



# CLINICAL HANDBOOK

(PRACTICUM/INTERNSHIP)

DEPARTMENT OF COUNSELOR EDUCATION

Master of Arts Degree

## REHABILITATION COUNSELING

**"Connecting today's student with tomorrow's world."**

[Alternative Formats Available Including Electronic Versions Transmittable via Email]

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## PREFACE

The Rehabilitation Counseling *Clinical Handbook*, along with its companion, the *Student Program Handbook*, is designed to help students understand the Rehabilitation Counselor Education program and progress through it efficiently and successfully. Students are urged to read both handbooks carefully and refer to them often. Faculty advisors are assigned for the purpose of guiding students individually.

This *Clinical Handbook* is prepared so that rehabilitation counseling students, on-site supervisors, and department faculty or ‘university-based’ supervisors have policies, procedures, objectives, and evaluation criteria based on the Council on Rehabilitation Education (CORE) current clinical standards (CORE, 2005).

There are many procedures, sequences of courses, deadlines, and academic requirements that students must be apprised to proceed through the program. This *Clinical Handbook*, used in conjunction with the *Student Program Handbook*, provides basic information and guidelines planning the counselor-in-training’s program. Collaboration with the student’s assigned program advisor is vital from admission to graduation and placement including these clinical experiences. The student is primarily responsible for knowing the information in this *Clinical Handbook* and keeping apprised of deadlines and on-going requirements, documentation, and responsibilities.

Department of Counselor Education and the Rehabilitation Counseling Program (RCP) personnel are committed to high standards of performance, professional commitment, and the rights, equal access, and full participation of persons with disability in our communities and society. We invite you to join us in a mutually stimulating and positive practicum and internship learning experience.

Dr. Ken Currier, Ph.D., CRC  
Program Coordinator and Advisor  
Rehabilitation Counseling Program  
The Department of Counselor Education

## **DEPARTMENT OF COUNSELOR EDUCATION MISSION AND OBJECTIVES**

The mission of the Department of Counselor Education at Northeastern Illinois University is to provide a quality graduate education curriculum in Community, Family, Rehabilitation and School Counseling to passionate, responsible, effective, self-reflective and diverse students. The program will equip these students to provide exceptional services to enrich the lives, and maximize the functioning of, individuals, families, and their communities, by providing exemplary professional counseling services in a changing multicultural world.

### **Program Objectives**

1. The Department of Counselor Education will recruit qualified applicants and will train counselors-in-training to be self reflective, effective, and competent providers of services.
2. Program faculty will endeavor to include the most current evidence-based and/or outcome-based research in their course work
3. Syllabi will include current CACREP and CORE standards, as well as information from other sources to maintain an open, engaging curriculum that equips students to work in a variety of work settings.
4. The Department will conduct program evaluation including recommendations and feedback from advisory board meetings, program faculty, and current and former students. The information obtained will be reviewed annually and incorporated into the program as appropriate.

## **REHABILITATION COUNSELING PROGRAM MISSION AND OBJECTIVES**

The following Rehab Program Mission and Objectives are based on CORE Accreditation Standards, (2005). NOTE: The Rehabilitation Counseling program adheres to a different set of accreditation standards than does CACREP programs although similar. In keeping with these requirements, the rehabilitation counseling sequence has a parallel mission statement and set of objectives. These are met to be complementary not exclusive.

### **Mission**

The NEIU Rehabilitation Counseling program is committed to improving the lives of persons with disabilities by providing qualified (CRD-eligible), professional rehabilitation counselors trained in the current best practices of rehabilitation services to work in public and private agencies serving a diverse state and nation.

### **General Program Objectives**

- To recruit qualified rehabilitation counselors-in-training who are committed to working with people with disabilities from widely diverse cultures, abilities, dispositions, and backgrounds.
- To train future counselors in effective, sensitive strategies and methods of practice to assist persons from diverse background to obtain their maximum functioning in their community including work.
- To retain counselors-in-training so that they may reach their maximum level of competency, preparation, and satisfaction in their chosen career.
- To place competently trained rehabilitation counselors into community public and private agencies serving persons with disabilities ethically, competently, and sensitively respectful of each person's unique background, value systems, and abilities.
- To provide the community with competent and current services and resources that improves the lives of person with disability and, in turn, enriching the quality of life for all.

The knowledge or curriculum objectives of the Rehabilitation Counseling program are formulated on the basis of ten (10) core areas: 1) Professional identity; 2) Social and cultural diversity; 3) Human growth and development; 4) Employment and career development; 5) Counseling and consultation; 6) Group work; 7) Assessment; 8) Research and program evaluation; 9) Medical, functional, and environmental aspects of disability; and 10) Rehabilitation services and resources. CORE and rehabilitation counseling standards are empirically-based current best practices in rehabilitation that are research-based. The rehabilitation counseling objectives reflect CORE (Council on Rehabilitation Education) criteria as well as the conviction of the faculty to provide rehabilitation counseling students with a skill set that is effective, based on sound science, and keeping the needs of consumers at the forefront of professional practice.



## REHABILITATION COUNSELING PROGRAM

### VISION

Connecting Today's Student with Tomorrow's World

### MISSION

The NEIU Rehabilitation Counseling program is committed to improving the lives of persons with disabilities by providing qualified (CRC-eligible), professional rehabilitation counselors trained in the current best practices of rehabilitation services to work in public and private agencies serving a diverse state and nation.

### OBJECTIVES

- 1) To **Recruit** qualified rehabilitation counselors-in-training who are committed to working with people with disabilities from widely diverse cultures, abilities, dispositions, and backgrounds.
- 2) To **Train** future counselors in effective, sensitive strategies and methods of practice to assist persons from diverse background to obtain their maximum functioning in their community including work.
- 3) To **Retain** counselors-in-training so that they may reach their maximum level of competency, preparation, and satisfaction in their chosen career.
- 4) To **Place** competently trained rehabilitation counselors into community public and private agencies serving persons with disabilities ethically, competently, and sensitively respectful of each person's unique background, value systems, and abilities.
- 5) To **Provide** the community with competent and current services and resources that improves the lives of persons with disability and, in turn, enriching the quality of life for all.

## *REHABILITATION COUNSELING*

### **DESCRIPTION OF THE CURRICULUM**

(BASED ON THE COUNCIL OF REHABILITATION EDUCATION STANDARDS, 2005)

#### **PROFESSIONAL IDENTITY**

##### Knowledge areas:

- Rehabilitation counseling Scope of Practice
- History and philosophy of rehabilitation
- Legislation
- Ethics
- Professional credentialing, certification, licensure and accreditation
- Informed consumer choice and consumer empowerment
- Independent living
- Assistive technology
- Public policies
- Advocacy
- Systems knowledge of healthcare, education and rehabilitation
- The ecological perspective
- 

##### Outcomes as demonstrated by the ability to:

- Practice rehabilitation counseling in a legal and ethical manner, adhering to the Code of Professional Ethics and scope of Practice for the profession;
- Integrate into one's practice, the history and philosophy of rehabilitation as well as the laws affecting individuals with disabilities including findings, purposes, and policies in current legislation;
- Describe, in general, the organizational structure of the rehabilitation, education, and healthcare systems, including public, private-for-profit, and not-for-profit service settings;
- Apply in one's practice, the laws and ethical standards affecting rehabilitation counseling in problem-solving and ethical decision-making;
- Integrate into practice an awareness of societal issues, trends, public policies, and developments as they relate to rehabilitation;
- Create a partnership between consumer and counselor by collaborating in informed consumer review, choice, and personal responsibility in the rehabilitation process;
- Apply in one's practice, the principles of disability-related legislation including the rights of persons with disabilities to independence, inclusion, choice and self-determination, empowerment, access, and respect for individual differences;
- Educate the public and consumers regarding the rights of people with disabilities under federal and state law;
- Articulate the differences in philosophy and the purposes of related counseling disciplines and allied health fields; and explain differences among certification, licensure, and accreditation.

## **SOCIAL AND CULTURAL DIVERSITY ISSUES**

### Knowledge areas:

- Family development and dynamics
- Psychological dynamics related to self-identity, self-advocacy, competency, adjustment, and attitude formation
- Sociological dynamics related to self-identity, self-advocacy, competency, adjustment, and attitude formation
- Multicultural awareness and implications for ethical practice
- Diversity issues including cultural, disability, gender, sexual orientation, and aging issues
- Current issues and trends in a diverse society
- Personal professional development strategies for self-monitoring

### Outcomes as demonstrated by the ability to:

- Practice rehabilitation counseling in a manner that reflects an understanding of psychosocial influences, cultural beliefs and values, and diversity issues that affect adjustment and attitudes of both individuals with disabilities and professional service providers;
- Utilize in one's practice an understanding of family systems and the impact of the family on the rehabilitation process;
- Articulate an understanding of the dynamics, issues, and trends of the social system in which the individual lives;
- Practice in a manner that shows an understanding of the environmental and attitudinal barriers to individuals with disabilities;
- Understand individuals' cultural, gender, sexual orientation, aging, and disability differences and integrate this knowledge into practice;
- Identify and articulate an understanding of the social, economic, and environmental forces that may present barriers to a consumer's rehabilitation;
- Apply psychological and social theory to develop strategies for rehabilitation intervention;
- Develop strategies for self-awareness and self-development that will support sensitivity to diversity issues; and
- Articulate an understanding of the role of ethnic/racial and other diversity characteristics such as spirituality and religion, age, gender, sexual orientation, and socio-economic status in groups, family, and societal level at a level that enables graduates to:
- a. continuously assess self-awareness and attitudinal aspects of rehabilitation counseling;
  - b. demonstrate multicultural skills and competencies, and the application of theories/models in the practice of rehabilitation counseling and to the rehabilitation relationship;
  - c. articulate current demographic characteristics and trends as well as their impact on rehabilitation service policy; and
  - d. utilize resources and consult with other qualified professionals to assist in the effective delivery of service.

## **HUMAN GROWTH AND DEVELOPMENT**

### Knowledge areas:

- Developmental theories across the life span
- Physical development
- Emotional development
- Cognitive development
- Behavioral development
- Moral development
- Theories of personality development
- Human sexuality and disability
- Spiritually
- Transition issues related to family, school, employment, aging, and disability
- Social and learning needs of individuals across the life span
- Ethical and legal issues impacting individuals and families related to adjustment and transition
- 

### Outcomes as demonstrated by the ability to:

Articulate a working knowledge of social, psychological, spiritual, and learning needs of individuals at all developmental levels;

Understand the concepts related to learning and personality development, gender and sexual identity, addictive behavior and psychopathology, and the application of these concepts in rehabilitation counseling practice;

Assist the consumer in developing active transition strategies to successfully complete the rehabilitation process; and

Develop approaches that will facilitate enhancement of the consumer's personal development, decision-making abilities, acceptance of responsibility, and quality of life.

## **EMPLOYMENT AND CAREER DEVELOPMENT**

### Knowledge areas:

- Career development
- Career counseling
- Disability benefits systems including workers' compensation, long-term disability, and social security
- Job analysis, work site modification and restructuring, including the application of appropriate technology
- Transferable skill analysis
- Computer-based assessment tools
- Vocational planning and assessment
- Job and employer development
- Employer consultation
- Business/corporate human resource concepts and terminology
- Workplace culture and environment
- Work conditioning/work hardening

- Job placement strategies
- Computer-based job matching systems
- Follow-up/post employment services
- Occupational information including labor market trends and the importance of meaningful employment with a career focus
- Supported employment, job coaching, and natural supports
- Ethical issues in employment

Outcomes as demonstrated by the ability to:

- Articulate and apply career development theories and the importance of work to consumers with whom one works;
- Conduct and utilize labor market analyses and apply labor market information to the needs of consumers in one's caseload;
- Utilize career/occupational materials and labor market information with the consumer to accomplish vocational planning;
- Understand employer practices that affect the employment or return to work of individuals with disabilities and utilize that understanding in facilitating their successful employment;
- Explore occupational alternatives and develop career plans in collaboration with the consumer;
- Identify the prerequisite experiences, relevant training, and functional capacities needed for career goals of the consumer and facilitate the consumer's understanding of these issues;
- Identify the consumer's need for accommodation and facilitate the use of resources to meet those needs;
- Apply the techniques of job modification/restructuring and the use of assistive devices to facilitate consumer placement when appropriate;
- Assist employers to identify, modify, or eliminate architectural, procedural, and/or attitudinal barriers in facilitating the consumer's successful job placement;
- Consult with employers regarding accessibility and issues related to ADA compliance;
- Evaluate work activities through the use of job and task analyses and utilize the evaluation in facilitating successful job placement for the consumer;
- Assess and resolve job adjustment problems on the part of the consumer through the provision of post-employment services;
- Develop job opportunities for consumers through employer contacts;
- Apply strategies for consumer job placement and job retention;
- Teach the consumer appropriate job seeking, job interviewing, and job retention skills;
- Establish follow-up and/or follow-along procedures to maximize an individual's independent functioning through the provision of post-employment services to the consumer;
- Facilitate consumer involvement in determining vocational goals and capabilities related to the world of work;
- Review medical information with consumers to determine vocational implications of related functional limitations;
- Identify transferable skills by analyzing the consumer's work history and functional assets and limitations and utilize these skills in assisting the consumer to achieve successful job placement;
- Assess the consumer's readiness for gainful employment and assist the consumer in increasing this readiness;
- Provide prospective employers with appropriate information regarding consumer work skills and abilities;
- Discuss a consumer's return to work options with the employer;

- Use computerized systems for consumer job placement assistance;
- Arrange for functional or skill remediation services that will result in successful consumer job placement;
- Identify and arrange for educational and training resources that can be utilized by consumers to meet job requirements; and
- Provide for work conditioning or work hardening strategies and resources that can be utilized by consumers in facilitating successful job placement.

## **COUNSELING AND CONSULTATION**

### Knowledge areas:

- Counseling and personality theory
- Mental health counseling
- Interviewing and counseling skill development
- Theories and models for consultation
- Assistive technologies
- Vocational consultation
- Supervision theories, models, and techniques
- Consumer empowerment and rights
- Boundaries of confidentiality
- Ethics in the counseling relationship
- Multicultural issues in counseling
- Gender issues in counseling
- Conflict resolution strategies
- Computer-based counseling tools
- Internet resources for rehabilitation counseling

### Outcomes as demonstrated by ability to:

- Conduct individual counseling sessions with consumers;
- Develop and maintain a counseling relationship with consumers;
- Establish, in collaboration with the consumer, individual counseling goals and objectives;
- Assist the consumer with crisis resolution;
- Facilitate the consumer's decision-making and personal responsibility in a manner consistent with the individual's culture and beliefs;
- Recommend strategies to assist the consumer in solving identified problems that may impede the rehabilitation process;
- Explain the implications of assessment/evaluation results on planning and decision-making;
- Demonstrate consultation and supervisory skills on behalf of and with the consumer;
- Assist the consumer in developing acceptable work behavior;
- Adjust counseling approaches or styles to meet the needs of individual consumers;
- Terminate counseling relationships with consumers in a manner that enhances their ability to function independently;
- Recognize consumers who demonstrate psychological problems (e.g., depression, suicidal ideation) and refer when appropriate;
- Interpret diagnostic information (e.g., vocational and educational tests, records and medical data) to the consumer;

Assist consumers in modifying their lifestyles to accommodate individual functional limitations;  
and  
Assist consumers to successfully deal with situations involving conflict resolution and behavior management.

## **GROUP WORK (C.6)**

### Knowledge areas:

- Group dynamics and counseling theory
- Family dynamics and counseling theory
- Interdisciplinary teamwork
- Group leadership styles and techniques
- Group methods, selection criteria, and evaluation strategies
- Group skills development

### Outcomes as demonstrated by the ability to:

Articulate the principles of group dynamics with persons with disabilities including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;  
Develop group leadership styles and approaches when working with persons with disabilities including characteristics of various types of group leaders and leadership styles;  
Facilitate the group process with the individual's family/significant others, including advocates;  
Apply approaches used for other types of group work with persons with disabilities including skill groups, psycho-educational groups, and group counseling;  
Prepare standards for peer group leaders;  
Apply ethical and legal issues to the group counseling process;  
Integrate and apply racial/ethnic, cultural, and other diversity characteristics/issues when working with people with disabilities in groups;  
Apply theories of group counseling when working with persons with disabilities including commonalities, distinguishing characteristics, and pertinent research and literature; and  
Apply group counseling methods including group counselor orientation and behaviors, appropriate referral and selection criteria, and methods of evaluation and effectiveness.

## **ASSESSMENT**

### Knowledge areas:

- Assessment resources and methods
- Standardization
- Measurement and statistical concepts
- Selecting and administering the appropriate assessment method (e.g., standardized tests, situational assessment, place-access vs. access-place)
- Obtaining, interpreting, and synthesizing assessment information
- Conducting ecological assessment
- Assistive technology
- Ethical, legal, and cultural implications in assessment

Outcomes as demonstrated by the ability to:

- Determine an individual's eligibility for rehabilitation services and/or programs;
- Facilitate consumer involvement in evaluating the feasibility of rehabilitation or independent living objectives;
- Utilize assessment information to determine appropriate services;
- Assess the unique strengths, resources, and experiences of an individual including career knowledge and interests;
- Evaluate the individual's capabilities to engage in informed choice and to make decisions;
- Assess an individual's vocational or independent living skills, aptitudes, interests, and preferences;
- Assess an individual's need for rehabilitation engineering/technology services throughout the rehabilitation process;
- Assess the environment and make modifications for reasonable accommodations;
- Use behavioral observations to make inferences about work personality, characteristics, and adjustment;
- Integrate assessment data to describe consumers' assets, limitations, and preferences for rehabilitation planning purposes;
- Interpret test and ecological assessment outcomes to consumers and others; and
- Objectively evaluate the effectiveness of rehabilitation services and outcomes.

**RESEARCH AND PROGRAM EVALUATION**Knowledge areas:

- Review of clinical rehabilitation literature
- Library research for rehabilitation related current information
- Basic statistics
- Research methods
- Outcome based research
- Ethical, legal, and cultural issues related to research and evaluation

Outcomes as demonstrated by the ability to:

- Articulate current knowledge of the field;
- Analyze research articles in rehabilitation and related fields;
- Apply research literature to practice (e.g. choose appropriate interventions, plan assessments, implement meaningful program evaluation, perform outcome analysis, conduct consumer satisfaction studies);
- Participate in agency or community research activities, studies, and projects, and explain the Importance of such participation to the development of the field;
- Use data to support professional opinion and testimony;
- Conduct a review of the rehabilitation literature on a given topic or case problem; and
- Apply knowledge or ethical, legal, and cultural issues in research and evaluation.

## **MEDICAL, FUNCTIONAL, ENVIRONMENTAL, AND PSYCHOSOCIAL ASPECTS OF DISABILITY**

### Knowledge areas:

- The human body system
- Medical terminology
- Medical, functional, environmental and psychosocial aspects of
- Physical disabilities
- Psychiatric rehabilitation
- Substance abuse
- Cognitive disability
- Sensory disability
- Developmental disability
- Assistive technology
- Dual diagnosis and the workplace
- The concept of functional capacity
- Wellness and illness prevention concepts and strategies

### Outcomes as demonstrated by the ability to:

Explain basic medical aspects of the human body system and disabilities;  
 Access resources for researching disability information;  
 Explain functional capacity implications of medical and psychosocial information;  
 Determine the need for assistive technology and the appropriate intervention resources;  
 Apply working knowledge of the impact of disability on the individual, the family, and the environment;  
 Support consumer empowerment and advocacy as it relates to medical treatment;  
 Utilize existing or acquired information about the existence, onset, severity, progression, and Expected duration of an individual's disability; and  
 Consult with medical professionals regarding functional capacities, prognosis, and treatment plans for consumers.

## **REHABILITATION SERVICES AND RESOURCES (C.10)**

### Knowledge areas:

- Case and caseload management
- Vocational rehabilitation
- Independent living
- School to work transition services
- Psychiatric rehabilitation practice
- Substance abuse treatment and recovery
- Disability management
- Employer-based and disability case management practices
- Design and development of transitional and return-to-work programs
- Forensic rehabilitation and vocational expert practices
- Managed care

- Systems resource information including funding availability
- Utilization of community-based rehabilitation and service coordination
- Consumer advocacy and empowerment
- Marketing rehabilitation services
- Life care planning
- Strategies to develop rapport/referral network
- Case reporting
- Professional advocacy
- Clinical problem-solving skills
- Case recording and documentation
- Interdisciplinary consultation
- Computer applications and technology for caseload

Outcomes as demonstrated by the ability to:

- Provide the information, education, training, equipment, counseling, and supports that people with disabilities need in order to make effective employment and life-related decisions;
- Evaluate the adequacy of existing information for rehabilitation planning;
- Integrate cultural, social, economic, disability-related, and environmental factors in rehabilitation planning;
- Plan and implement a comprehensive assessment including individual, ecological, and environmental issues (e.g., personality, interest, interpersonal skills, intelligence, and related functional capabilities, educational achievements, work experiences, vocational aptitudes, personal and social adjustment, transferable skills, employment opportunities, physical barriers, ergonomic evaluation, attitudinal factors);
- Develop jointly with the consumer, an appropriate rehabilitation plan that utilizes personal and public resources;
- Explain insurance claims processing and professional responsibilities in workers' compensation and disability benefits systems;
- Identify and plan for the provision of independent living services with consumers;
- Establish working relationships and determine mutual responsibilities with other service providers involved with the individual and/or the family, or consumer's advocate, including provision of consumer involvement and choice;
- Develop a knowledge base of community resources and refer individuals, when appropriate;
- Assist individuals in identifying areas of personal responsibility that will facilitate the rehabilitation process and maximize their vocational rehabilitation potential (e.g., potential fiscal resources to obtain needed services);
- Serve as a consultant to other community agencies to advocate for the integration and inclusion of individuals with disabilities within the community;
- Market the benefits and availability of rehabilitation services to potential consumers, employers, and the general public;
- Identify and plan for the appropriate use of assistive technology including computer-related resources;
- Educate prospective employers about the benefits of hiring persons with disabilities including providing technical assistance with regard to reasonable accommodations in conformance with disability-related legislation;
- Demonstrate the knowledge of treatment and rehabilitation approaches for substance abuse;
- Demonstrate the knowledge of treatment and rehabilitation approaches for consumers with psychiatric disabilities;

Demonstrate knowledge of transition from school to work;  
Perform appropriate case documentation; and  
Apply disability-related policy and legislation to daily rehabilitation practice.  
Utilize resources and consult with other qualified professionals to assist in the effective delivery of service.

## ELIGIBILITY REQUIREMENTS FOR PRACTICUM AND INTERNSHIP

Successful completion of a graduate education program in counseling includes characteristics beyond grades and test scores. The faculty of the Department of Counselor Education periodically reviews the progress of its students. This review is designed to identify those students who are having academic difficulty, personal problems, or problems related to interpersonal skills and functioning.

Formal evaluations of students are conducted yearly, when they apply for candidacy, and before practicum and internship placement. Formal assessment of each student is conducted in the following areas:

- Academic performance (competencies and weaknesses)
- Professional development
- Personal development

### Practicum Prerequisites

Each student applying for practicum and continuing into internship must meet the following requirements to be eligible for placement in a practicum or internship site:

- Minimum GPA – 3.0 out of 4.0.
- Successful completion of courses in the following manner:  
Rehabilitation Counseling: COUN 433, 434, 435, 436, 402, 403, 404, 405, and 409 prior to or Practicum; COUN 446 (Practicum), 427, and 430 for Internship (COUN 466/476) (COUN 408, and any elective may be taken during the Internship)  
Note: *Student may only take one additional course per term during Internship.*
- Candidacy – students apply for candidacy after COUN 433, 402, 403, 404, and 405 are completed. Applications can be obtained from the Graduate College or the Department Office.
- In order to satisfy IAODAPCA (Illinois Alcohol and Other Drug Abuse Professional Certification Association) requirements for the Certified Alcohol and Drug Abuse Counselor (CADC) credential must additionally complete COUN 425 Alcohol & Drug Counseling & COUN 468M: Psychopharmacology for Counselors AND secure a practicum and/or internship site that addresses such.
- **DISCLAIMER:** Students should be advised that the CADC credential must be coordinated independent of the Rehabilitation Counseling Program and the Department of Counselor Education by the individual student. The NEIU Department of Counselor and the Rehabilitation Program have no formal collaboration, no formal agreement, nor any accreditation relationship nor understanding with IAODAPCA and that these documents, statements, and guidelines should not be construed as an endorsement nor guarantee of any sort that the CADC credential is automatic or inherent in the guidelines herein.
- ***Students will not be permitted to begin Practicum unless all requirements have been completed. It is the student's responsibility to ensure that these requirements have been completed.***

### Internship Prerequisites

Students continuing into internship must meet the following requirements to be eligible:

- Successful completion with a grade of A or B in Practicum.
- Successful completion of the courses COUN 433, 434, 435, 436, 402, 403, 404, 405, 409, 446, 427, and 430.
- Approval of the Department of Counselor Education and the Rehabilitation Counseling Coordinator and the student's assigned advisor to begin Internship I.

In some circumstances, a student may be advised that certain conditions need to be met before she/he is ready for practicum or internship, and/or the Department and/or Rehabilitation Program may recommend that the student pursue another field of study.

## PREPARATION FOR SELECTING PRACTICUM AND INTERNSHIP SITES

Students should begin thinking about possible populations, issues, and agencies with whom they might engage as soon as they enter the program. The student should conduct *informational interviewing* with agencies serving persons with disability. The student should consider the specific services provided on the behalf of persons with disability and their families and whether practicum/internships are possible. The clinical experience site identification process is integrated into ongoing rehabilitation counseling curriculum through various course assignments or conducted independently by the student to gain knowledge of various agencies and services provided in areas of interest to the student/counselor-in-training. In that one of the primary roles and functions of a professional rehabilitation counselor is to provide career counseling, vocational adjustment, and job development/placement services it is expected that the rehabilitation counseling student is competent in conducting such activities on their own behalf. However, rehabilitation counseling and department personnel are available at your request to assist, guide, and advise in this process regularly referring to the *Clinical Handbook and the Student Program Handbook*.

In addition, your Practicum/Internship Coordinator has site information including brochures, websites, position descriptions, and agency profiles, including expectations of student interns and services, to assist you in this process.

## APPLICATION AND PLACEMENT PROCEDURES FOR THE CLINICAL FIELD EXPERIENCE

### The Application Process

The information gathering (e.g. informational interviewing) and exploratory processes for the practicum and internship experience should be initiated approximately six months prior to enrollment in the respective courses (i.e. COUN 446, 466/476), meeting regularly with their advisor to review readiness for practicum, sign and submit the application form, coordinating site supervisor contacts with the university supervisor and other documentation and pre-placement activities.

Applications for clinical experience may be completed by securing an application from the department office. Applications for practicum/internship are due **April 1** for fall practicum placements and **October 1** for Spring/Summer internship placements. The student must then attend a practicum/internship **orientation meeting**, which is held, generally, in June/July prior to fall placement, November for spring/summer placement. The date and place of the orientation meeting will be communicated through the student's advisor and program coordinator (your current email address should be working, available, and utilized).

Additional information including orientations, eligibility requirements, objectives of field placements, procedures for securing placement, appropriate procedures for arranging and interviewing potential sites and supervisors, and components of an effective resume will be provided for rehabilitation counselors-in-training in the course: COUN 435: Work & Disability. Possible placement sites are integrated in to rehabilitation counseling coursework as part of becoming familiar with service delivery systems and service providers in the community. Guidelines for deciding on a setting and population, and information and protocol needed in making contact with the sites will be provided and

discussed both as part of rehabilitation coursework, in the orientation meeting, and in discussions with your advisor.

If the site supervisor and student concur after the site interview, the student makes arrangements with the university and site supervisor to complete the **Cooperative Agreement for Practicum and Internship Placement** form or “contract” first, in consultation with the student’s university advisor and, subsequently, in a joint meeting between the student, university supervisor, and site supervisor. Copies of the **cooperative agreement** are held by all parties involved and used as guide for subsequent practicum/internship field experiences. Elements of the agreement may be adjusted throughout the field experience to more accurately reflect opportunities within the student’s and the host agency’s realistic capability and opportunities. This **Cooperative Agreement** should be finalized prior to beginning the site practicum or internship experience.

### **Additional Information on Placement Procedures**

- If the student applies to do an on-site practicum or internship where they are currently employed, she/he must submit a **Cooperative Agreement** that consists of at least 5 new experiences other than that which is regularly a part of the student’s job. The **Agreement** is agreed to collaboratively and signed by the student, site supervisor and the university supervisor. This is turned into the Practicum/Internship Coordinator, along with the **Cooperative Agreement** form.
- If the student is terminated from the placement site, further placement will be at the discretion of the Department and Rehabilitation Counseling Program Coordinator.

## **THE PRACTICUM/INTERNSHIP CLINICAL EXPERIENCE**

During the clinical experiences, students will be involved in a practicum semester, followed by one or two internship semesters. These experiences may or may not be at the same site. There are advantages to both strategies. By switching sites between practicum to internship, the student may gain a wider range of services to persons with disability or acquire more experience with a different population or service delivery-type. On the other hand, by remaining at the same site throughout, the counselor-in-training may better understand - and become more adept at - the continuum of services from intake to closure. Another consideration is that the site may be a paid internship, thus a “job” requiring one to remain for the duration; the site may prefer the student remain over a longer period of time; or the student may desire to complete services to certain individuals whom they have initiated services and feel responsible or interested in completing their vocational rehabilitation process.

Students are required to document experiences that include direct contact with clients with disability; services provided on behalf of the client; group experiences; and supervisory sessions with both the site supervisor and the university supervisor (see course syllabus). Additionally, university-based seminars will be held in group or individual forums to discuss ethics, anonymous case studies, areas of concern, questions, feedback, and successful (or not) interventions. **FORMS PROVIDED HEREIN.**

## THE CLINICAL EXPERIENCE: PRACTICUM AND INTERNSHIPS

### The Practicum

The Department of Counselor Education, Rehabilitation Counseling Program criteria, and that of its accreditation body, the Council on Rehabilitation Education (CORE) requires students to complete a supervised practicum. The Practicum experience consists of 100 clock hours (minimum), field-based experience including a minimum of 40 hours of direct service or clinical contact with consumers with disability. Services provided 'on behalf of the client' include such things as job development/ placement activities, employer contacts, labor market surveys, group facilitation, one-to-one personal counseling, intake interviewing, and documentation activities thereof specific to an individual.

The practicum experience provides for the development of individual and group rehabilitation counseling skills under the direct supervision of a qualified site supervisor, preferably a Certified Rehabilitation Counselor or a Master-level degreed social service professional adept at providing services directly to persons with disability (in the absence of a site CRC credentialed site supervisor, the university-based supervisor MUST be a Certified Rehabilitation Counselor currently in good standing). The practicum provides an opportunity to observe and practice in simulated or real experiences with rehabilitation counselor roles and functions, knowledge and outcome areas (see curriculum standard, knowledge and outcome areas above). These behaviors are gradually increased according to the competence level exhibited by the counselor-in-training as judged by their professional supervisors.

Practicum seminar held concurrently with the site experience, meets three to four times per semester for three hours with the university supervisor. The focus is on group and individual supervision of clinical experiences as well as on the integration of ethical concerns, the conceptual frameworks, counseling skills, assessment, planning, and intervention procedures on behalf of persons with disabilities within the context of mandated services, civil rights and advocacy, maximization of client functioning and independent living, legal and ethical guidelines. Practicum counselors-in-training will be working under the supervision of a site supervisor and university supervisor.

The objectives and clinical competencies for Practicum are described below and, also, integrated into the discussion of the clinical experiences for Internship I and II because the clinical components (i.e., practicum and internship) are considered as a whole - a capstone experience applying knowledge and skills in real-life situations in the field.

The primary objectives of Practicum include the following, as well as an increasing emphasis on the objectives described under Internships I and II:

- To acquaint counselors-in-training with important laws and ethical guidelines pertaining to their work with clients.
- To require counselors-in-training to conceptualize and present a case study of a client during the practicum experience.
- To assist them in preparing a professional disclosure statement to be given to the client, parent/guardian, staff, or family.
- To engage in one on-site supervisory session with the designated site supervisor for at least one hour per week.
- To engage in one on-site supervisory session with the designated university supervisor each semester.

- To engage in a supervisory session with the university supervisor every other week, in addition to class time.
- Presentation of two individual and/or group counseling case studies to the university supervisor and fellow practicum seminar students for critiquing during the semester.

### **The Internship**

The Department of Counselor Education requires students to complete a field-based supervised internship field experience of 600 hours, with a minimum of 240 hours of direct service work with persons with disability and their families. The internship is engaged only after successful completion of the student's practicum and upon approval of the Department and the Rehabilitation Counseling Coordinator. The internship provides an opportunity for the student to perform all of the activities that a regularly employed staff member in the setting would be expected to perform where appropriate given their knowledge, skill, competencies, ethical and professional behaviors.

Internships I and II focus on the implementation of the role of the counselor. Interns will be working under the supervision of a site supervisor and university supervisor. Interns will participate in a seminar on-campus several times throughout the semester, for group supervision, focusing on case presentations, case critiques, and acquisition of information and skills relevant to field experience or site concerns.

The objectives and clinical competencies for Internships I and II are described below. Within the field of experience for each internship, the student will:

- Document 600 hours and 240 hours of direct service activities if the entire Internship is engaged within one semester or 300 hours of field related activities with 120 hours of direct service to clients for each section taken. The student should engage in one on-site supervisory session with the designated site supervisor one hour per week to discuss progress and areas for needed improvement or experience;
- Engage in one on-site supervisory session with the designated university supervisor, student, and site supervisor for each section (i.e. two meetings if the entire Internship is taken in one semester).
- Engage in supervisory session with the university supervisor every other week.
- Submit appropriate documentation on time, in proper format, and to the appropriate supervisory personnel (site- and university-supervisor)
- Develop an increasing respect for individual and cultural differences, ethical and legal concerns, advocacy, and disability rights.

Students should also refer to the appropriate syllabus for both the practicum and internship course.

### **Rehabilitation Counseling**

The clinical experiences for rehabilitation counseling are consistent with the Council on Rehabilitation Education (CORE) standards. The following is a description of the clinical experiences recommended for rehabilitation counseling practicum students and student interns. The counselor-in-training should be involved in selected experiences in each area by the conclusion of each field experience to varying degrees. Learning Objectives delineated in the **Cooperative Agreement** (see p. 34) should address each major domain below in the "Guidelines for Field Based Rehabilitation Practicum and Internship Experiences". Each objective in the Agreement should be reasonable, attainable, and measurable.

## **Guidelines for Field-based Rehabilitation Practicum and Internship Experiences**

These are provided as examples for the student and site supervisor to formulate Learning Objectives in the **Cooperative Agreement**. These are not met to be proscriptive but to assist in formulating specific, reasonable, attainable, and measurable goals appropriate to the agency and to the population(s) served. (Note: This is not meant to be a comprehensive list nor the only activities or experiences with respect to these areas.) However, each domain should be addressed in some way.

Learning objectives for the internship experience should cover five or six main areas (domains):

1. Interpersonal communications
  - Direct one-to-one experience with PWD
  - Group facilitation
  - Develop communication/counseling skills
  - Motivational Interviewing
2. Case management
  - Knowledge of the continuum of care from referral to closure or stabilization
  - Documentation and report writing
  - Benefits planning and analysis
  - User of management information systems
  - Acquisition of services, assistive technology
3. Assessment
  - Screening, ability, aptitude, interests, values, temperament, adaptive living
  - In the broad sense of information gathering
  - May *include* formal paper and pencil assessment
  - Emphasized functional aspects of assessment and situational assessment
  - Situational or community-based assessments
4. Community Resources
  - Knowledge of the variety of available resources, the process of referral
  - Ex.: Illinois DRS, juvenile court, Social Security, Literacy training, vocational training, attainment of GED
  - Eligibility, costs
5. Legal and ethical issues
  - Informed Consent
  - HIPAA
  - Olmstead (Least Restrictive Environment or LRE)
  - Confidentiality
  - Duty to warn
  - Security
  - Restraining orders, commitments, and guardianships
6. Vocational Issues
 

Career exploration	Job Seeking Skills Training
Training, education	Job Maintenance Skills Training
Job analysis	Work Adjustment
Job development, placement	
Supported employment	

## ROLE AND EXPECTATIONS OF THE UNIVERSITY, SITE, AND CLIENT

### The Role of the University, Department of Counselor Education, and the University Supervisor

- The university student's insurance plan will provide liability coverage for students in practicum and internship placements.
- The Department shall designate a faculty member who will serve as the university supervisor during the practicum and internship experience.
- The Department will evaluate the student's academic, personal, and interpersonal readiness for practicum and internship and recommends for field experience.
- Major responsibility for maintaining communications between the Counselor Education Department, the Rehabilitation Counseling Program and the community-based agency or organization rests with the Program - Practicum and Internship- Coordinator or "university-based" supervisor; however, the site is encouraged to initiate contacts when indicated.
- During both the practicum and internship experience, the university supervisor conducts several on-campus seminars and one-to-one consultation sessions with each and all Practicum and/or Internship students.
- During the practicum experience, the university supervisor will provide a minimum of one supervisory session at the practicum site with the client and on-site supervisor, with at least one telephone call at the end of each semester.
- During the internship experience, the university supervisor conducts seminars for all students every other week, providing the students with an average of two and one-half hours of group supervision per session meeting.
- The clinical practicum and internship grade will reflect the evaluation of both site and university supervisors. The university supervisor will have the final responsibility of final grade assignment.

### The Role of the Site Supervisor

- The site supervisor will submit a copy of her or his resume or biographical statement, along with the **Cooperative Agreement for Practicum and Internship Placement**, to the Practicum/ Internship Program Coordinator in the Department of Counselor Education. CORE requires the Department and Rehabilitation Counseling Program to maintain these files as proof of the site supervisor's qualifications to supervise practicum and intern students. This is kept confidential except to reviewing accreditation entities and unless the Site Supervisor provides written permission for release to the public for such purposes as program recruitment and marketing.
- Site supervisors are respectfully asked to attend the annual Orientation of Site Supervisors on the campus of Northeastern Illinois University during the fall semester. It is an opportunity for discussion and training around supervision issues
- Site supervisors are eligible to receive one free course at NEIU for each semester of supervision. Information on vouchers are available by contacting the Practicum and Internship Coordinator or the Department of Counselor Education administrative office – Ms. Dona Wisniewski, Administrative Associate at (773) 442-5557 or [D-Wisniewski@neiu.edu](mailto:D-Wisniewski@neiu.edu) . The vouchers are not transferable to another person and must be used during the following academic year.
- The site shall provide orientation for the student in regard to the site's purpose, function, and administrative procedures.
- The site shall be responsible for the assignment and administrative supervision of tasks within the student's capabilities that allow him/her to use and further develop his/her counseling knowledge, attitudes, values, and skills.

- The site will provide space, equipment, and supplies as needed by the client to carry out site assignments. This should include clerical service for agency records if this service is provided for other staff.
- The site will allow the client to gain supervised experience in the use of a variety of professional resources, such as appraisal instruments, computers, print and on-line media, professional literature, and research.
- The site is responsible for all of the counselor-in-training's (student's) work under their supervision.
- The assigned supervisor will provide one hour per week of supervision for the client(s) and be available for consultation when appropriate.
- The site supervisor will provide a mid-term and final written evaluation of the student's knowledge, skills, and personal and professional development during the practicum experience and during the internship experience. The forms will be provided by the Department of Counselor Education and the Rehabilitation Counseling Coordinator. The assigned grade will reflect the evaluation of both site and university supervisors, but is ultimately the responsibility of the university supervisor.
- The site supervisor is strongly encouraged to initiate contact with the university supervisor, or Practicum and Internship Coordinator, as soon as there are any questions or concerns regarding the student, expectations, or responsibilities or problematic behavior.
- The site supervisor will participate in the development of the counselor-in-training's (student's) plan for the semester.

### **Expectations of the Counselor-in-Training's (Student's) Behavior and Performance**

- The student shall assume responsibility for making and keeping his/her schedule with the practicum and internship site. She/he is required to work a minimum of 100 hours under supervision for the practicum experience, Forty (40) of which are in direct service to clients/consumers/customers or their family or on their behalf; and a minimum of 600 hours under supervision in the internship experience, 240 hours which are in direct service to or, on behalf of the client/consumer/customers with a disability or their family.
- The student will be responsible for notifying the site supervisor and university supervisor of any emergency, anticipated absence, or necessary schedule change.
- The student will attend and participate in university and site supervision and coordination sessions with university and site supervisors.
- Rehabilitation counselors-in-training (practicum students/ Interns) are expected to exhibit increased counseling skills as evidenced by documentation as outlined herein and/or by their university-based supervisor (see course syllabus and forms herein
- The rehabilitation counselor-in-training will participate in scheduled seminars on-campus during practicum and internship.
- The student shall assume responsibility in regard to:
  - the basic principles of counseling methods, especially the confidential nature of the work;
  - ethical relationships with the site supervisor, fellow workers, clients, and community;
  - adherence to the CORE/ACA/NRA/NRCA Ethical Standards;
  - adherence to the policies and procedures of the host agency unless in conflict with the above listed code of ethics of local, state or federal laws.
  - appropriate dress and personal grooming.
- The student shall complete records and assignments as required by the site and the university supervisor.

- Throughout the practicum and internship experience, rehabilitation counselors-in-training (students) are expected to:
  - Be regular in attendance and participation in seminars and field work;
  - Demonstrate professional behavior in interpersonal interactions in seminars and field work;
  - Demonstrate quality in completed field work requirements;
  - Demonstrate quality in completed seminar requirements;
  - Be self-initiating;
  - Be introspective, open, and receptive to feedback;
  - Demonstrate flexibility by making appropriate changes in response to feedback;
  - Evidence behavior in counseling relationships that reflect a non-judgmental attitude;
  - Be genuine, sincere, and understanding;
  - convey positive regard;
  - Be aware of and demonstrate behavior consistent with the ethical standards of CORE/ACA/NRA and of a caliber necessary to maintain effective professional relationships;
  - Demonstrate the ability to integrate and put into practice concepts and skills relevant to required role behaviors;
  - Maintain acceptable written records and reports of professional activities as required by the campus and site supervisors.
  - The counselor-in-training (student) will formally evaluate their university and site supervisors at the conclusion of the internship experience.
  - The student or counselor-in-training shall assist in continuous planning for the practicum and internship experience through:
    - Discussion with appropriate site personnel;
    - Discussion with university supervisor;
    - Written evaluation of the site experience at the end of the last semester to be made available to the agency (upon request) and the Department of Counselor Education.

## CRITERIA FOR SELECTION OF SITE SUPERVISORS

The criteria for the selection of site supervisors are based upon a combination of the following.

- Earned Master's or Ph.D. degree in rehabilitation counseling, social work, counseling psychology, or psychology or related field.
- Have a minimum of two years of post master's experience working with persons with disability and their families.
- Competence and expertise in the provision of services to persons with disability, the unique services delivery systems for persons with disability, and an ethical commitment to the rights and services afforded to persons with disability from various cultures, ethnic backgrounds, sexual orientations, and origins.
- A CRC (Certified Rehabilitation Counselor) credential is preferred. If not, the university supervisor **MUST** have the CRC credential.
- Respect for and understanding of students with the ability to designate appropriate assignments.
- Professional competence.
- Interest in and ability to teach.
- Background in training, supervision, and teaching is desirable.
- Ability to help translate theoretical knowledge into practice.
- Ability to work cooperatively with the university, complete all required forms, and attend site visit consultative meetings.
- Availability of adequate time to supervise.

Interested persons are also requested to submit a current copy of their resume or biographical statement to the Practicum and Internship Coordinator for consideration prior to being designated as a supervisor for the Department of Counselor Education and the CORE-accredited rehabilitation counseling program.

## GUIDELINES FOR SITE SUPERVISION AND EVALUATION

### Phases of the Practicum and Internship Experience

For both practicum and internship, there are three phases of the experience.

- The *beginning phase* focuses on gaining information about the rehabilitation counselors' roles, the work setting, applicable rules and regulations, and duties and responsibilities of other staff. This is the orientation and observation phase
- The *second phase* is a movement from information gathering and observation to beginning practice as a cooperative effort with the supervisor, client/consumer/customer and other professionals. For example, student might engage in first observing then participating in co-therapy, assist with home visits or intakes, or co-lead a group, or assist in family conference, intake interviews, or vocational assessment.
- Finally, *phase three* signals the counselor-in-training's assumption of increasing responsibility for providing services with an emphasis on individual counseling, assessment, plan development, and case management. As must be evident, movement from one phase to the next is not discrete and overlapping will certainly occur.

Additionally, the actual time necessary in each phase will vary depending upon the student, the client, the agency work load, and requires professional judgment on the part of the supervisor as to the

appropriateness of movement to the next phase. The client will need clear expectations of his/her roles and responsibilities during each phase with intermittent feedback, encouragement, and constructive suggestions for improvement.

### **Supervision, Relationship, and Contract**

Following the first meeting between client and site supervisor, both need to have clear expectations about supervision and the counselor-in-training's responsibilities during the semester. A written contract or **Cooperative Agreement** should be developed, taking into consideration the following:

- How frequently will you meet, how long, and where?
- How will you use audiotapes, videotapes (if appropriate), case notes, case studies or case file reviews in supervision? For example, will you utilize videotapes, case notes, summaries, or observations in supervision? How should the supervisee prepare for supervision consultative sessions? How will confidentiality of the client/customer/consumer be assured? How will client informed consent be handled? What are the agencies obligations under HIPAA?
- What structure or procedure will you follow each supervision session? For example, will you begin with a brief review of each case, an audiotape, or the student's specific requests/questions?
- How will you handle "emergency" situations (e.g. suicide risk)? How can your supervisee reach you? What does the supervisee do if you are unavailable?
- Does the counselor-in-training need CPR training?
- How will the supervisee be evaluated? What criteria will be used?
- What will the client observe of other site professionals or clients on-site which seem appropriate?
- How and when will the client engage in co-counseling, co-consultation, co-referral, or other activities which both the supervisor and client undertake?
- With what type of settings will the supervisee work? Who does the screening and assignment of clients that the trainee will work? Can the supervisee express preferences (e.g. vocational cases, AODA cases, specific disability type, adolescents, adults, families, couples)? What happens if there is an insufficient number of clients to provide the supervisee with enough experience to fulfill practicum or internship requirements?

In initial sessions, the supervisor should assess the student's performance, rehabilitation counseling skills, cognitive/affective counseling skills, and developmental level. This data will help establish learning goals and a "plan" of appropriate supervision interventions.

The site supervisor will meet with the university supervisor and supervisee within the first month of placement to clarify and negotiate the specific requirements, expectations, goals, evaluation procedures, and contract between the supervisors. The university supervisor is responsible for setting up this meeting at the placement site at a time that is convenient to the three parties.

### **Assessment of Supervisee and Supervisor**

Site supervisor and student evaluation forms are provided and should be reviewed prior to and during the field experience by each involved party.

### **Criteria for Evaluation of Student/Counselor-in-Training Performance**

Overall, students in training are expected to adhere to the criteria described in the section, *Expectations of the Student's Behavior and Performance*. University and site supervisors should refer to that section when evaluating s and assigning grades.

Students are given separate grades for Practicum, Internship I, and Internship II. Mid-term and final evaluations of the student's progress and proficiency will be conducted by campus supervisors in consultation with site supervisors each semester. If a student does not receive a grade of **A or B** in any practicum or internship course, the client is unable to proceed in the program. If a student receives a **C or below**, and upon the recommendation of the Department, she/he will have to repeat the course in the following year or withdraw.

## **PROCEDURES FOR PROBLEM RESOLUTION AND TERMINATION FROM SITE**

Supervisors need to make sure that there is, and has been, due process regarding the parameters of the supervision experience. The client should know what is expected of her/him to do well. Supervisors must monitor the student's progress closely and offer intervention if the client is not performing well personally, interpersonally, and/or professionally. Periodic feedback, preferably in writing that both client and supervisor sign, is recommended.

If the student/rehabilitation counselor-in-training is not responding to feedback regarding responsibilities, personal, interpersonal, and/or professional behavior and skills, the site supervisor should contact the university supervisor and discuss the problem(s). A joint meeting with both supervisors and the client may follow or appropriate measure taken. Areas that need improvement, along with methods to bring about change within a specified and reasonable time should be specified in writing.

If the student/rehabilitation-in-training is unable to demonstrate improvement after the established time frame, and a client's welfare or the student's own personal and/or professional well-being is at stake, the site and university supervisor may terminate the client from the placement.

Site supervisors may terminate a student/counselor-in-training immediately, upon conferring with the university supervisor, for unethical behavior.

Termination of the student/counselor-in-training within a field placement can also occur for the following reasons:

- Inadequate provision of experiences on the part of the site as outlined in the manual.
- Inadequate performance of the student's responsibilities in the seminar.

The following issues need to be clarified prior to discussion of a student's termination from placement.

- What is the problem(s)?
- Who is involved?
- Who sees it as a problem?
- How long has it existed?
- What has been attempted to solve the problem?
- What has to be different for the problem to be solved?
- What would be small signs of progress in the solution of this problem?

# FORMS & DOCUMENTATION



Dr. Alice Murata  
 CLS 4004  
 773-442-5547

Department of Counselor Education  
 Master of Arts in Rehabilitation Counseling  
**Practicum/Internship Application**

Date of Application: \_\_\_\_\_  
 Name: \_\_\_\_\_ SID#: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ City State Zip

Home Telephone: \_\_\_\_\_ Work Telephone: \_\_\_\_\_

Fax Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

**Course Record**

Please indicate when courses were completed, which are in progress, or remaining courses:

Course #	Course Title	Semester/Year	Grade
COUN 433	Foundations of Rehabilitation Counseling	_____	_____
COUN 434	Medical/Psycho Aspects of Disability	_____	_____
COUN 403	Frameworks for Counseling	_____	_____
COUN 404	Evaluation Techniques	_____	_____
COUN 405	Individual Counseling Skills	_____	_____
<u>Above courses necessary for "Candidacy"</u>			
COUN 402	Developmental Counseling	_____	_____
COUN 406	Group Counseling	_____	_____
COUN 409	Career Development	_____	_____
COUN 435	Work & Disability	_____	_____
<u>Above courses necessary for Practicum eligibility</u>			
COUN 446	Practicum in Rehab Counseling	_____	_____
**COUN 436	Case Management	_____	_____
**COUN 427	Diagnostic Systems for Counseling	_____	_____
** COUN 430	Multicultural Counseling	_____	_____
*COUN 408	Research Seminar	_____	_____

- \* \*May be taken concurrently with COUN 446 Practicum but prior to Internship (COUN 466/476)
- \* May be taken concurrently with Internship (COUN 466/476)



**Department Of Counselor Education  
Cooperative Agreement for  
Practicum or Internship Placement(circle one)**

The following are the agreement conditions for Northeastern Illinois University Department of

Counselor Education for \_\_\_\_\_  
(name of client)

to complete practicum or internship (circle one) experiences at \_\_\_\_\_

\_\_\_\_\_ (cooperating field site)

\_\_\_\_\_ (street, city, state, zip)

\_\_\_\_\_ (telephone)

beginning on \_\_\_\_\_ and ending on \_\_\_\_\_.  
(Date) (Date)

**I. NEIU Department of Counselor Education**

- a. The Department of Counselor Education shall designate a faculty member who will serve as the university supervisor for field experience.
- b. The Department of Counselor Education will carefully select students recommended for field experience who have completed their core coursework toward their Master's Degree in Counseling in methods and practice.
- c. Major responsibility for maintaining communications between the Department of Counselor Education and the field site rests with the practicum coordinator or university supervisor; however, the field site should initiate contacts when indicated.
- d. The university supervisor conducts an on-going seminar for all students in field experience. Responsibility for the student's final grade rests with the university supervisor.
- e. The assigned university supervisor will arrange periodic individual conferences with the student to focus on skill development and personal growth.
- f. Northeastern Illinois University will provide liability insurance for the student while he or she is registered for the clinical experience. Any clinical experience that goes past the time limit will need to be reported to the clinical coordinator.

**II. The Agency**

- a. The field site shall provide orientation for the student in regard to agency purpose, function, and administrative procedures.
- b. The field site shall be responsible for the assignment and administrative supervision of tasks within the student's capabilities which allow him/her to use and further develop rehabilitation counseling knowledge, functions, roles, attitudes, values, and skills. These tasks should include a minimum of 40 hours of direct work with persons with disability in Practicum; or a minimum of 280 hours of direct work with persons with disability in the Internship experience. The field site will provide space, equipment, and supplies as needed by the student to carry out field site assignments. This should include clerical service for field site records if this service is provided for other staff.

- c. The assigned field site supervisor will hold at least a master's degree in counseling or a closely related field with at least two years of professional experience in the field. The Certified Rehabilitation Counselor (CRC) credential is preferred. In the case of Addictions Counseling-oriented site placements, the Certified Alcohol and Drug Counselor (CADC) credential is necessary.
- d. The field site supervisor will provide one hour of supervision per week for the student and be available for consultation as needed.
- e. The field site will provide one midterm and one final written evaluation of the student's progress during practicum and at the end of each internship semester (see form provided).
- f. The field site supervisor may meet with the university supervisor and student within the first few weeks of the semester to review expectations. Additional meetings can be scheduled as needed.
- g. The field site supervisor is responsible for all of the student's work under their supervision.
- h. The field site supervisor shall allow the student to use audio and/or video taping of individuals or group counseling for purposes of supervision with written permission of the client or their guardians where appropriate and within legal and ethical guidelines such as HIPAA and agency policy.

### **III. The Student**

- a. The student shall assume responsibility for making and keeping his/her schedule with the field site. She/he is required to have a minimum of clinical hours (see below) during the semester. He/she will be responsible for notifying the on-site supervisor and university supervisor of any emergency, anticipated absence or necessary schedule change.
- b. The student shall assume responsibility in regard to: 1) the basic principles of counseling methods, especially the confidential nature of the work; 2) ethical behavior and relationships with the field site supervisor, fellow workers, clients, and community; and 3) appropriate dress and personal grooming.
- c. The student shall complete records and assignments as required by the field site and the university supervisor.
- d. The student shall assist in continuous planning for the experience through: 1) discussion with appropriate field site personnel; 2) discussion with the university supervisor; 3) written evaluation at the end of the semester, which can be made available to the field site upon request.

### **IV. General**

- a. Periodic conferences may be held between the university supervisor, coordinator, and the appropriate field site personnel to evaluate the field experience, to implement improvements, or to provide mutual assistance.
- b. Any additions, deletions, or other changes of this agreement can only be implemented with the written consent of the field site and the NEIU Department of Counselor Education site or clinical supervisor.

**Specific Learning Objectives**

- a. In collaboration with the university and site supervisor four to five specific learning objectives should be enumerated using the guidelines provided below for appropriate experiences and acquisition of knowledge, skills, and competencies in working with persons with disability and their families with the goals of maximum functioning in their environment of choice.
- b. Goals should be reasonable, attainable, and measurable.

#1 Learning Objective:

At the end of the Practicum/Internship experience, the student will have:

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#2 Learning Objective:

At the end of the Practicum/Internship experience, the student will have:

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#3 Learning Objective:

At the end of the Practicum/Internship experience, the student will have:

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#4 Learning Objective:

At the end of the Practicum/Internship experience, the student will have:

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#5 Learning Objective:

At the end of the Practicum/Internship experience, the student will have:

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With the signatures below, the parties agree to the condition, goals, and learning objectives set forth in this document and agree to communicate with all involved parties to any deficits or challenges that may prevent their attainment and to collaborate in formulating reasonable, attainable, and measurable goals and revise as deemed appropriate and necessary. Should any party feel the experience is unattainable or untenable; any party may terminate the agreement after consultation with the others.

_____ (Student Signature)	_____ (Date)
_____ (Student -Print Name)	_____ Email
_____ (Site Supervisor Signature)	_____ (Date)
_____ (Site Supervisor-Print Name)	
_____ (Site Supervisor-Title)	_____ Email
_____ (University Supervisor Signature)	_____ (Date)
_____ (University Supervisor -Print Name)	_____ Email
_____ (Northeastern Illinois University Clinical Coordinator Signature)	_____ (Date)

## Guidelines for Field-based Rehabilitation Practicum and Internship Experiences

The following is provided to provide the student and site supervisor an idea of the areas and types of experiences that the practicum or internship should entail. The examples under each heading are not exhaustive but common examples to assist in formulating specific, measurable, and attainable goals appropriate to the agency and to the population(s) served.

Four to five learning objectives for the internship experience should cover five or six main areas that address:

### Interpersonal communications

- Direct one-to-one experience with PWD
- Group facilitation
- Develop communication/counseling skills
- Motivational Interviewing

### Case management

- Knowledge of the continuum of care from referral to closure or stabilization
- Documentation and report writing
- Benefits planning and analysis
- Use of management information systems
- Acquisition of services, assistive technology

### Assessment

- Screening, ability, aptitude, interests, values, temperament
- In the broad sense of information gathering
- May *include* formal paper and pencil assessment
- Functional assessment; situational assessment; Adaptive Living Skills
- Community-based assessments; Computer-based assessment; Test Batteries

### Community Resources

- Knowledge of the variety of available resources, the process of referrals in & out
- Ex.: Illinois DRS, juvenile court, Social Security, Literacy training, vocational training, attainment of GED; Functional Capacity Evaluations; Neuropsychological Assessment
- Eligibility; Costs; Memos of Understanding; Cooperative Agreements; Capacity Building

### Legal and ethical issues

- Informed Consent
- HIPAA
- Olmstead
- Confidentiality
- Duty to warn
- Security
- Restraining orders, commitments, and guardianships

### Vocational Issues

- Career exploration
- Training, education
- Job analysis/ Job development, placement
- Supported employment



**Site Supervisor Evaluation Of Counselor-in-Training  
Department of Counselor Education  
Northeastern Illinois University**

Client \_\_\_\_\_ Site Supervisor \_\_\_\_\_

Name of Site \_\_\_\_\_ University Supervisor \_\_\_\_\_

Term/Year \_\_\_\_\_ Midterm \_\_\_\_\_ End of Term \_\_\_\_\_ Date \_\_\_\_\_

Rating Scale:

- 1 Needs Much Improvement
- 2 Needs Some Improvement
- 3 Acceptable Performance
- 4 A Strength
- 5 A Major Strength
- I/O Insufficient Opportunity to Observe
- NE Not Evaluated

**Professional Knowledge and Skills**

**Counseling.** The basic process includes helping s, parents, and teachers collect information, explore options, and make appropriate decisions through individual and group counseling.

- 1 2 3 4 5 I/O NE Helping clients with academic/educational development.
- 1 2 3 4 5 I/O NE Helping clients with career development.
- 1 2 3 4 5 I/O NE Helping clients with personal/social development.
- 1 2 3 4 5 I/O NE Chooses and uses appropriate counseling techniques
- 1 2 3 4 5 I/O NE Able to develop counseling goals.
- 1 2 3 4 5 I/O NE Intervenes appropriately with client s in a crisis.
- 1 2 3 4 5 I/O NE Establishes and maintains rapport with clients.
- 1 2 3 4 5 I/O NE Communicates empathy to clients.
- 1 2 3 4 5 I/O NE Reflects a non-judgmental attitude in counseling relationships.
- 1 2 3 4 5 I/O NE Able to be genuine, sincere, and understanding in helping.
- 1 2 3 4 5 I/O NE Maintains the privacy and confidentiality of information.

**Consultation.** The basic process involves providing information, presenting instruction, giving suggestions for handling situations, and facilitating planning processes with s, parents, teachers, client services specialists, administrators, and community agency professionals.

1	2	3	4	5	I/O	NE	Consults with family /others regarding strategies to help clients.
1	2	3	4	5	I/O	NE	Participates in multi-disciplinary team or case meetings.
1	2	3	4	5	I/O	NE	Uses structured group and classroom activities to meet client needs.
1	2	3	4	5	I/O	NE	Works with clients and family to meet goals and objectives.
1	2	3	4	5	I/O	NE	Locates/uses information from a variety of outside sources, internet, etc., assisting in client educational, career, and personal/social development.

**Coordination.** The basic process involves the coordination of other activities that directly or indirectly benefit the s and the school.

1	2	3	4	5	I/O	NE	Serving on committees.
1	2	3	4	5	I/O	NE	Organizing/scheduling/monitoring/interpreting the application of tests, inventories, and other evaluation procedures.
1	2	3	4	5	I/O	NE	Coordinating referral/follow-up activities/services with school/agencies Helping clients and their families.
1	2	3	4	5	I/O	NE	Planning/organizing/implementing/collaborating with others with respect to rehab or independent living activities.

**Appraisal.** The basic process involves measuring s' needs, interests, intellectual functions, and academic performance, as well as the influence of environmental factors on s' development.

1	2	3	4	5	I/O	NE	Using assessment/testing instruments in the evaluation of s.
1	2	3	4	5	I/O	NE	Collaborating with other professionals to assess client's abilities, aptitudes, interests, and goals
1	2	3	4	5	I/O	NE	Using questionnaires/inventories to help clients with vocational and independent living, and quality of life issues and decisions.
1	2	3	4	5	I/O	NE	Behavioral observations of clients in decision making and evaluation; using other sources of information to make recommendations about appropriate services.

### **Professional Characteristics and Development**

1	2	3	4	5	I/O	NE	Communicates effectively with clients, and others.
1	2	3	4	5	I/O	NE	Is perceived positively by others in the organization.
1	2	3	4	5	I/O	NE	Has a professional appearance.
1	2	3	4	5	I/O	NE	Recognizes own limitations and makes appropriate referrals.
1	2	3	4	5	I/O	NE	Respects individual and cultural differences.
1	2	3	4	5	I/O	NE	Acquires additional knowledge about special issues facing clients.

- 1 2 3 4 5 I/O NE Maintains written records/reports of professional activities.
- 1 2 3 4 5 I/O NE Participates in professionally related workshops or in-service training to improve professional skill development.
- 1 2 3 4 5 I/O NE Demonstrates commitment to values/ethics of rehabilitation the counseling profession.

Supervision

- 1 2 3 4 5 I/O NE Regularly attends and is prepared for supervision with site supervisor.
- 1 2 3 4 5 I/O NE Accepts constructive criticism and recommendations.
- 1 2 3 4 5 I/O NE Open and honest in supervisory sessions.
- 1 2 3 4 5 I/O NE Recognizes own limitations and seeks help and direction.

**Personal Characteristics and Development**

- 1 2 3 4 5 I/O NE Shows initiative.
- 1 2 3 4 5 I/O NE Is introspective, open, and receptive to feedback.
- 1 2 3 4 5 I/O NE Demonstrates flexibility by making appropriate changes in response to feedback.
- 1 2 3 4 5 I/O NE Demonstrates motivation for current and future roles as a counselor.
- 1 2 3 4 5 I/O NE Is cooperative and collaborative.
- 1 2 3 4 5 I/O NE Actively seeks new learning experiences.
- 1 2 3 4 5 I/O NE Punctual.
- 1 2 3 4 5 I/O NE Dependable, reliable, and trustworthy.
- 1 2 3 4 5 I/O NE Responsible and accountable for own behavior.

Additional Comments: Please feel free to comment about any of the factors described above or add any other comments that would be helpful in evaluating the student's strengths and weaknesses. Any comments about the student's overall potential for success as a school counselor would also be appreciated.

\_\_\_\_\_  
Site Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Intern's Signature

\_\_\_\_\_  
Date

My signature indicates that I have read the above report and have discussed the contents with my supervisor. It does not indicate that I agree with the report in part or in whole.

**Department of Counselor Education**  
**University Supervisor Evaluation of Counselor-in-Training – Rehabilitation Counseling**

Practicum                       Internship I                       Internship II

Student Name \_\_\_\_\_ Midterm \_\_\_\_\_ Final \_\_\_\_\_

University Supervisor \_\_\_\_\_ Term/Year \_\_\_\_\_

Key: 0=Insufficient opportunity to observe  
 1=Needs much improvement  
 2=Needs some improvement  
 3=Meets expectation  
 4=Superior

**A. Personal Attributes:** The counselor-in-training demonstrates

	<u>Circle One</u>
1. Insight into appropriate interventions/actions	0 1 2 3 4
2. Openness, flexibility, and receptiveness to feedback	0 1 2 3 4
3. Ability to accurately assess own strengths and weaknesses	0 1 2 3 4
4. Ability to respect collaborative relationship with clients	0 1 2 3 4
5. Initiative: ability to identify what needs to be done to follow through	0 1 2 3 4
7. An abiding sense of humor & perspective	0 1 2 3 4
8. Sensitivity to disability issues	0 1 2 3 4

Comments:

**B. Counseling Skills:** The rehabilitation counselor-in-training demonstrates the ability to:

1. Establish rapport	0 1 2 3 4
2. Provide structure to counseling sessions	0 1 2 3 4
3. Communicate empathic understanding	0 1 2 3 4
4. Collaborate with to set goals and develop plans of action	0 1 2 3 4
5. Assess the client’s ability, willingness, and confidence to deal with appropriate issues	0 1 2 3 4
6. Assess the client’s strengths, weaknesses, and progress towards goals	0 1 2 3 4
7. Access a range of appropriate interventions	0 1 2 3 4
8. Use micro counseling skills effectively	0 1 2 3 4
9. Implement ethically appropriate termination issues	0 1 2 3 4
10. Interpret appropriate tests and assessments (criterion-referenced)	0 1 2 3 4
11. Demonstrate ethical behaviors	0 1 2 3 4
12. Respect for, and willingness to learn about cultural/ethnic groups	0 1 2 3 4

Comments:

**C. Conceptual Proficiency:** The counselor-in-training will demonstrate the ability to

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. prepare a professional disclosure statement                           | 0 | 1 | 2 | 3 | 4 |
| 2. plan for sessions   | 0 | 1 | 2 | 3 | 4 |
| 3. formulate regular progress notes                                      | 0 | 1 | 2 | 3 | 4 |
| 4. develop a comprehensive written case study                            | 0 | 1 | 2 | 3 | 4 |
| 5. develop a written group counseling report                             | 0 | 1 | 2 | 3 | 4 |
| 6. present all written work in an organized, concise, and meaningful way | 0 | 1 | 2 | 3 | 4 |

Comments:

**D. Effective Use of Supervision:** The counselor-in-training demonstrates commitment to professional growth by

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. keeping appointments with university supervisor   | 0 | 1 | 2 | 3 | 4 |
| 2. being prepared with case studies, issues for discussion, and questions                      | 0 | 1 | 2 | 3 | 4 |
| 3. being willing to disclose areas of concern and examine vulnerabilities as well as strengths | 0 | 1 | 2 | 3 | 4 |

Comments:

**E. Seminar Participation:** The counselor-in-training will demonstrate

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. active participation by attending sessions, listening, and providing feedback | 0 | 1 | 2 | 3 | 4 |
| 2. willingness to share joys, defeats, successes, and unmet challenges           | 0 | 1 | 2 | 3 | 4 |
| 3. openness to varying viewpoints  | 0 | 1 | 2 | 3 | 4 |
| 4. knowledge of assigned readings  | 0 | 1 | 2 | 3 | 4 |

Comments:

**F. Grades**

- |              |       |
|--------------|-------|
| 1. Practicum | _____ |
| 2. Seminar   | _____ |

**Department Of Counselor Education  
Counselor-in-Training (Student) Evaluation Of Site Supervisor**

This evaluation form should be completed by the practicum/internship client at the end of the practicum/internship experience. Discussion of the form with the site supervisor being evaluated is encouraged by not required.

Name of Site Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Site: \_\_\_\_\_

Name of Client: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

**DIRECTIONS:** Circle the number which best represents how you, the client, perceive the supervision received at your site:

Key: 0 = Insufficient opportunity to observe/experience  
1 = Needs much improvement  
2 = Needs some improvement  
3 = Meets expectations  
4 = Superior

My site supervisor:

Circle One:

- |   |           |
|---|-----------|
| 1. Gives time and energy in observing and case review conferences.  | 0 1 2 3 4 |
| 2. Accepts and respects me as a person.   | 0 1 2 3 4 |
| 3. Recognizes and encourages further development of my strengths and capabilities.                                | 0 1 2 3 4 |
| 4. Gives me useful feedback when I do something well.   | 0 1 2 3 4 |
| 5. Provides me the freedom to develop flexible and effective counseling styles.                                   | 0 1 2 3 4 |
| 6. Encourages and listens to my ideas and suggestions for developing my rehabilitation counseling skills.         | 0 1 2 3 4 |
| 7. Provides suggestions for developing my counseling skills.  | 0 1 2 3 4 |
| 8. Helps me to understand the implications and dynamics of the counseling approaches I use.                       | 0 1 2 3 4 |
| 9. Encourages me to use new and different techniques when appropriate.  | 0 1 2 3 4 |
| 10. Is spontaneous and flexible in the supervisory sessions.  | 0 1 2 3 4 |
| 11. Helps me to define and achieve specific concrete goals for myself during the practicum/internship experience. | 0 1 2 3 4 |
| 12. Gives me useful feedback when I do something inappropriate.   | 0 1 2 3 4 |
| 13. Allows me to discuss problems encountered.  | 0 1 2 3 4 |
| 14. Focuses on both verbal and nonverbal behavior.  | 0 1 2 3 4 |
| 15. Helps me define and maintain ethical behavior in counseling and case management.                              | 0 1 2 3 4 |
| 16. Encourages me to engage in professional behavior.   | 0 1 2 3 4 |

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 17. Maintains confidentiality in material discussed in supervisory and team sessions.  | 0 | 1 | 2 | 3 | 4 |
| 18. Deals with both content and affect when supervising.   | 0 | 1 | 2 | 3 | 4 |
| 19. Focuses on the implications, consequences, and contingencies of specific behaviors in performing rehab counseling tasks.                 | 0 | 1 | 2 | 3 | 4 |
| 20. Helps me organize relevant case data in planning goals and strategies with my .  | 0 | 1 | 2 | 3 | 4 |
| 21. Assists me to formulate a behaviorally-based rationale of services.  | 0 | 1 | 2 | 3 | 4 |
| 22. Offers resource information when requested or needed.  | 0 | 1 | 2 | 3 | 4 |
| 23. Helps me develop increased skill in critiquing and gaining insight from my interpersonal relationships with clients, staff, and vendors. | 0 | 1 | 2 | 3 | 4 |
| 24. Allows and encourages me to evaluate myself.   | 0 | 1 | 2 | 3 | 4 |
| 25. Explains his/her criteria for evaluation clearly.  | 0 | 1 | 2 | 3 | 4 |
| 26. Applies his/her criteria fairly in evaluating my counseling performance.   | 0 | 1 | 2 | 3 | 4 |
| 27. Provides timely feedback to documentation and report writing   | 0 | 1 | 2 | 3 | 4 |
| 28. Provides assistance in understanding the unique needs of various disability types.   | 0 | 1 | 2 | 3 | 4 |
| 29. Provides opportunities for utilizing technology in services provided.  | 0 | 1 | 2 | 3 | 4 |
| 30. Provides opportunities to learn about new assistive technologies for persons with disability.  | 0 | 1 | 2 | 3 | 4 |
| 31. Provides opportunities to learn about interacting and cooperating agencies and the range of community resources and services.            | 0 | 1 | 2 | 3 | 4 |
| 32. Provides opportunities for case management and an understanding of the continuum of services offered.                                    | 0 | 1 | 2 | 3 | 4 |
| 33. Provides insight, knowledge, and skill working with specific ethnic and cultural groups.   | 0 | 1 | 2 | 3 | 4 |

Additional Comments and/or Suggestions:

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Department Of Counselor Education  
Counselor-in-Training (Student) Evaluation of Site Experience**

Name of Client \_\_\_\_\_ Semester/Year \_\_\_\_\_

Site Name \_\_\_\_\_ Site Phone \_\_\_\_\_

Site Address \_\_\_\_\_

Site Supervisor \_\_\_\_\_

Immediate Site Supervisor(s) Name \_\_\_\_\_ Title \_\_\_\_\_  
 Name \_\_\_\_\_ Title \_\_\_\_\_

**EVALUATION**

Circle the number that best represents your site experience in the categories below:

- Key: 0=Insufficient opportunity to experience  
 1=Needs much improvement  
 2=Needs some improvement  
 3=Meets expectations (standard)  
 4=Exceptional Experience

	<u>Circle One</u>
1. Orientation upon arrival at site	0 1 2 3 4
2. Facilities and space	0 1 2 3 4
3. Exposure to variety of problems	0 1 2 3 4
4. Exposure to variety of professional activities	0 1 2 3 4
5. Quality of supervision	0 1 2 3 4
6. Overall summary rating of your experience	0 1 2 3 4

Would you recommend this organization to other counselors for field experience?

YES                      NO                      (circle one)

What could be done to improve the clinical experiences at this site?

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Additional Comments

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If you need more space to write, please use the other side of this paper.

**Department Of Counselor Education  
Practicum or Internship (circle one)  
Rehabilitation Counseling  
Weekly Time Log**

Client \_\_\_\_\_

Week of \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00am							
8:00							
9:00							
10:00							
11:00							
12:00n							
1:00pm							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							

**Direct Service Hours**

- \_\_\_\_\_ Individual Counseling
- \_\_\_\_\_ Group Counseling
- \_\_\_\_\_ Consulting (with major stakeholders)—e.g., Cooperating vendors
- \_\_\_\_\_ Plan Development
- \_\_\_\_\_ Intake Interviews
- \_\_\_\_\_ Other: \_\_\_\_\_

**Indirect Service Hours**

- \_\_\_\_\_ Coordinating (e.g. data gathering referrals, events, scheduling, meeting, preparing, planning, coordinating)
- \_\_\_\_\_ Appraisal (e.g., testing, observing, data gathering)
- \_\_\_\_\_ Professional Development
- \_\_\_\_\_ Supervision (on-site and university)
- \_\_\_\_\_ University Seminar

**Totals**

This Week:

- \_\_\_\_\_ Total Direct
- \_\_\_\_\_ Total Indirect

\_\_\_\_\_ **Total Hours**

**Semester-to-Date**

- Semester-to-Date
- \_\_\_\_\_ Total Direct
- \_\_\_\_\_ Total Indirect

\_\_\_\_\_ **Total Hours**

**Department of Counselor Education  
Northeastern Illinois University  
Informed Consent for Case Study**

I give permission for \_\_\_\_\_ (*Print Client Name*) to participate in a Case Study. I understand that the purpose of this case study is to provide the intern (counselor-in-training) with experience in studying and understanding the adjustment of the student to the rehabilitation counseling environment. In order to become as familiar as possible with the client's development, the intern will have a series of interviews with the client /customer/consumer. The intern is also encouraged to meet with clients or guardians, interview staff who know the client, and read the client's file. I understand that the case study will be discussed in the student's seminar with her/his professor at the university. All discussions are for the purposes of training future rehabilitation counselors and will be held in strict confidence. I further understand that every precaution will be used to respect the client's confidentiality by editing out names and any references that may indicate to another the client, customer or consumer identity.

\_\_\_\_\_  
(*Signature of or Guardian*)

\_\_\_\_\_  
(*Date*)

\_\_\_\_\_  
(*Signature of Site Supervisor or Witness*)

\_\_\_\_\_  
(*Date*)

\_\_\_\_\_  
(*Signature of Intern*)

\_\_\_\_\_  
(*Date*)

## References

Council on Rehabilitation Education. (2005). *2005 program standards*. Schaumburg, IL: Author.

Available at <http://www.core-rehab.org>

