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# **Field Handbook for Students, Site-Supervisors, and Agencies**

**February 18, 2021**

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## I. Faculty and Staff

Chih-Chin Chou, Ph.D., CRC	Associate Professor & Program Director
Betsy Davis, M.S. Ed.	Assistant Director
Christina J. Dillahunt-Aspillaga, Ph.D., CRC, CVE	Assistant Professor
Vicky Buckles, Ph.D., CAP	Clinical Instructor & Director of Addictions & Substance Abuse Counseling Certificate
Amanda DePippo, Ph.D., LMHC, CRC, MCAP	Clinical Instructor & Director of Field Placement
Ryan G. Henry, Ph.D., LMFT	Clinical Instructor & Director of Marriage & Family Therapy Certificate
William D. Kearns, Ph.D.	Research Associate Professor
Tammy Jorgensen Smith, Ph.D., CRC	Assistant Professor
Marilyn Stern, Ph.D.	Professor
Richard B. Weinberg, Ph.D., ABPP	Clinical Associate Professor
Terry McKay	Program Assistant

## OVERVIEW OF PROGRAM, MISSION STATEMENT AND GOALS

**Overview of Program, Mission Statement and Objectives:** The mission of Rehabilitation and Mental Health Counseling is to promote quality behavioral health care for all, particularly people with disabilities, and to help the state and nation meet their human service and workforce needs in the area of rehabilitation and mental health counseling through teaching, research and service.

### Objectives

The objectives of the program are to:

1. Recruit and graduate a highly qualified and diverse student body from local, state, national and international regions.
2. Provide high quality teaching and inspire learning in rehabilitation and mental health counseling and related disciplines.
3. Contribute to and broaden research in the field of rehabilitation and mental health counseling and related disciplines through local, national and global collaboration.
4. Prepare rehabilitation and mental health counselors to be critical consumers of information and to encourage participation in and contribution to the expansion of knowledge in the field of rehabilitation and mental health counseling.
5. Enhance and maintain community engagement and service for the professional development of students by expanding experiential (field) training experiences.
6. Maintain and improve the ranking in U.S. News & World Report's America's Best Graduate Schools.
7. Maintain CORE and CACREP Accreditation at the highest levels of eligibility.
8. Increase the number of students who earn credentials as licensed and certified professionals.

**Introduction:** The Rehabilitation and Mental Health Counseling Program is a 60-semester hour graduate program within the Department of Child & Family Studies (CFS) and located in the College of Behavioral & Community Sciences at the University of South Florida. The university is fully accredited by the Southern Association of Colleges and Schools, and the Master of Arts program in rehabilitation and mental health counseling by the Counsel on Rehabilitation Education (CORE). The program is also in the process of converting to a dually accredited clinical Rehabilitation Counseling and Clinical Mental Health Counseling Program by the Council for Accreditation of Counseling and Related Education Programs (CACREP). The Program is currently located in Tampa on the first floor of the Florida Mental Health Institute (FMHI), MHC1632.

Rehabilitation and mental health counselors are trained only at the graduate level, and the Program awards the M.A. degree to students completing the accredited program of study. There is no undergraduate or doctoral program. Graduates are eligible to sit for the national certification examination in rehabilitation counseling, and after passing this exam are designated as Certified Rehabilitation Counselors (CRC). Many students are interested in state licensure as mental health counselors and the required curriculum and appropriate electives meet educational standards for licensure in Florida, a state with very stringent counselor licensure law.

Courses are offered both days and evenings, and students may pursue the M.A. degree on a full or part-time basis. Courses are offered in Tampa, and characteristically meet once a week in a three-

hour block. There are 54 semester hours of required courses and six hours of electives. The required courses are:

Rehabilitation Counseling in the Community Settings: Concepts and Applications (RCS 5035), Medical Aspects of Disability (RCS 5080), Social and Cultural Foundations (RCS 6440), Foundations of Mental Health Counseling (MHS 5020), Counseling Theories (RCS 6407), Human Growth and Development (MHS 5480), Psychopathology (RCS 6408), Individual Evaluation and Assessment (RCS 6220), Fundamentals of Substance Abuse Counseling (RCS 5450), Career and Lifestyle Assessment (RCS 6301), Research (RCS 6740), Human Sexuality (RCS 6476), Group Theories (RCS 6510), Legal/Ethical Issues (RCS 5780), Practicum I (RCS 6803), Practicum II (RCS 6803), and Internship (RCS 6825). Field placement requires 1000 total hours (two 14 hour per week practicum and one 600 hour per semester internship). Students may complete electives with specialized seminars offered within the Program or in courses offered in other related departments such as Counselor Education, Social Work, or Gerontology. This curriculum meets the educational criteria for licensure as a Mental Health Counselor in the State of Florida.

**Addictions and Substance Abuse Counseling:** The Program offers a Certificate Program (15 semester hours) in the area of addictions.

**Marriage and Family Therapy:** The Program offers a Certificate Program (15 semester hours) in the area of Marriage and Family Therapy.

## FIELD TRAINING COMPONENT

**To The Student:** The “Field Handbook for Students, Site-Supervisors and Agencies” is your manual for field placement. Please keep it with you throughout the duration of your three field placement experiences. It is important that you read and understand the content of this manual. Please complete the Counseling Supervision Contract (Appendix B) prior to entering practicum and internship placement and return it to your field placement instructor.

Field training is a critical component in the professional preparation of rehabilitation and mental health counselors. Working directly with consumers is often the most valuable and rewarding professional experience students have in their graduate program. Field experiences provide students with an opportunity to practice concepts and skills learned in the classroom, and to see how different rehabilitation and related human service agencies and programs function.

**International Students:** Prior to beginning any field classes, you must be approved by our office for CPT (curricular practical training) if you are an F-1 visa holder. This includes registration in a USF courses that requires a work experience. You can find all instructions in the CPT eform in iStart or on our website at <http://global.usf.edu/is/cur-CPT.php>.

**Out of State Internship:** As a general rule, the Rehabilitation and Mental Health Counseling Program does not permit out of state internships. Our program prides itself in providing a face to face learning and supervision environment for all field placement classes. Furthermore, by partnering with local placement sites, compared to out-of-state placement sites, this provides more quality assurance

for students' clinical training experience. Any exception to this policy would need to be reviewed and approved by the faculty.

**Affiliation Agreement:** The Program has signed an affiliation agreement with all agencies that provide field-training experiences for our students (see Appendix A). Agencies need to be able to provide quality field experiences and supervision, maintain high ethical standards, and in the case of practicum students being a position to provide students the opportunity (with permission of consumers) to obtain counseling tapes. In special circumstances where the Program has reviewed and approved a student's regular employment site for practicum or internship an affiliation agreement is not necessary.

**Arranging Placements:** Agencies interested in having practicum and internship students may contact the Field Placement Coordinator. All placements are arranged through the Field Placement Coordinator. Site supervisors may interview students to answer any questions they may have about the agency or their role at the agency, to be sure the student is acceptable to the agency and supervisor, and to work out a schedule. If a student would like to use their employment site as their field placement site, this would need to be approved by the Field Placement Coordinator. If approved, students in practicum 1 and practicum 2 will need to obtain their 40 hours of direct client contact outside of their normal job duties. For internship, students can use 32 hours per week of their work for their internship. The remaining 8 hours per week must be done outside of their normal job duties. This will allow students to practice their new skills, apply their new knowledge, and utilize their new philosophies in their current work sites.

**Credentials of Field/Agency (Site) Supervisors:** The Rehabilitation and Mental Health Counseling Program requires site supervisors to have a minimum of a master's degree in counseling or related profession, a minimum of two years of pertinent professional experience in the program 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. Site supervisors are also required to be credentialed as Licensed Mental Health Counselor (LMHC), Marriage and Family Therapist (LMFT), Licensed Clinical Social Worker (LCSW), or Psychologist, and as appropriate include certifications of Certified Rehabilitation Counselor (CRC) and Certified Addictions Counselor (CAC). Prospective supervisors interested in obtaining the CRC credential may write: Commission on Rehabilitation Counselor Certification, 1699 E. Woodfield Road, Suite 300, Schaumburg, IL 60173 (Phone: 847-944-1325). If a prospective site supervisor does not have the credentials above, but wishes to provide supervision, please contact the Director of Field Placement to discuss.

The site supervisor will take all reasonable steps to insure the safety of the student. Students are not permitted to transport any consumer in their vehicle or to operate any vehicle of the agency. In addition, students are required to go with their supervisor to all in-home and community-based client visits for the first month of their field experience or until the supervisor determines they are ready to provide services independently. Supervisors are expected to be available via phone during all of the interns scheduled hours. All site supervisors are expected to stay current and abreast of the counseling discipline and to practice high ethical standards of service delivery. Practicum and internships students are required to provide site supervisor licensing and credential information to the Rehabilitation and Mental Health Counseling program. Credentialing information is kept on file by the program. The Field Placement Coordinator and Rehabilitation and Mental Health

Counseling faculty will review the professional credentials of prospective site supervisors before authorizing placements with a supervisor. The USF Field Placement Coordinator will maintain appropriate credentials including CRC Certification.

Site supervisors are provided a Field Handbook for Students, Site-Supervisors and Agencies that covers the RMHC program Mission Statement and goals, CRCC and American Counseling Association Code of Ethics, roles and responsibilities and contains an affiliation agreement, supervision contract, student activity log forms, and field evaluation forms. The Rehabilitation and Mental Health Counseling Program offers professional development and continuing education opportunities in supervision to our site supervisors, including an online supervision and ethics workshop opportunity to all site supervisors free of charge.

**Desired Experiences:** Students are placed in a variety of rehabilitation and mental health agency settings consistent with their professional interests and training needs. Direct contact and service delivery to consumers is what the field training component is all about, and field supervisors will try to maximize these experiences as much as possible, consistent with the service standards of the agency and the student's ability. Supervisors are encouraged to integrate students as much as possible into the operations of the agency, and this is especially true with interns who are at the agency 40 hours a week. Students need to be able to see and work with clients individually, and it is appropriate for them to be involved with individual and group counseling, intake interviews and assessments, case planning and management, treatment and rehabilitation plan development, home or field visits (only with an accompanying agency staff member), placement and follow-up. While it may be necessary for students, especially interns, to read agency procedural manuals and do some clerical tasks, they are not agency employees and under no circumstances can such activities be their major experience. In regard to group counseling sessions, for practicum 1 and practicum 2, students will co-facilitate group until the supervisor determines they are ready to facilitate group independently. In addition, no more than 20 hours can count toward direct contact hours. Over 20 hours of group, the hours will count toward agency hours. This rule does not apply to internship.

**Time Requirements: 2020 Cohort and Beyond:** Students in the M.A. program spend a total of 900 hours in the field, 300 hours in practicum (40 hours face-to-face for each class) and 600 (240 face-to-face) hours in internship. In a typical 15-week semester students in practicum spend 10 hours per week at an agency (Summer semester is will be 15) and in internship 40 hours per week. The students and agency arrange actual days and times for practicum. These can be during the day, evening, or on weekends, and many students work full-time and need evening or weekend time slots. Internships are normally five eight-hour days per week, but this can also be negotiated between the student and agency as long as 600 hours are completed during the semester or summer sessions. For internship, students may count their class time toward their agency hour requirement, if approved by their site supervisor. Practicum I, Practicum 2, and Internship hours must be accrued during the confines of the semester dates. Each class is taken over the span of one semester.

**(2015-2019 Cohort)** Students in the M.A. program spend a total of 1000 hours in the field, 400 hours in practicum (40 hours face-to-face for each class) and 600 (240 face-to-face) hours in internship. In a typical 15-week semester students in practicum spend 14 hours per week at an agency (summer semester it will be 20) and in internship 40 hours per week. The students and agency arrange actual days and times for practicum. These can be during the day, evening, or on

weekends, and many students work full-time and need evening or weekend time slots. Internships are normally five eight-hour days per week, but this can also be negotiated between the student and agency as long as 600 hours are completed during the semester or summer sessions. For internship, students may count their class time toward their agency hour requirement, if approved by their site supervisor. Practicum I, Practicum 2, and Internship hours must be accrued during the confines of the semester dates. Each class is taken over the span of one semester.

### **Field Placement Evaluation**

Faculty review student readiness for initial field placement success during the term before practicum begins. A Student Readiness for Field Placement form is completed for students seeking Practicum I. At the clinical staff meeting, faculty review overall student progress including students' performance on course assessments, grades given in required classes, and dispositional fit to engage in practicum. See Appendix G.

**Activity Log:** Students are expected to keep a weekly Activity Log that will include a summary of hours and activities to be reviewed and signed off on by the USF Field Placement Coordinator. See Appendix D.

**Supervision:** A faculty member at USF will be assigned to each practicum and internship student, and the faculty member will coordinate the student's field experience from the Program's end. Site supervisors must be full-time employees or the equivalent in the agency, a minimum of a master's degree, and sufficient professional experience to supervise graduate students in the field. All students must have ongoing supervision on an individual basis at the field placement site. The site supervisor must have regular contact with practicum and internship students, and must provide a minimum of one hour of individual clinical supervision per week. The site supervisor completes a midterm and final progress report (see Appendix C) on each student, and this report is reviewed with the student and then returned to the Program. The midterm evaluation is usually completed seven weeks into the semester, and the final evaluation during the last week of classes in the semester.

**Student Conduct:** Students are expected to conduct themselves in a professional manner at all times. An agency is justified in terminating a student's field experience for any substantial conduct problem, and over less substantial conduct or performance problems if the student will not or cannot correct them. Students are expected to fully follow all agency rules and procedures. If for any reason a student's placement site is disrupted, the student must contact their course instructor as soon as possible.

**Professional Ethics:** Students are expected to conform to the CRCC Code of Ethics and ACA Code of Ethics; a link to each Code of Ethics is included as Appendix H and Appendix I.

**Student Self-Evaluation:** Students are expected to complete a Field Placement Self-Evaluation at both the mid-term and the conclusion of the semester. See Appendix E.

**Site Evaluation:** Students are expected to complete a Field Placement Site Evaluation at the conclusion of the semester. See Appendix F. The evaluations will be reviewed annually and any area on the evaluation that falls below a three will be discussed at the clinical team meeting. If necessary, the Field Director will reach out to the site to explore ways to strengthen the field placement experience.

**Taping Requirements:** Students in practicum meet weekly with their university supervisor in a seminar linked to their practicum. One of the major goals of this seminar is to develop counseling skills, and students need to bring in audiotapes of clients (only with the client's permission), which are critiqued and then subsequently erased by the student. Site supervisors need to try to help students obtain counseling tapes, but in no case should any consumer feel under pressure to allow a student to tape an interview or counseling session. Maintaining the confidentiality and the anonymity of clients who agree to be taped is a responsibility the Program takes very seriously. Tapes may be required, at the discretion of the instructor, during the internship seminar as well.

**Student Concerns:** Occasionally problems of one sort or another develop in a field placement (e.g., excessive absences by a student, inappropriate conduct of some nature, difficulty accepting direction and supervision). These should be brought to the attention of the faculty member coordinating the practicum or internship as soon as possible.

**Site Concerns:** Occasionally site concerns may develop. If this happens, the field director will reach out to the site to discuss the concerns. If no improvements are made, this may result in dissolving the field placement partnership.

**Student/Teacher Ratio for Internship:** Following program accreditation requirements, the student/teacher ratio for the Internship Class will be 10:1.

# **Field Handbook**

## **Appendix A**

### **Affiliation Agreement**

Note: The Program must prepare two copies of this form with all lines completed for agencies approved for student placements. In cases where the student has been approved by the Program to use their work site as a practicum or internship a signed agreement is not necessary

**Department/School of Child and Family Studies  
College of Behavioral & Community Sciences  
University of South Florida**

**AFFILIATION AGREEMENT**

This Agreement is made and entered into this \_\_\_ day of \_\_\_\_\_, \_\_\_\_\_, by and between the University of South Florida, Board of Trustees, a public body corporate, for its College of Behavioral and Community Sciences, Department/School of Child and Family Studies' Rehabilitation and Mental Health Counseling Program, hereinafter referred to as "USF" and Agency Name, hereinafter referred to as the Agency.

WHEREAS, USF wishes to provide training experience for its Rehabilitation and Mental Health Counseling students and Agency, and WHEREAS, Agency desires to assist USF in providing Rehabilitation and Mental Health Counseling student experiences by making available experiential opportunities at its facilities.

NOW THEREFORE, in consideration of the promises contained herein, the parties agree as follows:

1. Agency agrees to provide training opportunities for USF Rehabilitation and Mental Health Counseling program students.
2. USF and Agency shall share responsibility for the supervision and coordination of the training experience. The number of students, specified dates/times, and training activities will be established by the parties in advance of the training period.
3. All shadowing field experiences of students at the Agency will be under the supervision of an authorized agency employee. The training experience supervisor shall be designated on the training experience site approval form.
4. Under most circumstances this supervisor will be present on site with the student. When this supervisor is unable to be present on site, this supervisor will make arrangements for another authorized employee to act as supervisor.
5. The supervisor will take all reasonable steps to insure that the student provides the highest quality of volunteer service that is consistent with the student's level of training.
6. The Agency will provide the student with an orientation to the field placement site.
7. The supervisor will take all reasonable steps to insure the safety of the student. Students are not permitted to transport any consumer in their vehicle or to operate any vehicle of the agency. In addition, students will go with their supervisor to all in-home and community-based client visits for the first month of their field experience or until the supervisor determines they are ready to provide services independently.
8. USF students and staff shall comply with the established policies and practices of the Agency with regard to client service, health of staff members, uniforms and use of equipment and facilities. Additionally, USF students and Agency staff shall comply with the code of ethics and professional standards of related professional organizations.
9. Faculty and staff of the University of South Florida are provided with comprehensive general liability insurance pursuant to the terms and limitations of Florida Statute 768.28 and Florida Statute Chapter 284 Part II.
10. Students who are assigned to Agency for training experiences pursuant to this Agreement are provided insurance protection against professional liability claims by the University of South Florida Health Sciences Center Self-Insurance Program pursuant to Florida Statutes §§768.28 and 1004.24. A certificate evidencing such liability protection is attached hereto as Exhibit B. Such professional liability protection has limits of \$1,000,000.00 per claim and \$3,000,000.00 per occurrence, and is occurrence-based coverage that includes liabilities that may be incurred by USF as a result of this Agreement. USF shall maintain such insurance in effect at all times that Students are assigned to Agency.
11. Agency may request USF to withdraw any student whose conduct or work performance is not in accordance with Agency policies and standards. USF may withdraw any student whose progress, conduct or performance does not meet USF's standards.
12. Agency and USF may change or add to this Agreement by written amendment executed by authorized representatives of the parties and attached hereto.
13. This Agreement will continue in effect unless/until one of the parties notifies the other of termination. In case of termination prior to the end of a term of training, students will be permitted to complete their training experience.
14. The Agency will provide Students, and USF faculty if applicable, access to appropriate resources for Student education.
15. The pertinent USF College and School is ultimately responsible for the education program, academic affairs, and the assessment of Students.
16. The pertinent USF College and School is primarily responsible for the appointment and assignment of faculty members with responsibility for Student teaching.

17. Agency agrees to comply with applicable state and federal workplace safety laws and regulations. In the event a Student is exposed to an infectious or environmental hazard or other occupational injury while at Agency, Agency, upon notice of such incident from the Student, will provide such emergency care as is provided to its employees. In the event that Agency does not have the resources to provide such emergency care, Agency will refer such Student to the nearest emergency facility. USF will inform the Student that the Student will be responsible for any charges thus generated.
18. USF and Agency are independent contractors and nothing in this Agreement shall be deemed or construed to create an employment, agency, association, joint venture, partnership, franchise or fiduciary relationship between the Parties. USF's employed faculty members and Students shall not be deemed to be employees or agents of Agency for any reason. USF's employed faculty members and Students shall not be responsible for the supervision or control of the patient care activities of any Agency employee or staff member.
19. This Agreement has been entered in the State of Florida and shall be construed in accordance with the laws of the State of Florida.
20. USF and Agency agree to comply with the Health Information Technology for Economic and Clinical Health Act ("HITECH Act"), Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. Section 1320d ("HIPAA") and any current and future regulations promulgated thereunder, including, without limitation, the federal privacy regulations contained in 45 C.F.R. Parts 160 and 164 ("Federal Privacy Regulations"), the federal security standards contained in 45 C.F.R. Part 142 ("Federal Security Regulations"), and the federal standards for electronic transactions contained in 45 C.F.R. Parts 160 and 162, all collectively referred to herein as "HIPAA Requirements." The Parties agree not to use or further disclose any Protected Health Information (as Defined in 45 C.F.R. Section 164.501) or Individually Identifiable Health Information (as defined in 42 U.S.C. Section 1320d), other than as permitted by the HIPAA Requirements and the terms of this Agreement. The Parties agree to make their internal practices, books and records relating to the use and disclosure of Protected Health Information available to the Secretary of Health and Human Services to the extent required for determining compliance with the Federal Privacy Regulations. In addition, the Parties agree to comply with any state laws and regulations that govern or pertain to the confidentiality, privacy, security of, and electronic and transaction code sets pertaining to, information related to patients. USF may de-identify any and all Protected Health Information for educational purposes created or received by USF under this Agreement, provided, however, that the de-identification conforms to the requirements of the Standards for Privacy of Individually Identifiable Health Information at 45 C.F.R. Part 164, Subparts A and E. USF shall direct Students to comply with the policies and procedures of Facility, including those governing the use and disclosure of individually identifiable health information under federal law, specifically 45 C.F.R. Parts 160 and 164. Solely for the purpose of defining the Students' role in relation to the use and disclosure of Agency's protected health information, the Students are defined as members of Agency's workforce, as that term is defined by 45 C.F.R. 160.103, when engaged in activities pursuant to this Agreement. However, the Students are not and shall not be considered employees of Agency.

IN WITNESS WHEREOF, USF and Agency Name have caused this Agreement to be executed by their authorized representatives.

_____ Dean, College of Behavioral & Community Sciences, University of South Florida	Date
_____ Chair/Director, Department/School of Rehabilitation and Mental Health Counseling College of Behavioral & Community Sciences, University of South Florida	Date
_____ Coordinator, Department/School of Rehabilitation and Mental Health Counseling College of Behavioral & Community Sciences, University of South Florida	Date
_____ Agency Representative	Date

\_\_\_\_\_  
Template approved as to form and legal sufficiency by USF Office of General Counsel 8/29/18.  
No changes have been made to template \_\_\_\_\_ (initials of CBCS responsible party).

# **Field Handbook**

## **Appendix B**

### **Counseling Supervision Contract**

# Counseling Supervision Contract

The Counseling Supervision Contract serves as verification and description of the counseling supervision responsibilities among the Student, the Site Supervisor, and the Field Placement Coordinator. An RMHC faculty member, assigned to each practicum and internship student, coordinates the student's field experience. The Counseling Supervision Contract is completed by all students prior to entering practicum and internship placement.

## **I. Purpose, Goals, and Objectives:**

- a. Monitor and ensure welfare of clients seen by Student
- b. Promote development of Student's professional identity and competence
- c. Fulfill academic requirement for Student's Practicum
- d. Fulfill requirements in preparation for Student's pursuit of licensure and certification

## **II. Method of Evaluation:**

- a. All students must have ongoing supervision on an individual basis at the field placement site. The Site Supervisor must have regular contact with the practicum and internship student to provide feedback on the Student's demonstrated counseling skills and clinical documentation. The Site Supervisor must provide a minimum of one hour of individual supervision per week.
- b. The Site Supervisor completes a Field Evaluation Form at midterm and again at the last week of placement to document the Student's progress in developing clinical and professional competencies. These field evaluation forms are reviewed with the Student and then returned to the Program.
- c. Students are expected to keep a weekly Activity Log and Activity Narrative that will include a summary of hours and activities to be reviewed and signed by the Site-Supervisor.
- d. Student will evaluate the quality of their field experience using the Placement Site Evaluation Form.

## **III. Duties and Responsibilities of Student, Site Supervisor, and Faculty**

### **a. Student Trainee:**

The Student in **Practicum I** \_\_\_\_\_ **Practicum II** \_\_\_\_\_ **Internship** \_\_\_\_\_ acknowledges understanding of the following:

- Practicum requires a 14-hour per week commitment.
- Internship requires a 40-hour per week commitment.
- Field Placement requires one hour of individual clinical supervision per week.
- Practicum class requires a commitment from the agency for one-on-one counseling with clients as part of the 14 hour per week commitment. (Summer 20 hours per week)
- Practicum requires the audio taping of a minimum of 4 one-on-one sessions (with documentation of the client's permission).
- Student attends the Practicum and the Internship class component.
- Student is covered under USF's liability insurance.
- Field Placement requires Professional Behavior at all times.
- Student adheres to the Commission on Rehabilitation Counselor Certification and American Counseling Association Code of Ethics.
- Internship requires that all core courses be completed (a student is permitted to enroll in no more than one other course concurrent with the Internship course).

**b. Site Supervisor:**

- a. Examine client presenting complaints and treatment plans.
- b. Review tapes of Student's counseling sessions.
- c. Sign off on all client documentation.
- d. Challenge Student to justify approach and techniques used.
- e. Monitor Student's basic counseling skills.
- f. Present and model as appropriate.
- g. Intervene when client welfare is at risk.
- h. Accompany student to all in-home and community-based client visits for the first month of their field experience or until it is determined that they are ready to provide services independently. Agree to be available by phone during all of the interns scheduled hours.
- i. Ensure Commission on Rehabilitation Counselor Certification and American Counseling Association most current *Code of Ethics* are upheld.
- j. Maintain weekly supervision case note.
- k. Completes Field Evaluation Forms on each Student midway and at the end of each field placement.
- l. Contact USF course Instructor if Student-related problems arise.

**c. Faculty:**

- a. Examine client presenting complaints and treatment plan.
- b. Review tapes of Student's counseling sessions.
- c. Obtain Activity Logs on a weekly basis.
- d. Require Students to present case presentations to determine case conceptualization skills.
- e. Consultation with Site Supervisor related to the performance of the Student three times a semester.
- f. Intervene when client welfare is at risk.
- g. Ensure Commission on Rehabilitation Counselor Certification (CRCC; 2017) and American Counseling Association (ACA; 2014) *Code of Ethics* are upheld.

**IV. Procedural Considerations at the Site:**

- a. Student's written case notes and treatment plans and tapes will be reviewed and evaluated.
- b. Issues related to Student's professional development will be discussed.
- c. Sessions will be used to discuss issues of conflict and failure of either party to abide by directives outlined here in contract. If concerns of either party are not resolved in supervision, \_\_\_\_\_(practicum instructor of Student's practicum section) will be consulted.
- d. In event of emergency, Student is to contact Site Supervisor at the office, ( \_\_\_\_\_ ) \_\_\_\_\_ or at home, ( \_\_\_\_\_ ) \_\_\_\_\_.

**V. Site Supervisor's Scope of Competence:**

Site Supervisor will provide copy of his or her Curriculum Vitae, license and certification.



# **Field Handbook**

## **Appendix C**

### **Field Evaluation Form: SUPERVISOR**

**Note:** This form is used for both practicum and internship students to report progress at midterm and at the end of the semester. The midterm evaluation is normally completed at the seventh week and the final evaluation during the last week of classes. Field supervisors should review the evaluations with the student and mail them to the USF faculty supervisor.

**REHABILITATION & MENTAL HEALTH COUNSELING PROGRAM  
DEPARTMENT OF CHILD AND FAMILY STUDIES  
COLLEGE OF BEHAVIORAL & COMMUNITY SCIENCES  
UNIVERSITY OF SOUTH FLORIDA  
13301 Bruce B. Downs Blvd.; MHC 1632, Box 12  
Tampa, Florida 33612-3807  
(813) 974-2855**

**SUPERVISOR FORM  
Field Evaluation Form for Practicum I**

Name of Student: \_\_\_\_\_

USF Faculty Supervisor: \_\_\_\_\_

Agency and Field Supervisor: \_\_\_\_\_

Semester: \_\_\_\_\_

Circle one: Midterm Report or Final Report

**Directions:** Please rate your student in relation to your expectations of graduate student performance. Use the following scale in making your evaluation of the student: (1) Demonstrates marked deficiencies in this area; (2) Demonstrates some deficiencies in this area; (3) Performance average in this area; (4) Performance above average in this area; (5) Performance superior in this area; and N/A – Not Applicable or not rated.

**Circle Appropriate Rating:**

- |   |              |
|---|--------------|
| 1. Conducts self in an ethical manner so as to promote confidence in the profession.  | 1 2 3 4 5 NA |
| 2. Professional conduct (ex. appearance, timely record keeping, punctual, respectful of others)   | 1 2 3 4 5 NA |
| 3. Ability to relate appropriately with clients and develop a therapeutic relationship (conveys warmth, genuineness, congruency, and competency and creates a safe environment) | 1 2 3 4 5 NA |
| 4. Appropriate use of active listening skills (summarizing, restating, paraphrasing, silence, and minimal encouragers)  | 1 2 3 4 5 NA |

- |   |              |
|---|--------------|
| 5. Ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors   | 1 2 3 4 5 NA |
| 6. Ability to identify and establish realistic and meaningful therapeutic goals with the client.  | 1 2 3 4 5 NA |
| 7. Appropriately accesses community resources as needed including knowing when to refer.  | 1 2 3 4 5 NA |
| 8. Demonstrates an awareness of his/her own belief system, values, and own experiences in the therapy room and how they impact their clinical work. | 1 2 3 4 5 NA |
| 9. Demonstrates ability to establish and communicate empathy (taking the perspective of the individual without over identifying)                    | 1 2 3 4 5 NA |
| 10. Demonstrates an awareness and responsiveness to client nonverbal expressions, feelings, thoughts, and behaviors.                                | 1 2 3 4 5 NA |
| 11. Able to keep the focus of therapy on the established therapeutic goals.   | 1 2 3 4 5 NA |
| 12. Able to withhold fears and anxieties from impacting clinical decisions.   | 1 2 3 4 5 NA |
| 13. Appropriate use of confrontation (identify and address incongruences in verbal and nonverbal client messages)                                   | 1 2 3 4 5 NA |
| 14. Appropriate use and timing of open and closed questions.  | 1 2 3 4 5 NA |
| 15. Overall evaluation of student's performance.  | 1 2 3 4 5 NA |

**Additional Comments:** Please comment on the student's strengths and limitations as you see them and identify what the student needs to focus on in the immediate future. Please be sure to comment on any area where the student received a rank of one or two and provide at least one specific example that illustrates the student's limitations in that area. Use the back of the form if you need more space. Please take time in your supervision to review this evaluation with the student. Retain a copy for yourself and give a copy to the student to bring back to their USF faculty supervisor.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**REHABILITATION & MENTAL HEALTH COUNSELING PROGRAM  
DEPARTMENT OF CHILD AND FAMILY STUDIES  
COLLEGE OF BEHAVIORAL & COMMUNITY SCIENCES  
UNIVERSITY OF SOUTH FLORIDA  
13301 Bruce B. Downs Blvd.; MHC 1632, Box 12  
Tampa, Florida 33612-3807  
(813) 974-2855**

**SUPERVISOR FORM  
Field Evaluation Form for Practicum II**

**Name of Student:** \_\_\_\_\_

**USF Faculty Supervisor:** \_\_\_\_\_

**Agency and Field Supervisor:** \_\_\_\_\_

**Semester:** \_\_\_\_\_

**Circle one:** Midterm Report or Final Report

**Directions:** Please rate your student in relation to your expectations of graduate student performance. Use the following scale in making your evaluation of the student: (1) Demonstrates marked deficiencies in this area; (2) Demonstrates some deficiencies in this area; (3) Performance average in this area; (4) Performance above average in this area; (5) Performance superior in this area; and N/A – Not Applicable or not rated.

**Circle Appropriate Rating:**

- |   |                     |
|---|---------------------|
| 1. Conducts self in an ethical manner so as to promote confidence in the profession.  | <b>1 2 3 4 5 NA</b> |
| 2. Professional conduct (ex. appearance, timely record keeping, punctual, respectful of others)   | <b>1 2 3 4 5 NA</b> |
| 3. Ability to relate appropriately with clients and develop a therapeutic relationship (conveys warmth, genuineness, congruency, and competency and creates a safe environment) | <b>1 2 3 4 5 NA</b> |
| 4. Appropriate use of active listening and basic counseling skills (summarizing, restating, paraphrasing, silence, confrontation, questions, empathy, and minimal encouragers)  | <b>1 2 3 4 5 NA</b> |
| 5. Demonstrates awareness of self, client and what is occurring between client and self during a session.   | <b>1 2 3 4 5 NA</b> |

- |   |              |
|---|--------------|
| 6. Demonstrates appropriate flexibility in session when needed  | 1 2 3 4 5 NA |
| 7. Ability to conduct a thorough assessment and synthesize data to formulate the presenting problem.  | 1 2 3 4 5 NA |
| 8. Ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors   | 1 2 3 4 5 NA |
| 9. Ability to identify and establish realistic and meaningful therapeutic goals with the client.  | 1 2 3 4 5 NA |
| 10. Appropriately identifies and accesses community resources as needed including knowing when to refer.  | 1 2 3 4 5 NA |
| 11. Demonstrates ability to use theory to guide the development of effective treatment plans.   | 1 2 3 4 5 NA |
| 12. Demonstrates the ability to develop and deliver a range of interventions which are consistent with their conceptualization and treatment goals. | 1 2 3 4 5 NA |
| 13. Appropriate homework assignments are given and follow up occurs at the next session.  | 1 2 3 4 5 NA |
| 14. Able to keep the focus of therapy on the established therapeutic goals.   | 1 2 3 4 5 NA |
| 15. Overall evaluation of student's performance.  | 1 2 3 4 5 NA |

**Additional Comments:** Please comment on the student's strengths and limitations as you see them and identify what the student needs to focus on in the immediate future. Please be sure to comment on any area where the student received a rank of one or two and provide at least one specific example that illustrates the student's limitations in that area. Use the back of the form if you need more space. Please take time in your supervision to review this evaluation with the student. Retain a copy for yourself and give a copy to the student to bring back to their USF faculty supervisor.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**REHABILITATION & MENTAL HEALTH COUNSELING PROGRAM  
DEPARTMENT OF CHILD AND FAMILY STUDIES  
COLLEGE OF BEHAVIORAL & COMMUNITY SCIENCES  
UNIVERSITY OF SOUTH FLORIDA  
13301 Bruce B. Downs Blvd.; MHC 1632, Box 12  
Tampa, Florida 33612-3807  
(813) 974-2855**

**SUPERVISOR FORM  
Field Evaluation Form for Internship**

**Name of Student:** \_\_\_\_\_

**USF Faculty Supervisor:** \_\_\_\_\_

**Agency and Field Supervisor:** \_\_\_\_\_

**Semester:** \_\_\_\_\_

**Circle one:** Midterm Report or Final Report

**Directions:** Please rate your student in relation to your expectations of graduate student performance. Use the following scale in making your evaluation of the student: (1) Demonstrates marked deficiencies in this area; (2) Demonstrates some deficiencies in this area; (3) Performance average in this area; (4) Performance above average in this area; (5) Performance superior in this area; and N/A – Not Applicable or not rated.

**Circle Appropriate Rating:**

- |   |                     |
|---|---------------------|
| 1. Conducts self in an ethical manner so as to promote confidence in the profession.  | <b>1 2 3 4 5 NA</b> |
| 2. Professional conduct (ex. appearance, timely record keeping, punctual, respectful of others)   | <b>1 2 3 4 5 NA</b> |
| 3. Ability to relate appropriately with clients and develop a therapeutic relationship (conveys warmth, genuineness, congruency, and competency and creates a safe environment) | <b>1 2 3 4 5 NA</b> |
| 4. Appropriate use of active listening and basic counseling skills (summarizing, restating, paraphrasing, silence, confrontation, questions, empathy, and minimal encouragers)  | <b>1 2 3 4 5 NA</b> |
| 5. Demonstrates awareness of self, client and what is occurring between client and self during a session.   | <b>1 2 3 4 5 NA</b> |

- |   |              |
|---|--------------|
| 6. Demonstrates appropriate flexibility in session when needed  | 1 2 3 4 5 NA |
| 7. Ability to conduct a thorough assessment and synthesize data to formulate the presenting problem.  | 1 2 3 4 5 NA |
| 8. Ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors   | 1 2 3 4 5 NA |
| 9. Ability to identify and establish realistic and meaningful therapeutic goals with the client.  | 1 2 3 4 5 NA |
| 10. Appropriately identifies and accesses community resources as needed including knowing when to refer.  | 1 2 3 4 5 NA |
| 11. Demonstrates ability to use theory to guide the development of effective treatment plans.   | 1 2 3 4 5 NA |
| 12. Demonstrates the ability to develop and deliver a range of interventions which are consistent with their conceptualization and treatment goals. | 1 2 3 4 5 NA |
| 13. Appropriate homework assignments are given and follow up occurs at the next session.  | 1 2 3 4 5 NA |
| 14. Able to keep the focus of therapy on the established therapeutic goals.   | 1 2 3 4 5 NA |
| 15. Overall evaluation of student's performance.  | 1 2 3 4 5 NA |

**Additional Comments:** Please comment on the student's strengths and limitations as you see them and identify what the student needs to focus on in the immediate future. Please be sure to comment on any area where the student received a rank of one or two and provide at least one specific example that illustrates the student's limitations in that area. Use the back of the form if you need more space. Please take time in your supervision to review this evaluation with the student. Retain a copy for yourself and give a copy to the student to bring back to their USF faculty supervisor.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_

# **Field Handbook**

## **Appendix D**

### **Student Weekly Activity Log**



# **Field Handbook**

## **Appendix E**

### **Field Evaluation Form: STUDENT** (student self-evaluation form)

**REHABILITATION & MENTAL HEALTH COUNSELING PROGRAM  
DEPARTMENT OF CHILD AND FAMILY STUDIES  
COLLEGE OF BEHAVIORAL & COMMUNITY SCIENCES  
UNIVERSITY OF SOUTH FLORIDA  
13301 Bruce B. Downs Blvd.; MHC 1632, Box 12  
Tampa, Florida 33612-3807  
(813) 974-2855**

**STUDENT FORM  
Field Evaluation Form for Practicum I and II**

**Name of Student:** \_\_\_\_\_

**USF Faculty Supervisor:** \_\_\_\_\_

**Agency and Field Supervisor:** \_\_\_\_\_

**Semester:** \_\_\_\_\_

**Circle one:** Midterm Report or Final Report

**Directions:** Please rate yourself in relation to your expectations of graduate student performance. Use the following scale in making your evaluation of the student: (1) Demonstrates marked deficiencies in this area; (2) Demonstrates some deficiencies in this area; (3) Performance average in this area; (4) Performance above average in this area; (5) Performance superior in this area; and N/A – Not Applicable or not rated.

**Circle Appropriate Rating:**

- |  |              |
|--|--------------|
| 1. Conducts self in an ethical manner so as to promote confidence in the profession.   | 1 2 3 4 5 NA |
| 2. Professional conduct (ex. appearance, timely record keeping, punctual, respectful of others).   | 1 2 3 4 5 NA |
| 3. Ability to relate appropriately with clients and develop a therapeutic relationship (conveys warmth, genuineness, congruency, and competency and creates a safe environment).       | 1 2 3 4 5 NA |
| 4. Appropriate use of active listening skills and basic counseling skills (summarizing, restating, paraphrasing, silence, confrontation, questions, empathy, and minimal encouragers). | 1 2 3 4 5 NA |
| 5. Demonstrates awareness of self, client and what is occurring between client and self during a session.  | 1 2 3 4 5 NA |

- |   |              |
|---|--------------|
| 6. Demonstrates appropriate flexibility in session when needed.   | 1 2 3 4 5 NA |
| 7. Ability to conduct a thorough assessment and synthesize data to formulate the presenting problem.  | 1 2 3 4 5 NA |
| 8. Ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.  | 1 2 3 4 5 NA |
| 9. Ability to identify and establish realistic and meaningful therapeutic goals with the client.  | 1 2 3 4 5 NA |
| 10. Appropriately identifies and accesses community resources as needed including knowing when to refer.  | 1 2 3 4 5 NA |
| 11. Demonstrates ability to use theory to guide the development of effective treatment plans.   | 1 2 3 4 5 NA |
| 12. Demonstrates the ability to develop and deliver a range of interventions which are consistent with their conceptualization and treatment goals. | 1 2 3 4 5 NA |
| 13. Appropriate homework assignments are given and follow up occurs at the next session.  | 1 2 3 4 5 NA |
| 14. Able to keep the focus of therapy on the established therapeutic goals.   | 1 2 3 4 5 NA |
| 15. Overall evaluation of student's performance.  | 1 2 3 4 5 NA |

**Additional Comments:**

Please provide a brief discussion of the areas for continued improvement.

Please provide a brief discussion of your growth during the field experience.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**REHABILITATION & MENTAL HEALTH COUNSELING PROGRAM  
DEPARTMENT OF CHILD AND FAMILY STUDIES  
COLLEGE OF BEHAVIORAL & COMMUNITY SCIENCES  
UNIVERSITY OF SOUTH FLORIDA  
13301 Bruce B. Downs Blvd.; MHC 1632, Box 12  
Tampa, Florida 33612-3807  
(813) 974-2855**

**STUDENT FORM  
Field Evaluation Form for Internship**

**Name of Student:** \_\_\_\_\_

**USF Faculty Supervisor:** \_\_\_\_\_

**Agency and Field Supervisor:** \_\_\_\_\_

**Semester:** \_\_\_\_\_

**Circle one:** Midterm Report or Final Report

**Directions:** Please rate yourself in relation to your expectations of graduate student performance. Use the following scale in making your evaluation of the student: (1) Demonstrates marked deficiencies in this area; (2) Demonstrates some deficiencies in this area; (3) Performance average in this area; (4) Performance above average in this area; (5) Performance superior in this area; and N/A – Not Applicable or not rated.

**Circle Appropriate Rating:**

- |  |              |
|--|--------------|
| 1. Conducts self in an ethical manner so as to promote<br><br>confidence in the profession.  | 1 2 3 4 5 NA |
| 2. Professional conduct (ex. appearance, timely record keeping,<br>punctual, respectful of others).  | 1 2 3 4 5 NA |
| 3. Ability to relate appropriately with clients and develop a therapeutic<br>relationship (conveys warmth, genuineness, congruency, and<br>competency and creates a safe environment).       | 1 2 3 4 5 NA |
| 4. Appropriate use of active listening skills and basic counseling<br>skills (summarizing, restating, paraphrasing, silence,<br>confrontation, questions, empathy, and minimal encouragers). | 1 2 3 4 5 NA |
| 5. Demonstrates awareness of self, client and what is occurring<br>between client and self during a session.   | 1 2 3 4 5 NA |

- |   |              |
|---|--------------|
| 6. Demonstrates appropriate flexibility in session when needed.   | 1 2 3 4 5 NA |
| 7. Ability to conduct a thorough assessment and synthesize data to formulate the presenting problem.  | 1 2 3 4 5 NA |
| 8. Ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.  | 1 2 3 4 5 NA |
| 9. Ability to identify and establish realistic and meaningful therapeutic goals with the client.  | 1 2 3 4 5 NA |
| 10. Appropriately identifies and accesses community resources as needed including knowing when to refer.  | 1 2 3 4 5 NA |
| 11. Demonstrates ability to use theory to guide the development of effective treatment plans.   | 1 2 3 4 5 NA |
| 12. Demonstrates the ability to develop and deliver a range of interventions which are consistent with their conceptualization and treatment goals. | 1 2 3 4 5 NA |
| 13. Appropriate homework assignments are given and follow up occurs at the next session.  | 1 2 3 4 5 NA |
| 14. Able to keep the focus of therapy on the established therapeutic goals.   | 1 2 3 4 5 NA |
| 15. Overall evaluation of student's performance.  | 1 2 3 4 5 NA |

**Additional Comments:**

Please provide a brief discussion of the areas for continued improvement.

Please provide a brief discussion of your growth during the field experience.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# **Field Handbook**

## **Appendix F**

### **Field Placement Site Evaluation Form**

**REHABILITATION & MENTAL HEALTH COUNSELING PROGRAM  
DEPARTMENT OF CHILD AND FAMILY STUDIES  
COLLEGE OF BEHAVIORAL & COMMUNITY SCIENCES  
University of South Florida  
13301 Bruce B. Downs Blvd., MHC 1632, Box 12  
Tampa, Florida 33612-3807  
(813) 974-2855  
(813) 974-8080 - fax**

**FIELD PLACEMENT SITE EVALUATION FORM  
Practicum and Internship**

Please take a few moments to evaluate the quality of the field experience you recently had at your practicum or internship placement. Agencies and supervisors may change from semester to semester, and this evaluation helps us have current information on the field experiences students are receiving.

**Directions:** Use the following scale in making your evaluation of the placement site: (1) Marked deficiencies in this area; (2) Some deficiencies in this area; (3) Average in this area; (4) Above average in this area; (5) Superior in this area; and N/A - Not Applicable or not rated.

Site name

1. The placement site provided weekly individual clinical supervision	<input style="width: 95%; height: 25px;" type="text"/>
2. The placement site was able to accommodate your agency hour requirement for the semester (Practicum 1 and 2 - hours) (Internship - 600 hours)	<input style="width: 95%; height: 25px;" type="text" value="N/A Not Applicable or not rated."/>
3. The placement site was able to accommodate your face-to-face client contact hours for the semester (Practicum 1 and 2 - 40 hours) (Internship - 240 hours)	<input style="width: 95%; height: 25px;" type="text"/>
4. For student's in practicum 1 and 2, the placement site provided opportunities to audio record client sessions	<input style="width: 95%; height: 25px;" type="text"/>

5. Placement site staff conducted themselves in an ethical manner so as to promote confidence in the profession	<input type="text"/>
6. Overall evaluation of the placement site's performance this semester	<input type="text"/>
Average	

What were the strongest components of this field placement experience? Would you recommend it to other students?

What were the weaker components of this field placement experience? How would you have liked it to be different?

Student Signature:

Course Instructor Signature:

# **Field Handbook**

## **Appendix G**

### **Student Readiness for Field Placement**

Rehabilitation & Mental Health Counseling program  
Clinical Staff Meeting

**Student Readiness for Field Placement**

**Date:** \_\_\_\_\_

**Student:** \_\_\_\_\_

1. Strongly Disagree   2. Disagree   3. Somewhat agree   4. Agree   5. Completely Agree

- \_\_\_\_\_ Student demonstrates maturity and professionalism.
- \_\_\_\_\_ Student appears willing and open to feedback.
- \_\_\_\_\_ Student is proactive in asking for help when needed.
- \_\_\_\_\_ Student demonstrates good listening skills.
- \_\_\_\_\_ Student demonstrates the ability to work with others.
- \_\_\_\_\_ Student demonstrates the capacity for self-awareness and insight.
- \_\_\_\_\_ Student demonstrates the capacity for reliability and self-direction.

1. Poor      2. Fair      3. Average      4. Above Average

- \_\_\_\_\_ Overall student progress
- \_\_\_\_\_ Grades / progress in coursework
- \_\_\_\_\_ Dispositional fit to engage in field experience

**Student must have an average of 3 in the above areas to proceed to field placement.**

- \_\_\_\_\_ Proceed with field placement
- \_\_\_\_\_ Needs further review

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Field Handbook

## Appendix H

### CRCC Code of Ethics

*Adopted in September 2016 by the  
Commission on Rehabilitation Counselor Certification  
for its Certified Rehabilitation Counselors.  
This Code is effective as of January 1, 2017.*

**Developed and Administered by the  
Commission on Rehabilitation Counselor Certification  
(CRCC®)  
1699 E. Woodfield Road, Suite 300  
Schaumburg, IL 60173  
(847) 944-1325  
<http://www.crc certification.com>**

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# **Field Handbook**

## **Appendix I**

### **American Counseling Association Code of Ethics**

2014 ACA Code of Ethics as approved by the ACA Governing Council  
American Counseling Association

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

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