin, linc@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 contact your Director of Behavioral Health, Dr. Chien-Chun Lin, directly as states and programs vary in the information needed and forms used.

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

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 of documentation
 - b. if you graduated between June 2020 and Aug 2021 you may have less than 40 hours due to COVID flexibility allowing for emulation to be counted for CACREP direct hours requirement, as this type of hours should not be reported on this form
 - c. you should only report direct counseling hours but not the consultation hours

1B. Internship Location

1. start month/year of first term of Internship and month/year of last term of Internship
2. course # RC 610
3. site contact information
4. 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 2020 and 8/15/2021 you may have less than 240 hours due to COVID flexibility allowing for emulation to be counted for CACREP direct hours requirement, as this type of hours should not be reported on this form
 - c. you should only report direct counseling hours but not the consultation hours

Both Sections 1A & 1B Activities:

Focus on those specific to providing counseling and guidance. Examples:

- all sites: intakes, assisting clients in identifying counseling session goals, case notes, termination reports, application of counseling theory, case management
- 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

You can leave the rest of the form for faculty to complete

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

Isabel Dryden, LPC

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

Dr. Chien-Chun Lin, PhD, CRC, LPC Associate

Dr. Carlos Texidor Maldonado, PhD, CADC III

APPENDIX C: REMEDIATION PLAN

Please note the forms shown in this handbook are examples. Please download the forms from your Canvas page or ask the Director of Behavioral Health for an updated version, as forms may be updated periodically.



**M.S. Rehabilitation and Mental Health Counseling
Student Success, Remediation, and Plan
DRAFT**

The Rehabilitation and Mental Health program at Western Oregon University is dedicated to ensuring student success. A key part of our commitment to students is providing support systems to help them monitor their academic progress and develop remediation plans when needed. All students are partnered with an academic advisor to track their professional characteristics and competency toward graduation. The goal is to support and intervene early when issues arise so students can get back on track and continue pursuing their degrees successfully. If a student begins to struggle, their advisor collaborates with them to design an individualized remediation plan when needed. This may involve additional self-care, tutoring, adjusting their course load or schedules, referring them to campus resources like the writing center, or setting up regular check-ins to keep them accountable. With a culture focused on student advancement and systems to support students, the RMHC program hopes to help each student cross the finish line.

The Process of Student Success and Remediation Plan

When a report containing clear documentation and evidence is filed, the program coordinator will review the materials to determine the next steps. If the issue(s) involves violation of professional code of ethics or significant professional characteristics/student conducts, a committee will be convened. The committee could include the program coordinator and core faculty members, division chair, dean of the College of Education, dean of the Graduate School or their designees.

- If there is insufficient documented evidence, the process will pause until additional evidence is collected.
- If there is adequate documented evidence of issues regarding professional competencies or academic performance:
 - The student will be notified in writing of the specific concerns or complaints.



- The student will be informed of possible outcomes, including continued participation with additional supervision, or dismissal from the program.
- Faculty will meet with the student to discuss the concerns.
- A SMART remediation plan will be collaboratively developed with the student, faculty advisor, and any relevant site supervisors who will serve as progress monitors or "gatekeepers."

The SMART remediation plan will:

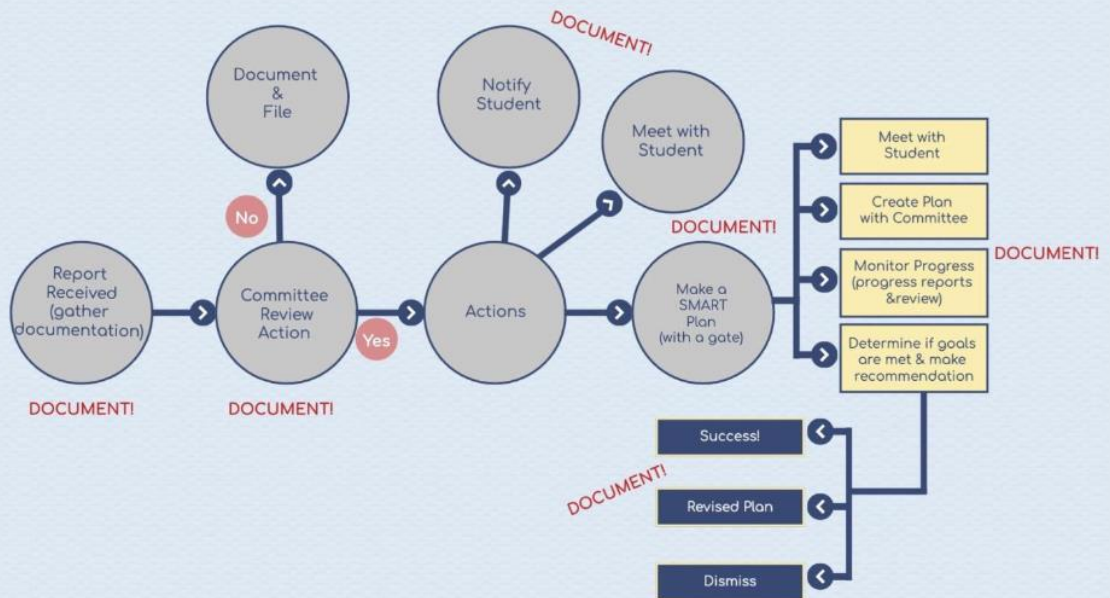
- Outline Specific improvement goals
- Establish Measurable benchmarks
- Set Attainable expectations
- Tie goals to program Relevancy
- Specify Timeframes for completion

Steps for Implementing the SMART Student Success and Remediation Plan:

- Collaboratively develop a plan with the identified student and gatekeepers
- Gatekeepers monitor progress through periodic reports and continuous review
- Upon deadline, gatekeepers report to the committee on goal achievement.
- Committee decides on recommendations:
 - ❖ Continued participation without additional oversight
 - ❖ Revised plan because progress made but more improvement needed
 - ❖ Dismissal due to insufficient progress
 - ❖ Recommendations are communicated to the student in writing

Throughout the process, each step will be thoroughly documented by the appropriate individuals. Please see the appendix for the Plan for Success documentation page.

When a Report is filed:





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Appendix. Plan for Success

Goal and purpose of the plan:	Completion Date: __/__/__

Key Steps			
Action Item Description:	Start Date	Completion Date	✓
	__/__/__	__/__/__	
	__/__/__	__/__/__	
	__/__/__	__/__/__	
	__/__/__	__/__/__	
	__/__/__	__/__/__	
	__/__/__	__/__/__	
	__/__/__	__/__/__	

Potential Obstacles and Solutions	
Potential Obstacles:	Potential Solutions:



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Plan for Success Signature Page

Additional Comments:

Signature of the Student Who Has Read This Form:

The signature acknowledges only that the student has had an opportunity to review this report with RMHC faculty/advisor; it does not imply concurrence with the information reported.

Signature of Student	Date	RMHC faculty	Date
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Signature of RMHC Advisor	Date	RMHC faculty	Date
---------------------------	------	--------------	------

Cc: Student ☐ Check here if a Plan for Success has been attached
RMHC Faculty Advisor (files original copy)