Practicum and Internship Manual

COUN 5187 and COUN 5188

Master of Science Program in Rehabilitation Counseling

The mission of the Rehabilitation Counselor Education Program is to recruit and train individuals from a remarkably diverse urban center to become rehabilitation counselors who work in a variety of employment settings. The Program serves the community by preparing counselors and administrators to become leaders and work in partnership with individuals who have disabilities to maximize their personal and professional potential.

Updated 8/9/2017

Mailing address: Rehabilitation Counselor Education Program
California State University, Los Angeles
5151 State University Drive
King Hall, C-1064
Los Angeles, CA 90032

Telephone: (323) 343-4400

This document is provided for students in fieldwork, supervisors of fieldwork, and other relevant publics requesting information on the fieldwork experience.

PRACTICUM AND INTERNSHIP MANUAL

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IMPORTANT HIGHLIGHTS/REMINDERS

- Make sure you have arranged for your placement site with a program faculty member well in advance of the deadline for the **Fieldwork Application**.
- File your **Fieldwork Application online** by the end of the 10th week of the semester prior to the semester of interest.
- Within the first week of your practicum or internship, be sure to meet with your agency supervisor to review the **Fieldwork Manual,** the **Supervisor Evaluation Form,** all to inform completion of your **Fieldwork Goals and Objectives Form.**

The Rehabilitation Counselor Education Program (RCEP)

The Rehabilitation Counselor Education Program is a graduate-level counselor education program within the Division of Special Education and Counseling in the Charter College of Education. The Council for Accreditation of Counseling & Related Educational Programs (CACREP) accredits the program. The curriculum comprises a total of 48 semester units, of which 37 units represent academic coursework and 11 units represent supervised practice (internship). Curriculum content includes counseling theory and practice; personality theory and development; vocational development and career counseling; psychosocial aspects of disability; sociocultural factors in counseling; tests and measurement; case management, job development and work evaluation; and research methods.

The Rehabilitation Counselor Education Program's (RCEP) Mission and Objectives

Mission: The mission of the Rehabilitation Counselor Education Program is to recruit and train individuals from a remarkably diverse urban center to become rehabilitation counselors who work in a variety of employment settings. The Program serves the community by preparing counselors and administrators to become leaders and work in partnership with individuals who have disabilities to maximize their personal and professional potential.

Objectives:

- Students will develop effective counseling techniques, interviewing skills, and sensitivity in working with clients.
- Students will be able to recognize functional limitations and capabilities, as well as assist clients in minimizing disability and maximizing potential.
- Students will be able to apply the concepts of occupationally significant characteristics and transferability of skills as related to employment settings.
- Students will recognize the richness and uniqueness of culturally diverse populations, providing equitable services to all individuals.
- Students will learn how to advocate for people who have disabilities so that these individuals receive maximum benefit with full participation and equitable treatment in the workforce and in society.
- Students will learn how to collaborate with other professionals within the community.
- Students will obtain practical experiences working with people with disabilities in community, public, and private sector agencies within an urban environment.

Fieldwork Experience

Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship (3A)

Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients (3B)

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 (3C).

Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group 3E).

Students shall have supervised rehabilitation counseling practicum (COUN 5187) and internship (COUN 5188) experiences that include:

A. Practicum requires a minimum of 100 hours of clinical experience (a prerequisite to internship), with at least 40 hours of direct service to persons with disabilities (3G).
B. Internship requires a minimum of 600 hours of field work experience in rehabilitation settings, with at least 240 hours of direct service to individuals with disabilities (3K).

For practicum, 3 units per semester represent approximately 10 hours per week in the agency, in addition to 90 minutes of weekly supervision in COUN 5187. Students complete 100 hours of practicum while enrolled in COUN 5187 (3F). However, if students are interested in achieving counselor licensure in other States, they are encouraged to accrue 200 hours through 20 hours of weekly experience, as some state licenses require 200 hours of practicum experience.

For internship, 4 units per semester represent 20 hours per week in the agency, in addition to on-campus activities described below for COUN 5188. Students complete 300 hours of internship each semester, over two semesters to meet the 600-hour CORE requirement (3J).

Agency Supervision

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 (3H).

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 (3L).

The first practicum and internship supervision meeting will include a review and discussion of client confidentiality based upon the CRCC code of ethics. Internship experience includes the review of literature on professional and ethical issues in rehabilitation counseling.

Student Responsibilities

To begin a fieldwork placement for practicum or internship, a student must file an application **by the end of the 15th week** of the semester before the semester in which placement is to begin. Applications for internship are completed on-line. You can find the link on Moodle under Counseling Information & Resources, Rehabilitation Counseling, and Internship Application. The completed form must be downloaded, approved and signed by your assigned program faculty advisor, and submitted through the online application for processing.

Before submitting the name of an agency on the fieldwork application, a student should discuss and provide the Internship Manual to at least one professional staff person at the agency, preferably the

potential agency supervisor, and discuss the site with your assigned program faculty advisor. This discussion allows the student, agency, and assigned faculty member to evaluate the likelihood of a mutually beneficial association.

Before beginning a fieldwork placement, a student is responsible for arranging with the agency supervisor such details as the work schedule and any processing requirements. Processing requirements may include forms to complete, visits to a personnel office, or a medical examination, to name a few possibilities. Not all agencies have such requirements. One should quickly learn the agency's expectations regarding such matters as appropriate dress, employee-supervisor relations, and administrative procedures.

Once practicum or internship has begun a student functions as an employee in the agency. Even if not compensated financially, the student provides, under supervision, services to the agency and its clients, and in return receives services from the agency in the form of supervision and training.

Procedures:

1. To enroll in Practicum, students register for COUN 5187. To enroll in Internship, students register for the appropriate number of units of COUN 5188 (typically 4 units each semester, for a total of 8 units). For each unit of credit, a student works in the agency for 5 hours per week (e.g., 4 units is associated with 20 hours of work per week).

2. At the initial class meeting students work with the faculty supervisor to make sure that he or she has the most current and correct record of (a) the agency supervisor's name, telephone number, and email address, (b) the site location, and (c) telephone numbers and times when faculty supervisor can be reached. The agency supervisor is the person directly supervising a student's work.

3. Inform the agency supervisor of the faculty supervisor's name and telephone number. Provide the agency supervisor with a copy of the Practicum and Internship Manual The manual is available on the Cal State LA, Rehabilitation Counseling webpage. Review the manual with him or her, pointing out the program's mission and objectives, agency supervisor's responsibilities, **Fieldwork Goals and Objectives Form** (completed by the second week of practicum or internship), **Supervisor Evaluation Form** and **Student Self-Evaluation of Internship Experience and Site Form** (both to be completed online at the conclusion of the semester). Forms generated related to your practicum and internship will become part of your Professional Portfolio first constructed in COUN 5005.

4. The **Fieldwork Goals and Objectives Form** serves to guide and structure the learning experience. Regularly scheduled supervisory sessions are conducted each week. You are encouraged to seek supervision outside these meetings as necessary, including e-mail and phone contact with program faculty. Participate as much as practical in the agency's normal professional activities.

5. Use the **Practicum/Internship Log Sheet** to log daily activities. Document specific activities, and the approximate length of time given to each. It should show what clients were served and in what ways (e.g., vocational exploration with T.J.). The hours accumulated for that week, in person contact hours, and the cumulative hours for the semester should be indicated.

6. Participate in weekly scheduled on-campus program faculty supervision meetings. Submit your **Practicum/Internship Log Sheet** of activities to your faculty supervisor.

7. Promptly inform the faculty supervisor of any difficulties which student and agency supervisor cannot resolve satisfactorily without assistance.

8. Instructional experiences in **practicum** will include the use of audio/video media and individual and group interaction dealing with rehabilitation counseling concerns and clinical experiences, which will facilitate the development of basic rehabilitation counseling skills. Students will conduct interviews that will be reviewed by a supervisor.

9. **Internship** experience will include the following:
   a. Orientation to program components, policies and procedures, introduction to staff and their role and function, identification of the expectations for interns, confidentiality and due process procedures, risk assessment, and the code of profession ethics for rehabilitation counselors.
   b. Observation of all aspects of the delivery of rehabilitation counseling services, as practiced by the agency or organization, including diverse populations.
   c. Work assignments, performing the tasks required of an employed rehabilitation counselor at the agency or organization.
   d. Recording, including all academic reports, as well as logs, weekly progress reviews, and summaries of activities (**Practicum/Internship Log Sheet**).

10. **Progress Review Schedule**. In the 13th week of the semester, remind the agency supervisor to begin completing the **Supervisor Evaluation Form**. Supervisors complete the form online, through a link available on Moodle, which students share with the supervisor. As the supervisor nears completion of the form, they will be asked to enter their email address in a text box. After the form has been submitted, a PDF version of the form will be sent to the email address entered. In the 14th week of each semester, review the feedback on this form with the agency supervisor, and provide the student with an electronic copy of the form. In the 15th week of the semester, turn in your completed and signed **Supervisor Evaluation Form** and **Student Self Evaluation Form** in PDF form to your faculty supervisor. These will be returned to the student after grades are submitted, to become part of the student's portfolio.

11. Students will also complete the **Student Self-Evaluation of Practicum/Internship Experience,** which will not be shared with the agency, but may also become a part of the student's portfolio. This form is also completed online. When the student nears completion of the online form, they will be asked to enter their email address in a text box. When the form has been submitted, a PDF of the responses will be sent to the student, and the student will share this form with their supervisor.

Agency Supervisor Responsibilities

The expectation of internship supervision should be communicated in writing to the onsite supervisor; this document serves this purpose, and is given to the site supervisor by the practicum or internship student (D.2.5).

Other training responsibilities of the agency supervisor include the following:

1. There will be direct and periodic communication throughout the semester between the agency site supervisor and the program faculty member (3L)
2. Supervisors will respect the students' need for support and encouragement by modeling and pointing out activities well performed, as well as constructive criticism.
3. Induct the trainee as quickly as practicable into the agency's normal counseling functions. Though orientation to the agency and its procedures may require the first week, it is only in very rare instances that client contact should be deferred beyond the end of the second week. If such delay is deemed necessary, the decision should be undertaken in consultation with the faculty supervisor.
4. Expose the trainee to a broad range of client contacts. Before the trainee's assignment is ended, these contacts should include (D.2):
   (a) Experiences that increase their awareness and understanding of the differences in values, beliefs, and behaviors of individuals from diverse populations
   (b) Promote cultural competence
   (c) Foster personal growth
   (d) Introduce trainees to counseling approaches and rehabilitation issues that affect service delivery.
   (e) The full range of rehabilitation services provided by the agency.
5. Arrange for supervisory meetings at regularly scheduled times, so that the trainee does not have to solicit supervision. However, it is never necessary, and usually undesirable, to limit supervision to such regularly scheduled times. There needs to be at least one hour of scheduled in-person supervision each week.
6. Begin to complete the **Supervisor Evaluation Form** (sample given at the end of this manual, though actual form is to be completed online) toward the conclusion of the semester, as an evaluation of the student's work. Review it with the student during the 14th week of the semester, and provide the student with an electronic copy. The student will then turn it into his or her faculty supervisor.
7. When difficulties arise, agency supervisors should seek consultation with faculty members early enough that such problems do not impair the relationship between the student and the agency.

Supervisor qualifications

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 3N)..

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 (3O).

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

Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors (3Q)..

Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning (3R)..

Faculty Supervisor Responsibilities

In general, the faculty supervisor represents CSULA with respect to each student's fieldwork activities, and shares the training of the student with the agency supervisor.

When an individual/triadic supervision is provided by the counselor education program faculty or a student under supervision, practicum and internship courses should not exceed a 1:6 faculty:student ration. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignments (3S).

When individual/triadic supervision is provided solely by a site supervisor, and the counselor education program faculty or student under supervision only provides group supervision, practicum and internship courses should not exceed a 1:12 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment (3T)..

Group supervision of practicum and internship students should not exceed a 1:12 faculty:student ratio (3U).

When counselor education program faculty provide supervision of students providing supervision, a 1:6 faculty:student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member's teaching load assignment (3V).

Rehabilitation counseling supervision processes are outlined in their respective syllabi (COUN 5187 and COUN 5188). In summary, activities include:

1. Faculty will be in regular contact with site supervisors necessary to facilitate clinical training.

2. Faculty conduct onsite field visits on a rotation basis so that each site receives at least one visit each academic year. During these visits agencies supervisors provide the program with valuable feedback and are often a resource for recruiting new students.

3. Faculty members will respond to any problems brought to their attention by the student or agency supervisor.

4. Program faculty members are responsible for coordinating the student evaluation process, informing the student if his or her progress is not satisfactory, and developing a plan of action to correct deficiencies.

5. Program faculty will hold a 1-1/2 hour group session weekly with a maximum of ten students.

Students receive a grade of "CR" (Credit) if the student has (a) participated as required in the weekly scheduled on-campus meetings, (b) satisfactorily met all the semester's commitments in the agency, including the required number of hours. If some of these requirements are not met, the grade is "IN" (Incomplete). A grade of "NC" (No Credit) represents a recommendation that the semester's activities not be counted toward meeting degree requirements. For example, a "NC" grade is given if (a) circumstances (e.g., illness) have interrupted the student's work so early in the placement, and for so long a time period, that an entirely new placement must be undertaken when the student is again ready to resume field work, or (b) the student's performance is so unsatisfactory as to deserve a failing grade. "NC" grades do not affect a student's grade point average.

Fieldwork Placements

The student's academic advisor maintains files concerning present and prospective fieldwork sites. Being knowledgeable about a wide range of sites, he or she discusses with students the possibilities for placements meeting students' needs and goals. Responsibility for determining the suitability of any given fieldwork site, whether for an individual student or the RCEP in general, rests with the student's academic advisor. These decisions are usually made in consultation with others, such as fellow faculty members, students, and agency supervisors.

Evaluation of Student Performance

We regard the evaluation of student performance as (a) the joint responsibility of the student, agency supervisor, and faculty supervisor, and (b) an ongoing process throughout the term of the student's placement within the agency. The process begins as the student, agency supervisor, and supervising faculty member collaborate in the completion of the **Student Goals and Objectives Form.** We suggest that student and agency supervisor consider the issues on the **Supervisor Evaluation Form** when forming their plans for the fieldwork placement. Responsibilities for the evaluation process are outlined above in their respective sections.

Master of Science in Rehabilitation Counseling

COUN 5187

PRACTICUM APPLICATION

for **Spring** _____

Student Name: _____ CIN: _____

Address: _____
(Street) (City) (Zip)

Phone Number: _____ Alternative Phone Number: _____

Email Address _____

Eligibility	
Have you received a grade of "CR" in COUN 5005?	☐ **Yes** ☐ **No**

Expected Placement Information
Name of Agency:
Street Address:
City and Zip Code:
Name of Supervisor:
Supervisor Phone #:
Supervisor Email Address:
Is the agency supervisor a CRC? ☐ **Yes** ☐ **No (If not, the faculty supervisor must be a CRC).**
Do you have liability insurance? ☐ **Yes** ☐ **No (If not, you may purchase it from the CSULA Cashier's Office).**

Advisor Signature Date	**Student Signature Date**

Please complete the online application for practicum, and submit this form along with your proof of liability insurance in the specified area of the online application by the 10th week of the semester prior to the semester in which you plan to take COUN 5187.

Master of Science in Rehabilitation Counseling

COUN 5188

Fieldwork Application

Fieldwork Application for	
Fall ☐ Spring ☐	Year:
Number of units:	

Student Information			
Student Name:		CIN #	
Email Address:			
Phone #:		Alternative Phone #:	
Home Address:			
City:		Zip Code:	
Have you completed COUN 400A or COUN 400B? ☐ Yes ☐ No		If yes, When?	Grade?
Have you completed COUN 505? ☐ Yes ☐ No		If yes, When?	Grade?

Expected Placement Information	
Name of Agency:	
Street Address:	
City and Zip Code:	
Name of Supervisor:	
Supervisor Phone #:	
Supervisor Email Address:	
Is the agency supervisor a CRC? ☐ Yes ☐ No (If not, the faculty supervisor must be a CRC).	
Do you have liability insurance? ☐ Yes ☐ No (If not, you may purchase it from the CSULA Cashier's Office).	

Advisor Signature	**Date**	**Student Signature**	**Date**

Please complete the online application for internship, and submit this form along with your proof of liability insurance in the specified area of the online application by the 10th week of the semester prior to the semester in which you plan to take COUN 5187.

Name: John Doe
Week*:* 1
Total hours this week*:* 8 hours
Total direct contact hours: 4.5 hrs ***Total indirect hours****:* 3.5 hrs ***Cumulative hours as of this sheet****:* 8 hrs

Date ***Contact Time*** ***Direct / Indirect***	***Activity Description***	***Reflection on Counseling Activity*** ***(Brief Summary)***	***Plan for Activity***
10/9/2014 10am to 10:30am Indirect	Prioritizing work for day Review caseload with supervisor	Indirect contact does not require reflection Rate the effectiveness of your intervention: Highest: 5 4 3 2 1 Lowest	Indirect contact does not require plan
10/9/2014 10:30am to 11:30am Direct	Meet with Consumer A 1 on 1 counseling Or Group counseling Or…	1. Reviewed previous week's session 2. Confer Goal 1 with consumer. Reviewed purpose of goal due to misunderstanding 3. Discussed de-escalation of anger about co-worker and appropriate work socialization (if you are doing it on the computer, leave the number that you want to circle) Rate the effectiveness of your intervention: 4	1. Review went fine 2. Use simpler words to help consumer understand goals 3. Working on consumer's willingness to disclose root of conflict
10/9/2014 11:30am to 11:45am Indirect	Consulted with consumer A's counselor about…	Indirect contact does not require reflection Rate the effectiveness of your intervention: Highest: 5 4 3 2 1 Lowest	Indirect contact does not require plan

Sample

DIRECT VS. INDIRECT CONTACT HOURS

The following is a list of activities that constitute direct vs. indirect hours. It is not an all encompassing list, but is meant to be a guideline. If you have specific questions about what entails direct vs. indirect hours at your practicum site, please contact your Faculty Supervisor. Remember, the identified client is the recipient or target of agency services, i.e. the individual or group of individuals that the agency is delivering services to.

DIRECT HOURS

- Individual (face-to-face) services with client (assessment, crisis services, brokering, personal advocacy, counseling, therapy, including family therapy)
- Group contact (educational or therapy type)
- Phone calls to client
- Phone calls to family members regarding client
- Phone calls to other professionals regarding client, excluding phone calls to the Judicial and School systems, and Child Protective Services, and Supervisor
- Interacting and attending activities with client; (court, visitations, meetings with other professionals, case management activities with client-including discharge planning)

INDIRECT HOURS

- Learning about agency, reading policy and procedures manual
- Administrative supervision (non-clinical)
- Work on task groups, committees, or agency board work
- Developing, planning, and implementing agency programs, groups, or public service functions
- Trainings and conferences
- Supervisory sessions
- Agency administrative work, including budgeting and agency policy issues
- Organizing for social and political action
- Observing or shadowing clinical work with a client - not participating or contributing to the process
- Research and evaluation
- Assessing community needs and problems
- Observing court with no client interaction
- Writing client or case progress notes
- Writing clinical reports, assessments, treatment plans
- Developing a resource list for clients or the agency in general - not for a specific client
- Client staffings, where clients cases are reviewed

Name:
Week:
Total hours this week:
Total direct contact hours: ***Total indirect hours:*** ***Cumulative hours as of this sheet:***

Date ***Contact Time*** ***Direct / Indirect***	***Activity Description***	***Reflection on Counseling Activity*** ***(Brief Summary)***	***Plan for Activity***
		Rate the effectiveness of your intervention: Highest: 5 4 3 2 1 Lowest	
		Rate the effectiveness of your intervention: Highest: 5 4 3 2 1 Lowest	
		Rate the effectiveness of your intervention: Highest: 5 4 3 2 1 Lowest	
		Rate the effectiveness of your intervention: Highest: 5 4 3 2 1 Lowest	
		Rate the effectiveness of your intervention: Highest: 5 4 3 2 1 Lowest	

Practicum and Internship Goals and Objectives Form

Student: _____ Agency: _____

Agency Supervisor: _____ Phone: _____

Semester and Year: _____

Please file this form in your professional portfolio after obtaining necessary signatures.

Students should generate at least three major goals for their experience. Each goal should be measureable through specific objectives under each goal. For example:

Goal 1: To orient myself to the agency policies and procedures.
Objective A: Read the policy and procedures manual.
Objective B: Attend agency orientation session.
Objective C: View agency video.

GOAL 1: _____

Objective A: _____

Objective B: _____

Objective C: _____

GOAL 2: _____

Objective A: _____

Objective B: _____

Objective C: _____

GOAL 3: _____

Objective A: _____

Objective B: _____

Objective C: _____

Signatures

Student: _____ Date:_____

Faculty Member:_____ Date:_____

Agency Supervisor:_____ Date:_____

SUPERVISOR EVALUATION FORM

Student Name: _____

Agency_____

Name of Site Supervisor_____

Position of Site Supervisor_____

CSULA Faculty Supervisor_____

Period Covered by this Rating_____ No. of Hrs. Completed_____

Evaluator: Please evaluate the fieldwork student from the frame of reference of a student trainee rather than an experienced staff member.

DEFINITION OF RATING TERMS

5:EXCELLENT: Consistently meets more than minimum requirements in excellent manner, performing at a level much above that normally expected of a fieldwork student.

4:GOOD: Consistently meets requirements in a satisfactory manner performing at a level more often above that expected of a fieldwork student.

3:AVERAGE: Meets the minimum requirements in an adequate manner, performing nearly always at a level expected of a fieldwork student.

2:NEEDS IMPROVEMENT: Sometimes fails to meet the minimum requirements in a satisfactory manner, performing at a level somewhat below that expected of a fieldwork student, but responding to correction.

1:UNSATISFACTORY: Consistently fails to meet the minimum requirements in a satisfactory manner, performing at a level considerably below that expected of a fieldwork student, and often not responding to correction.

na:NOT APPLICABLE: There is little basis on which to evaluate the fieldwork student for the item in question.

A. KNOWLEDGE AND UNDERSTANDING

Of agency's services and functions . . . . . 5 4 3 2 1 na
Of agency's mission, structure, and administration . . . . . 5 4 3 2 1 na
Of rehabilitation practice in the agency . . . . . 5 4 3 2 1 na
Of casework policies and procedures . . . . . 5 4 3 2 1 na
Of the needs of consumers served by this agency . . . . . 5 4 3 2 1 na
Of agency's relationship to outside agencies . . . . . 5 4 3 2 1 na
Of the profession of rehabilitation counseling and identifies with it
5 4 3 2 1 na

B. ETHICAL AWARENESS AND CONDUCT

Knowledge of general ethical guidelines . . . . . 5 4 3 2 1 na
Demonstrates awareness and sensitivity to ethical issues . . . . . 5 4 3 2 1 na
Consults with others concerning ethical issues if necessary . . . . . 5 4 3 2 1 na
Personal behavior is consistent with ethical guidelines . . . . . 5 4 3 2 1 na
Maintains confidentiality . . . . . 5 4 3 2 1 na

C. SKILLS AND ABILITIES: CASEWORK

General interviewing skills . . . . . 5 4 3 2 1 na
Obtaining and synthesizing pertinent information . . . . . 5 4 3 2 1 na
Developing appropriate rehabilitation plans . . . . . 5 4 3 2 1 na
Ability to follow through on tasks and plans . . . . . .5 4 3 2 1 na

D. INTERACTIONS WITH CLIENTS

Demonstrates ability to interact with a variety of consumers……5 4 3 2 1 na
Demonstrates ability to adopt communication to the consumer's level
5 4 3 2 1 na
Appears comfortable interacting informally with clients . . . . . 5 4 3 2 1 na
Builds rapport with clients . . . . . .5 4 3 2 1 na
Sensitive and responsive to cultural, gender, age, and other
differences in clients . . . . . .5 4 3 2 1 na
Communicates effectively with clients . . . . . 5 4 3 2 1 na

E. PROFESSIONAL BEHAVIOR & GENERAL WORK HABITS

Maintains consistent and punctual attendance, informing
supervisor and making arrangements for absences . . . . . 5 4 3 2 1 na
Maintains professional appearance, is responsive to norms about
clothing/appearance, language, etc. . . . . 5 4 3 2 1 na
Reliably and accurately keeps records . . . . . 5 4 3 2 1 na
Written and verbal reports are accurate and presented in a
professional manner . . . . . 5 4 3 2 1 na
Understands work assignments . . . . . 5 4 3 2 1 na
Plans and organizes work efficiently . . . . . .5 4 3 2 1 na
Reliably completes requested or assigned tasks on time . . . . . .5 4 3 2 1 na
Effectively develops and utilizes resources . . . . . .5 4 3 2 1 na

E. RELATIONSHIPS WITH STAFF

Interacts appropriately with professional staff . . . . . 5 4 3 2 1 na
Initiates interaction with staff . . . . . 5 4 3 2 1 na
Communicates effectively with staff . . . . . .5 4 3 2 1 na
Appears comfortable interacting with other staff members . . . . . 5 4 3 2 1 na
Effectively conveys information and expresses opinions . . . . . 5 4 3 2 1 na
Effectively receives information and opinions . . . . . 5 4 3 2 1 na
Participates appropriately with staff meetings . . . . . .5 4 3 2 1 na

F. RELATIONSHIPS WITH SUPERVISOR

Student is prepared for supervision . . . . . .5 4 3 2 1 na
Seeks assistance when needed . . . . . 5 4 3 2 1 na
Actively seeks new information from supervisor . . . . . 5 4 3 2 1 na
Accepts feedback about his or her strengths . . . . . 5 4 3 2 1 na
Accepts feedback about his or her weaknesses . . . . . .5 4 3 2 1 na
Accepts suggestions & integrates them to develop skills . . . . . 5 4 3 2 1 na
Able to evaluate him or herself objectively, possesses self-awareness
5 4 3 2 1 na

G. PERSONAL TRAITS AND ATTITUDES

Demonstrates awareness of self and others . . . . . 5 4 3 2 1 na
Possesses emotional stability and maturity . . . . . .5 4 3 2 1 na
Is courteous and considerate . . . . . 5 4 3 2 1 na
Learns and adapts readily . . . . . 5 4 3 2 1 na
Is industrious and hardworking . . . . . .5 4 3 2 1 na

Sample

Shows resourcefulness and imagination . . . . . 5 4 3 2 1 na
Profits from experience . . . . . 5 4 3 2 1 na
Is dependable . . . . . 5 4 3 2 1 na
Shows initiative . . . . . 5 4 3 2 1 na
Is ambitious and appropriately assertive . . . . . 5 4 3 2 1 na

H. ADDITIONAL COMMENTS

Please make any additional comments that serve to clarify the above ratings and help evaluate this student's progress, continuing on the back if needed.

Sample

Has this evaluation been discussed with the fieldwork student? Yes ____ No ____

Supervisor's Signature_____Date_____

Student's Signature_____Date_____

STUDENT SELF-EVALUATION OF PRACTICUM AND INTERNSHIP SITE FORM

SAMPLE – FORM IS TO BE COMPELTED ONLINE

MASTER OF SCIENCE, REHABILITATION COUNSELING PROGRAM

Student: _____

Agency: _____

As an internship student, you are asked to complete this progress report to reflect your evaluation of your performance and growth at the internship site and opinion of the internship experience using the following criteria.

Definition of Rating Terms

Superior: Always performs above the minimum requirements and shows outstanding aptitude, application of techniques, and concepts of rehabilitation counseling.

Above Average: Always meets minimum requirements in a satisfactory manner, and performs at a level considerably above that normally expected of an intern.

Average: Usually meets minimum requirements in a satisfactory manner; performing as might be expected of an intern.

Below Average: Occasionally fails to meet minimum requirements in a satisfactory manner; performing at a level somewhat below that expected of an intern.

Inadequate: Usually fails to meet minimum requirements in a satisfactory manner; performing at a level below that expected of an intern.

No Basis: There is no basis on which to evaluate for the item in question.

Sample

Area of competence	Superior	Above Average	Average	Below Average	Inade-quate	No Basis
I. SUCCESS IN FORMING EFFECTIVE RELATIONS						
A. With clients						
B. With other professionals						
1. Staff						
2. Supervisors						
3. Outside agencies						
II. SKILLS IN COUNSELING TECHNIQUES						
A. Rehabilitation Principles and Process						
B. Psychological Aspects of Rehabilitation						
C. Human Behavior						
D. Case Work Principles and Practices						
E. Professional Ethics						
F. Medical Aspects of Rehabilitation						
G. Vocational Rehabilitation						
H. Community Resources						

Areas of competence	Superior	Above Average	Average	Below Average	Inade-quate	No Basis
III. PROFESSIONALISM						
A. I completed agreed upon assignments with agency.						
B. I was consistently prepared and punctual.						
C. I demonstrated appropriate professional and ethical behavior throughout the experience.						
D. I maintained appropriate confidentiality throughout the experience.						
E. I demonstrated knowledge and abilities related to the internship.						
IV. STUDENT OPINION OF INTERNSHIP SITE						
A. My site supervisor was readily accessible.						
B. The guidance and help of my supervisor was beneficial.						
C. This internship provided a learning experience.						
D. This internship provided professional activities that I expected to perform.						

V. NARRATIVE COMMENTS: STUDENT'S PROFESSIONAL GROWTH & POTENTIAL

Please provide a brief discussion of areas for continued improvement:

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

Sample

At which level do you feel you accomplished the goals of the internship?

____ Superior ____ Average ____ Inadequate

____ Above Average ____ Below Average

Overall, how strongly would you recommend this internship site to other students?

____ Strongly recommend ____ Not sure

____ Recommend ____ Would not recommend

Please explain:

Sample

Student's Signature: _____ Date: _____