

**CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO  
DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION  
& COUNSELING  
COLLEGE OF EDUCATION**

**REHABILITATION COUNSELING  
PRACTICUM & CLINICAL FIELDWORK MANUAL  
FOR SUPERVISORS**



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Dear Site Supervisor:

We appreciate your taking the time to supervise one of our students in the rehabilitation counseling practicum and clinical fieldwork/internship program at California State University, San Bernardino. We believe this is an important contribution to both the educational process and the rehabilitation counseling profession.

We welcome your support, instruction, and evaluation of the student you are supervising. It is very important that you sign the **Contract for Rehabilitation Counseling Practicum and Clinical Fieldwork/Internship** that you and the student develop identifying the student's function and responsibilities while at your agency. At the end of the quarter you will be asked to sign the **Summary Log Sheet** stating the indicated amount of time spent on different counseling activities while at your agency is accurate. In addition, the student will ask you to evaluate several areas of performance while at the agency. A careful evaluation will lead to helping the student improve his/her skills while providing the faculty with knowledge about where the program needs to be strengthened.

Please feel free to contact me or the university supervisor at any time if you have questions regarding the Practicum and Clinical Fieldwork/Internship program at CSUSB or concerns about the student you are supervising. My phone number is (909) 537-5453. Again, your effort and support in this most important phase of our educational process is greatly appreciated.

Sincerely,



Connie McReynolds, Ph.D., CRC, PVE, Psychologist  
Professor and Coordinator  
Rehabilitation Counseling Program  
Department of Special Education, Rehabilitation and Counseling  
College of Education  
(909) 537-5453  
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## **Mission Statement**

The mission of the Rehabilitation Counseling program at CSUSB is to develop students to be Rehabilitation Counselors who work with individuals with disabilities. Special encouragement is given to students who wish to focus on bilingual/multicultural issues in their program. Students may work as practitioners, case managers, and administrators. The Program encourages the recruitment, retention, and successful completion of students from under-represented populations in order to ensure diversity within the profession.

## **Objectives of the Rehabilitation Counseling Program**

- Produce graduates to work with individuals with disabilities in the Inland Empire
- Train students who can become Certified Rehabilitation Counselors
- Train students in the effective delivery of rehabilitation services for individuals with physical, mental, and social disabilities.
- Produce graduates with bilingual skills to work with individuals with disabilities

## **RESPONSIBILITIES OF ON-SITE PRACTICUM AND CLINICAL FIELDWORK SUPERVISOR**

1. To discuss the Contract for Rehabilitation Counseling Practicum or Clinical Fieldwork with the student, develop a plan of activities, and sign it upon completion.
2. The types of activities which are appropriate to the Practicum and Clinical setting should include when possible:
  - a. Orientation to the agency's program components, policies and procedures, introduction to staff and their role and function.
  - b. Identification of the expectations for interns.
  - c. Observation of rehabilitation service delivery in all stages of development, in the office/facility, in conferences and in the field.
  - d. Work Assignments-performing the tasks required of an employed rehabilitation counselor in the agency from intake to discharge and/or placement and follow-up.
  - e. Reporting-includes all required academic reports as well as logs, weekly progress reviews and summaries of client activities.
  - f. Evaluation-includes self-evaluation by the student, an independent evaluation by the on-site supervisor, and the academic evaluation by the university supervisor.
3. To supervise the student's activities in the organization where the student is completing practicum and clinical fieldwork experience.
4. To notify the university supervisor of any serious problems the student may have while completing the practicum and clinical fieldwork experience.
5. To verify the summary log sheet relating to the student's experience.
6. To meet with the student to discuss his/her rehabilitation counseling development at the agency.
7. To discuss the student's rehabilitation counseling development with the university supervisor.
8. To evaluate the student's rehabilitation counseling development to include: Counseling skills, Practicum and Clinical Fieldwork Activities, and Student/Professional Dispositions.

**CONTRACTS FOR REHABILITATION  
COUNSELING PRACTICUM AND CLINICAL FIELDWORK**

**See Rehabilitation Counseling Website at:**

**<http://coe.csusb.edu/programs/rehabCounseling/manuals.html>**

**for Contracts**

**(contained in Student Practicum and Student Fieldwork Manual)**

## **PRACTICUM I AND ADVANCED PRACTICUM** **California State University, San Bernardino**

### **CORE Requirements for Practicum Experiences**

**CORE Standard D.1:** Students shall have a minimum of 100 hours of supervised rehabilitation counseling practicum with at least 40 hours of direct service to persons with disabilities (not a role-play client). Practicum students should have experiences that increase their awareness and understanding of the differences in values, beliefs, and behaviors of individuals from diverse populations.

**CORE Standard D.1.1:** The practicum shall include instructional experiences (audio-video tapes and individual and group interaction) dealing with rehabilitation counseling concerns, and clinical experiences (on or off-campus) that facilitate the development of basic rehabilitation counseling skills. During the practicum, students will conduct interviews that will be reviewed by a supervisor. If practicum experiences are provided off-campus, there will be direct and periodic communication throughout the semester between the site supervisor and the faculty (e.g., site visits, conference calls, video-conferencing, electronic communication). Practicum activities shall be documented in logs, progress reviews, and summaries. The program faculty member responsible for practicum supervision must be a CRC.

**CORE Standard D.1.2:** Written expectations, procedures, and policies for practicum shall be contained in a manual or other appropriate document(s) and distributed to students and supervisors. This will include the policy that the practicum is a prerequisite to the supervised rehabilitation counseling clinical internship experience.

**CORE Standard D.1.3:** Practicum experiences shall include an average of one (1) hour per week of individual or 1½ hours per week of group (with no more than 10 students/group) supervision by a program faculty member or qualified individual working in cooperation with a program faculty member.

**CORE Standard D.1.4:** When using distance education modalities, practicum supervision may be provided using a variety of methods such as video conferencing, teleconferencing, real time video contact, or others, as appropriate.

**CORE Standard D.1.5:** In states that have specific practicum supervision requirements for counselor licensure, the program shall make the required supervision experiences consistent with the licensure requirements available to those students desiring to qualify for licensure.

**CORE Standard D.1.6:** There shall be a written progress review of the performance/counseling skills of all students enrolled in a practicum.

**CORE Standard D.1.7:** There shall be a written procedure for responding to students who do not demonstrate satisfactory practicum knowledge or clinical skills.

**CORE Standard D.1.8:** The individual supervision of five students shall be considered to be equivalent to the teaching of one course.

## **PRACTICUM EXPERIENCE REQUIREMENTS / APPLICATION**

Practicum I and Advanced Practicum courses require a total of 100 hours (50 hours in each course) of practical experience in a facility that provides services to individuals with disabilities. Of the 50 hours in each practicum experience, 20 hours per quarter are to be in direct service to persons with disabilities.

Practica experiences shall include an average of one (1) hour per week of individual or 1½ hours per week of group (with no more than 10 students/group) supervision by a program faculty member or qualified individual working in cooperation with a program faculty member. The student is encouraged to select different sites for each practicum experience.

Students must complete the Practicum Application and submit it to the Program Coordinator who will provide final authorization for enrollment into the Practicum I and Advanced Practicum courses. The same application is to be used for both courses.

Successful completion of Practicum I and Advanced Practicum is required before admission into the Fieldwork course. For purposes of critique and evaluation, audiotaped and/or videotaped individual and/or group sessions will be required for Practicum I; videotaped individual and/or group sessions will be required for Advanced Practicum. Intake type interviews will not fulfill these requirements. Students have the responsibility for following agency and program procedures, both for securing permission to tape and insuring the confidentiality of the obtained tape.

Students are encouraged to have a CRC site supervisor during the entire Practicum experience.

## **CRITERIA FOR SELECTING PRACTICUM/FIELDWORK SITE**

### **Agency Selection:**

1. Agencies should be selected that have a primary function of serving people with disabilities; this may also include agencies that serve the socially disadvantaged.
2. Agencies should have a broad variety of rehabilitation services that are designed to serve persons with disabilities.
3. Agencies should be recognized in the community as a viable agency with appropriate accreditation (if it exists for that agency).
4. Agencies should be able to provide assurances that they can provide adequate and appropriate opportunities for the student to work with people with physical, mental, psychological, chemical dependency / addiction, and social disabilities.

### **Qualifications of Site Supervisor:**

1. Appropriate academic training at the Master's or Doctorate level.
2. Work experience that will provide the practicum student with a proper orientation to the field of rehabilitation.
3. An interest and willingness to become a part of an academic training program.
4. Flexibility of schedule that allows the necessary time required for training and



- supervising practicum as part of the supervisor's daily activities.
5. Sufficient experience and/or education in area of counseling or interpersonal relationships to provide practicum students with insight in interviewing and/or counseling techniques.
  6. Familiarity with the working relationship with other community agencies.

### **RESPONSIBILITIES FOR PRACTICUM STUDENT, SITE SUPERVISOR, AND UNIVERSITY SUPERVISOR**

#### **Student Responsibilities:**

1. Maintain regular attendance schedule and complete all assignments.
2. Conform to agency rules, regulations, and standards.
3. Demonstrate an awareness of personal skills and limitations by taking initiative when appropriate, yet seeking assistance when necessary.
4. Keep a log of all activities and reactions. The log should include:
  - (a) date and number of hours spent at the practicum site.
  - (b) description of activities (e.g., interviewing, personal or vocational counseling, interaction with staff and other professionals, planning, in service training, utilization of community resources, placement activities, attendance at conferences, workshops, observing similar activities of Rehabilitation Counselors and any other job duties performed).
  - (c) weekly personal reaction to activities performed.
5. Establish personal objectives to be met during the practicum experience.
6. Provide an evaluation report of the practicum experience.
7. Abide by the CRCC Code of Ethics.

#### **Site Supervisor Responsibilities:**

Agencies should assign one staff member to direct the practicum experience. This supervisor may assign the student to other professional staff in the agency but is responsible for making sure the student's assignments best meet the needs of the student and the agency. The practicum site supervisor is responsible for planning, assigning practicum duties, observing and monitoring the student's work performance as well as setting up priorities in terms of work tasks.

On-site supervision includes:

1. Assign work according to the student's level of competence based on the student's education, experience level, and objectives.
2. Schedule weekly conferences to review the work of the student and to monitor work performance. This enables both the student and supervisor to modify the practicum experience to meet the needs of both parties.
3. Communicate with the University Supervisor if any problems arise and give feedback regarding the student's quality of work.
4. Abide by the ethical standards of the Rehabilitation Counseling profession and/or the ethical standards of the primary professional organization of the agency supervisor.

5. Completion of final evaluation of student's work.

### **University Supervisor Responsibilities**

1. Review progress of the practicum student on a regular basis.
2. Provide written progress reports to student.
3. Contact practicum Site Supervisor at least twice within the quarter.
4. Reserves the right of final retention or dismissal of the student, and agrees to withdraw the student from the practicum site when the student's practice and/or behavior does not meet minimum standards of the Agency and is so requested by the Agency Supervisor.

### **PRACTICA EVALUATION PROCESS**

The student's performance during the practicum is evaluated by the site supervisor and university supervisor. After the practicum objectives have been delineated, the student will be evaluated at the end of the quarter. Other scheduled evaluations may be performed at the request of any of the three parties. If a student is deemed to be proceeding in an unsatisfactory manner in a Practicum course, a report will be prepared by the University Supervisor summarizing both the points of concerns and a specific action plan for remediation, including specific recommendations, behavioral outcomes, and deadlines for review that offer a realistic opportunity for the student to experience an ultimately successful practicum experience. Successful completion of the Corrective Action Plan is required in order for the student to receive a passing grade in the Practicum course.

**California State University San Bernardino**  
**College of Education**  
**Department of Special Education, Rehabilitation & Counseling**  
**5500 University Parkway**  
**San Bernardino, CA 92407**  
**(909) 537-5606**

**REHABILITATION COUNSELING PROGRAM**

**Site Supervisor Evaluation of Practicum Student**  
**At the end of this course, please send the**  
**completed evaluation form to the class instructor.**

Quarter/Year \_\_\_\_\_

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

Practicum Site \_\_\_\_\_

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

University Supervisor \_\_\_\_\_

**Directions:** Please indicate the degree each competency has been demonstrated using the provided scale:

**Definition of Rating Terms:**

**Excellent:** Always performs *above* the minimum requirements and shows *outstanding* aptitude and application of techniques and concepts of Rehabilitation Counseling

**Average:** Meets minimum requirements in a satisfactory manner; performs as might be expected of a Rehabilitation Counseling graduate student.

**Poor:** Occasionally fails to meet minimum requirements in a satisfactory manner; performs at a level below that expected of a Rehabilitation Counseling graduate student.

**N/A:** Not Applicable

**1. Work Performance- Student demonstrates the ability to:**

	Excellent	Average	Poor	N/A
1.1 Organize information for records or reports				
1.2 Provide clarity and accuracy in records and reports				
1.3 Carry out instructions or directions				
1.4 Completes assigned tasks				
1.5 Plan and organize work				

1.6 Be flexible in adapting to work situations				
1.7 Show initiative in presenting and developing new ideas				
1.8 Work under pressure and use personal stress management strategies				
1.9 Show skill in handling special assignments				
1.10 Recognizes the importance of individual differences and diverse cultures in counseling				
1.11 Knows and consistently adheres to established professional codes of ethics				
1.12 Students seeks out opportunities for observations and ways to participate in agency activities as appropriate				

**2. Response to Supervision - Student demonstrates the ability to:**

	Excellent	Average	Poor	N/A
2.1 Develop a positive and respectful relationship with supervisor				
2.2 Consults with supervision for assistance				
2.3 Use supervisory help in performance of work				
2.4 Appropriately express feelings in supervisory conferences				
2.5 Be prompt and prepare for conferences with supervisor				
2.6 Constructively accepts praise, feedback, and ideas for improvement				

**3. Acceptance of Professional Role – Student demonstrates the ability to:**

	Excellent	Average	Poor	N/A
3.1 Accepts professional responsibility				
3.2 Forms a positive relationship with other professionals in the agency/facility staff members (e.g., teamwork)				
3.3 Forms a positive relationship with other professionals in the community				
3.4 Respects and follows agency/ facility policies and procedures				
3.5 Demonstrates potential to make a positive professional Contribution in the human services field.				
3.6 Demonstrates professional identity through appropriate dress and demeanor.				

**4. Add any other information that could clarify your responses or provide additional insight into this student's qualifications.**

\_\_\_\_\_  
(Printed Name of Site Supervisor)

\_\_\_\_\_  
(Site Supervisor's Signature & Date)

\_\_\_\_\_  
(Printed Name of Student)

\_\_\_\_\_  
(Student's Signature & Date)

**\*Student is to return form to the university supervisor.**

**CLINICAL FIELDWORK**  
**California State University, San Bernardino**

**CORE Fieldwork Standards**

D.2 Students shall have supervised rehabilitation counseling internship activities that include a minimum of 600 hours of applied experience in an agency/program, with at least 240 hours of direct service to individuals with disabilities.

D.2.1 The internship activities shall include the following:

D.2.1.a. orientation to program components, policies and procedures, introduction to staff and their role and function, identification of the expectations for interns, confidentiality and due process procedures, risk assessment, and the Code of Professional Ethics for Rehabilitation Counselors;

D.2.1.b. observation of all aspects of the delivery of rehabilitation counseling services, as practiced by the agency or organization, including diverse populations;

D.2.1.c. work assignments, performing the tasks required of an employed rehabilitation counselor at the agency or organization; and

D.2.1.d. reporting, including all required academic reports as well as logs, weekly progress reviews, and summaries of activities.

D.2.2 Written expectations, procedures, and policies for the internship activities shall be contained in a manual or other appropriate document(s) and distributed to students and supervisors.

D.2.3 For the internship, an on-site supervisor must be assigned to provide weekly supervision throughout the internship experience.

D.2.4 The internship shall include an evaluation of student performance, including self-evaluation by the student, the field site supervisor, and the faculty supervisor.

D.2.5 The RCE Program shall use internship experience sites that provide rehabilitation counseling services to individuals with disabilities appropriate to the mission of the program.

D.2.6 Internship students shall have experiences that increase their awareness and understanding of differences in values, beliefs and behaviors of persons who are different from themselves. Internship shall promote cultural competence, foster personal growth, and assist students in recognizing the myriad of counseling approaches and rehabilitation issues that affect service delivery.

D.3 Internship experiences shall include an average of one (1) hour per week of individual or 1½ hours per week of group (with no more than **ten** students/group) supervision by a

program faculty member who is a CRC or qualified individual working in cooperation with a program faculty member who is a CRC.

D.3.1 When using distance education modalities, supervision may be provided using a variety of methods such as video conferencing, teleconferencing, real time video contact, or others as appropriate.

D.3.2 In states that have specific supervision requirements for counselor licensure, the program shall make the required supervision experiences consistent with the state licensure requirements and available to those students desiring to qualify for licensure.

D.3.3 There shall be a progress review of all students enrolled in an internship.

D.3.4 There shall be a written procedure for responding to students who do not demonstrate satisfactory internship knowledge or clinical skills.

D.3.5 The individual supervision of **five** students shall be considered equivalent to the teaching of one course due to the intensive, one-on-one instruction and the ongoing evaluation necessary in internship.

The Council on Rehabilitation Education requires that each student complete a minimum of 600 hours in rehabilitation counseling (240 hours of one-on-one individual counseling) at an agency site. The additional activities shall include, but not be limited to, the following components:

1. To the agency's program components, policies and procedures, introduction to staff and their role and function; identification of the expectations for the interns.
2. Observation of rehabilitation service delivery in all stages of development – in the office/facility, in conferences and in the field;
3. Work Assignments – performing the tasks required of an employed rehabilitation counselor in the agency from intake to discharge and/or placement;
4. Reporting – includes all required academic reports as well as longs, weekly progress reviews and summaries of client activities;
5. Evaluation – includes self-evaluation by the student, and supervisor and academic evaluation by the university supervisor.

Students will complete their practicum and fieldwork in clinical sites which provide services to individuals with disabilities. According to the CORE Manual, suggested sites where the student may complete their practicum and clinical fieldwork are as follows:

- State offices of rehabilitation, commission for the blind or developmental disabilities;
- Vocationally oriented facilities;
- State training schools and rehabilitation centers;
- Medical hospitals- medical rehabilitation;
- Psychiatric hospitals;
- Community mental health clinics;

- Correctional institutions;
- Drug and alcohol settings;
- Agencies for the culturally (economically) disadvantaged;
- Consumer organizations;
- Institutions for the aging;
- Independent living centers and/or agencies;
- Private, for profit agencies;
- University and college offices for individuals with disabilities and Affirmative Action; Special Services for students with disabilities;
- Rehabilitation units of larger entities, e.g., Workers Compensation, Railroads, Public Utilities, Veterans Administration Hospitals, Dept. of Labor, etc.

Clinical Fieldwork is a culminating process in which students are encouraged to complete their clinical experience near the end of their program of study. Further, students are encouraged to have as wide a variety of experiences as possible within this clinical area.

Students who are currently working on a full-time basis in the rehabilitation field will be allowed to use their work-based experiences for one quarter of the three required quarters ***IF the work experience is at the level appropriate for graduate work.*** For the additional two quarters, the fieldwork experience must include a minimum of 50 hours each quarter completed away from the regular work responsibilities. This does not remove the requirement of all fieldwork students to have 80 hours of one-on-one counseling experience each quarter.

**GENERAL REQUIREMENTS FOR CLINICAL FIELDWORK  
REHABILITATION COUNSELING  
EREH 679**

**Course Requirements**

1. A contract will be developed indicating the way in which the student will utilize their time in the Clinical Fieldwork experience. The contract will include:
  - a. The student counselor's functions in that particular setting
  - b. The hours to be spent in each activity
  - c. Methods of implementation
  - d. Dates by which various activities will be completed
2. A Weekly Log Sheet will be completed by the student, signed by the on-site supervisor and given to the CSUSB supervisor.
3. Each student will keep a Weekly Record of his/her activities. This log will include the dates and times of counseling activities and a brief notation of the nature of the activity and progress reviews for each client.
4. Each student will submit the requisite number of audio/video tapes that demonstrate rehabilitation counseling skills with clients to the university supervisor.
5. Student will prepare the requisite number of studies on clients. The case study will reflect:
  - a. Reason for referral
  - b. Social vocational history
  - c. Vocational planning
  - d. Services needed to complete the plan
  - e. Overall evaluation of client's progress toward successful completion of the rehabilitation plan.
6. Student will complete a self-evaluation of their rehabilitation counseling development at the end of the quarter, which they will discuss with the on-site supervisor.
7. Student will attend and actively participate in all fieldwork seminars.
8. Student will demonstrate sound rehabilitation counseling ethics and practices during the Clinical Fieldwork experience.
9. Each student will submit an evaluation form at the end of the quarter.



## FIELDWORK CLINICAL EVALUATION EREH 679

The supervision and evaluation of the student during clinical fieldwork is the responsibility of the university supervisor in consultation with the on-site supervisor and the students CRC mentor. The on-site supervisor has an important role in the evaluation process and subsequently there is close cooperation between the university and on-site supervisor. All on-site supervisors participate in a continual evaluation process of the student's activities. The CRC mentor meets with the student for approximately one hour per week to discuss general issues and professional and ethical dilemmas.

A student who experiences difficulties during the clinical fieldwork will meet with both the on-site and university supervisors. This discussion will hopefully resolve the problem. A student may be removed from a fieldwork/internship site, if they are demonstrating unethical or unsound rehabilitation counseling practices or if the student is not conducting him/herself in an appropriate manner within the agency setting. This may include but not be limited to questions of tardiness, absenteeism, and general behaviors which would be reasons for dismissal as a probationary employee. **Serious violations of rehabilitation counseling ethics and practices may result in the student being terminated from the CSUSB rehabilitation counseling program.**

The student's evaluation in Clinical Fieldwork is a Credit/No Credit mark. This allows the student the opportunity to try new ideas and concepts without fear of it negatively affecting the student's grade. If a student does not submit all the course work, does not attend the prescribe number of class meeting, or fails to complete expected hours within the quarter. The university supervisor may choose to assign the mark of No Credit, which requires that the student must retake that clinical fieldwork. Clinical Fieldwork hours which were completed during a quarter when a No Credit was assigned will not be carried into the new quarter, a student with a No Credit should expect to repeat all 200 hours except in exceptional cases.

The student's grade in Clinical Fieldwork will be an evaluation of the following three areas: \*

1. Rehabilitation Counseling skills and practices  
(50% of assigned mark)
2. Participation in seminar activities  
(25% of assigned mark)
3. Functioning and understanding of community rehabilitation organizations  
(25% of assigned mark)
- Note in paragraph above the conditions when a No Credit can and will be assigned.

The following are a listing of the competencies to be demonstrated in the stated areas of evaluation. These competencies will be expected of all students. The evaluation method may vary with different university supervisors, but the specific requirements will be included in the syllabus for the Clinical Fieldwork course.

1. Evaluation of Rehabilitation Counseling skills and practices.
  - a. Student will demonstrate rehabilitation counseling ethics and an understanding of the

- rehabilitation counseling process.
- b. Student will demonstrate an understanding of the vocational implications and handicaps of different diseases and disabilities.
  - c. Student will demonstrate an understanding of vocational planning.
  - d. Student will demonstrate an understanding of organized casework management.
  - e. Student will demonstrate an understanding of effective vocational evaluation.
    - i. Selection of appropriate evaluation measures for client.
    - ii. Ethical administration of evaluation procedures.
    - iii. Competent scoring (where feasible) and interpretation of evaluation results to the client.
  - f. Student will demonstrate effective job placement skills.
  - g. Student will demonstrate an understanding of rehabilitation organizational development activities.
  - h. Student will demonstrate effective interviewing skills.
  - i. Student will demonstrate sound rehabilitation counseling with clients. Their counseling development (as appropriate) will reflect the following counseling understandings and strategies.
    - i. The process skills of warmth, respect, empathy, and genuineness; and nonverbal physical attending skills.
    - ii. Primary accurate empathy skills including paraphrasing content, accurate reflection of feelings, summarizing content and feelings, minimal encouragers, open leads and questions when appropriate, toleration of silences, suspension of own frame of reference.
    - iii. Advanced accurate empathy skills including identification of themes and patterns, pulling together masses of materials, providing alternative frames of reference, recognizing polarities and discrepancies, responding to nonverbal communication, self-disclosure, immediacy, and confrontation.
    - iv. Counseling skills, including mutual goal setting, development and elaboration of behavioral change intervention plans, monitoring of change, and assessment of planned intervention.
    - v. Identification of client resistance and evidence of change.
    - vi. Ability to critique and accurately identify strengths and weaknesses in own counseling.
    - vii. Ability to describe counseling sessions in process terminology.
    - viii. Use of three distinctly different intervention strategies.
    - ix. Ability to initiate and terminate counseling sessions in an effective and appropriate way.

These skills will be evaluated by on-site visits of the university supervisor, seminar activities, the feedback of on-site supervisor, and other related assignments which may be required dependent on the student's skill level.

2. Community Rehabilitation Organizational Structures understanding and functioning
  - a. Demonstrated knowledge of the purpose, structure, procedures, and resources of the clinical setting (case management, audio/videotape presentations)

- b. Ability to relate effectively to relevant segments of the population which would include students/clients, staff and administration (on-site observations, on-site supervisor feedback).
- c. Demonstrate understanding of role of rehabilitation counselor as change agent.
- d. Demonstrates understanding of agency's relationship to other agencies in the community.

## **REHABILITATION COUNSELING Fieldwork Case Study Outline**

### **IDENTIFYING DATA:**

Name (assigned, not real), general address, age, date of birth, gender

### **REASON FOR REFERRAL:**

### **DISABILITY:**

Nature, onset, seriousness, duration, treatment, medication, mobility, stability, hospitalization.

Feelings and attitudes of subject to work “disability”

### **FAMILY:**

Brothers, sisters, stability, supportiveness, relationships between members

### **SOCIAL:**

General appearance of subject and impression made upon others, relationships with friends and community agencies, leisure time activities, living arrangements.

### **EDUCATION:**

Highest level of schooling, interests, academic skills, other training. Attitude toward classroom education.

### **EMPLOYMENT:**

Work experience, work stability, work skills, job continuation, job availability, skills, motivation for work, job seeking skills.

### **SUMMARY OF ASSETS:**

### **SUMMARY OF LIMITATIONS:**

### **CLIENT’S STATEMENT OF PROBLEM(S):**

**Counselor’s perception of client’s problem(s) and their relationship to the client’s employability.**

**California State University, San Bernardino  
 Rehabilitation Counseling Clinical Fieldwork  
 SUPERVISOR EVALUATION  
 Student Counseling Skills  
 EREH 679**

Student \_\_\_\_\_

**First session** \_\_\_\_\_  
**Second session** \_\_\_\_\_  
**Third session** \_\_\_\_\_

This competency checklist is designed to allow the supervisor to rate the student's competencies. If a competency was not applicable in the particular setting of this Clinical Fieldwork/Internship, please check the "not applicable" line. If you have specific comments relating to a particular competency, please indicate under comments.

**Section One** competencies relate to **Counseling Skills**.

		<b>Met</b>	<b>Part Met</b>	<b>Not Met</b>	<b>Not App.</b>
1,	Student demonstrates the ability to communicate and apply relationship building skills.....	_____	_____	_____	_____
	Comments:				
2.	Student demonstrates sensitivity to client's needs and perceptions when dealing with counseling information including testing...	_____	_____	_____	_____
	Comments:				
3.	Student demonstrates awareness of individuality of clients.....	_____	_____	_____	_____
	Comments:				
4.	Student demonstrates skill and knowledge in selecting and using effective intervention strategies appropriate to the client's needs and purposes.....	_____	_____	_____	_____
	Comments:				

		<b>Met</b>	<b>Part Met</b>	<b>Not Met</b>	<b>Not App.</b>
5.	Student demonstrates the ability to conceptualize, articulate and defend a personally developed counseling process model.....	_____	_____	_____	_____
	Comments:				
6.	Student demonstrates the ability to evaluate his/her own counseling interventions in terms of the model.....	_____	_____	_____	_____
	Comments:				
7.	Student demonstrates the flexibility to modify their conceptualizations of the counseling process as circumstances and experience dictates.....	_____	_____	_____	_____
	Comments:				
8.	Student demonstrates the knowledge and Ability to help clients develop positive Attitudes toward self and others.....	_____	_____	_____	_____
	Comments:				
9.	Student demonstrates the knowledge and ability to assist individuals and groups in their development.....	_____	_____	_____	_____
	Comments:				
10.	Student demonstrates the ability to interpret results from group and individual assessments.....	_____	_____	_____	_____
	Comments:				

		<b>Met</b>	<b>Part Met</b>	<b>Not Met</b>	<b>Not App.</b>
11.	Student demonstrates awareness of and sensitivity to sex biases.....	_____	_____	_____	_____
	Comments:				
12.	Student demonstrates counseling skills utilizing tests, career information, and personal data.....	_____	_____	_____	_____
	Comments:				
13.	Student demonstrates effectiveness in working with individuals and groups from diversity of backgrounds including persons who differ from one another in race, culture, varied life styles, sex, and physical abilities...	_____	_____	_____	_____
	Comments:				
14.	Student demonstrates her/his awareness of the counselor's change-agent function on behalf of clients.....	_____	_____	_____	_____
	Comments:				
15.	Student demonstrates skill in the following:				
	a. Group Orientation.....	_____	_____	_____	_____
	b. Facilitating group movement and development.....	_____	_____	_____	_____
	c. Maintaining stated group direction...	_____	_____	_____	_____
	d. Using appropriate verbal responses..	_____	_____	_____	_____
	e. Facilitating productive group Inter-action.....	_____	_____	_____	_____
	f. Selecting and using a leadership model.....	_____	_____	_____	_____

	<b>Met</b>	<b>Part Met</b>	<b>Not Met</b>	<b>Not App.</b>
g. Establishing and maintaining productive group norms.....	_____	_____	_____	_____

Comments:

16. Student demonstrates conscientiousness with regard to the legal and ethical implications of client confidentiality....	_____	_____	_____	_____
--	-------	-------	-------	-------

Comments:

17. Student demonstrates the following personal capacities:				
a. The willingness and skill to join with others in effective self-evaluation and critiquing of each other's counseling.....	_____	_____	_____	_____

b. The openness to evaluate oneself In terms of self-factors affecting Person to person relationships In counseling.....	_____	_____	_____	_____
--	-------	-------	-------	-------

c. The self-confidence and commitment Needed for the development of Competence in counseling.....	_____	_____	_____	_____
---	-------	-------	-------	-------

Comments:

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Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

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Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_



**California State University, San Bernardino  
 Rehabilitation Counseling Clinical Fieldwork  
 SUPERVISOR EVALUATION  
 Day-To-Day Activities  
 EREH 679**

Student \_\_\_\_\_

1<sup>st</sup> session \_\_\_\_\_  
 2<sup>nd</sup> session \_\_\_\_\_  
 3<sup>rd</sup> session \_\_\_\_\_

The competencies that follow are designed for supervisors to rate the student's perceived level of competence. The competencies cover the broad range of activities of a rehabilitation counselor working in the field. Some of the activities may not be part of the clinical experiences that were part of the Clinical experience this quarter. If a competency is not applicable for a particular setting, check the 'Not Applicable' line. Please add comments when you feel that is appropriate.

**Section 2:** Competencies involve the **day-to-day activities** of a rehabilitation counselor.

	<b>Met</b>	<b>Part Met</b>	<b>Not Met</b>	<b>Not App.</b>
1. The student demonstrates knowledge of and behavior in accordance with his/her professional role:				
a. Awareness of and compliance with the code of ethics.....	_____	_____	_____	_____
b. Knowledge of professional organizations and journals.....	_____	_____	_____	_____
c. Credentials, licenses and training accreditation.....	_____	_____	_____	_____
d. Knowledge of and cooperation with comparable professionals.....	_____	_____	_____	_____
e. Knowledge of and working Relationship with referral agencies...	_____	_____	_____	_____
f. Participation in in-service and up-grading educational opportunities..	_____	_____	_____	_____
Comments:				
2. Student demonstrates awareness of Information, resources and social programs.....	_____	_____	_____	_____
Comments:				

	<b>Met</b>	<b>Part Met</b>	<b>Not Met</b>	<b>Not App.</b>
3. Student demonstrates the understanding of several strategies for consultation and skill developing constructive consulting relationships with parents, paraprofessionals and other persons who are influential in the lives of their client.....	_____	_____	_____	_____
Comments:				
4. Student demonstrates knowledge of Several theories of career development And their relevance to various sex, age, And socio-economic and ethnic groups..	_____	_____	_____	_____
Comments:				
5. Student demonstrates the ability to write an interpretive profile of a testee using a battery of tests relating to:				
a. the affective, cognitive and behavioral characteristics of the testee.....	_____	_____	_____	_____
b. the sex and cultural background of the testee.....	_____	_____	_____	_____
c. the testee's career status and/or other implications.....	_____	_____	_____	_____
Comments:				
6. Student demonstrates knowledge and appropriate use of six major areas of testing:				
a. Intelligence.....	_____	_____	_____	_____
b. Aptitude.....	_____	_____	_____	_____
c. Vocational.....	_____	_____	_____	_____
d. Interest.....	_____	_____	_____	_____
e. Personality.....	_____	_____	_____	_____
f. Achievement.....	_____	_____	_____	_____

Comments:

	Met	Part Met	Not Met	Not App.
7. Student demonstrates the ability to interpret the results of standardized tests (both group and individual) to the testee, taking into account the individual needs and perceptions of the testee.....	_____	_____	_____	_____

Comments:

8. Student demonstrates the ability to perform the functions of a counselor within the community setting which includes:				
a. demonstrates a working knowledge of the types and nature of services available in the community.....	_____	_____	_____	_____
b. assist individuals and groups in coping with basic life tasks...	_____	_____	_____	_____
c. demonstrates knowledge of agency policy and practice with regard to client costs, requirements for eligibility for services, waiting time for services, client rights, limits of confidentiality, etc.....	_____	_____	_____	_____
d. demonstrates at least entry level counseling skills for client services such as family, substance abuse, career and aging including diagnosis and treatment where appropriate.....	_____	_____	_____	_____

Comments:

9. Rehabilitation counseling majors demonstrate the ability to perform the function of rehabilitation counselors including:				
a. Demonstrate at least entry level skills in developing, coordinating and implementing a rehabilitation plan.....	_____	_____	_____	_____
b. Demonstrate a working knowledge of rehabilitation principles, problems, and goals.....	_____	_____	_____	_____

	<b>Met</b>	<b>Part Met</b>	<b>Not Met</b>	<b>Not App.</b>
c. Demonstrate a knowledge of the psychology and medical aspects of rehabilitation.....	_____	_____	_____	_____
d. Demonstrate an awareness Of appropriate use of Occupational and Community resources.....	_____	_____	_____	_____
e. Demonstrates a knowledge Of the community Employment market.....	_____	_____	_____	_____
f. Demonstrates a knowledge Of employers in the community....	_____	_____	_____	_____
g. Demonstrates a fundamental Knowledge regarding job Placement.....	_____	_____	_____	_____
h. Demonstrates skill in job Development within the Community.....	_____	_____	_____	_____

Comments:

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Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

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Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_











life free from disabling stress and toward a life which is serene, calm, creative, vigorous, joyful and having a zest for living.

0 point Unknown or has not been observed at this point

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4 3 2 1 0

**13. Self-Responsibility**

- 4 points Knows and unfailingly maximizes an individual's self-responsibility for their own healing, rehabilitation, and general health maintenance.
- 3 points Knows and consistently maximizes an individual's self-responsibility for their own healing, rehabilitation, and general health maintenance.
- 2 points Knows and almost consistently maximizes an individual's self-responsibility for their own healing, rehabilitation, and general health maintenance
- 1 point Infrequently (or never) maximizes an individual's self-responsibility for their own healing, rehabilitation, and general maintenance (there by promoting dependence)
- 0 point Unknown or has not been observed at this point

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4 3 2 1 0

**14. Uniqueness**

- 4 points Knows and unfailingly adheres to emphasizing each person's genetic, biological, and psychosocial uniqueness in designing counseling and rehabilitation services to meet each individual's needs.
- 3 points Knows and consistently adheres to emphasizing each person's genetic, biological, and psychosocial uniqueness in designing counseling and rehabilitation services to meet each individual's needs.
- 2 points Knows and almost consistently adheres to emphasizing each person's genetic, biological, and psychosocial uniqueness in designing counseling and rehabilitation services to meet each individual's needs.
- 1 point Lack complete knowledge of and frequently fails to adhere to emphasizing each person's genetic, biological, and psychosocial uniqueness in designing counseling and rehabilitation services to meet each individual's needs
- 0 point Unknown or has not been observed at this point

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4 3 2 1 0



**CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO  
 SAMPLE WEEKLY LOG SHEET  
 Practica/Clinical Fieldwork**

**See Rehabilitation Counseling website:**

<http://coe.csusb.edu/programs/rehabCounseling/manuals.html>

**for actual forms student is to complete.**

---

ACTIVITY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
One-to-one Counseling (8 hours/week)					
Group Counseling					
Consultation-Staffing					
Consultation-Family					
Vocational Assessment					
General Assessment					
Job Placement					
Job Development					
Work Site Evaluation					
Case Management					
Program Evaluation					
Other _____					
Other _____					

**CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO  
REHABILITATION COUNSELING PROGRAM**

**SUMMARY LOG SHEET  
CLINICAL PRACTICA/FIELDWORK REPORTING**

**See Rehabilitation Counseling website:**

<http://coe.csusb.edu/programs/rehabCounseling/manuals.html>

**for actual forms student is to complete.**

Record the total number of hours/activity to the nearest ¼ hour.

One-to-one Counseling	
Group Counseling	
Consultation – Staff	
Consultation – Agency	
Consultation – Family	
Vocational Assessment	
General Assessment	
Job Placement	
Job Placement	
Work Site Evaluation	
Case Management	
Marketing	
Program Evaluation	
Other _____	
Other _____	

Fieldwork Mentor  
EREH 679  
Clinical Fieldwork

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

Agency where Clinical Fieldwork will occur \_\_\_\_\_

Agency Address \_\_\_\_\_

\_\_\_\_\_

Name of Mentor \_\_\_\_\_

Address of Mentor (if different than Fieldwork site \_\_\_\_\_

\_\_\_\_\_

Phone Number of Mentor \_\_\_\_\_

Mentor's Active  
CRC Number \_\_\_\_\_

My signature on this document, indicates that I am willing to spend one hour per week discussing issues relating to rehabilitation counseling with the above listed student who is involved in a clinical fieldwork.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



**CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO  
REHABILITATION COUNSELING PROGRAM**

**ON-SITE EVALUATION FORM**

Visit Number \_\_\_\_\_

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

Field Site \_\_\_\_\_

Type of Activity Observed \_\_\_\_\_

On a scale of 1 to 5 (1 being low), would you please evaluate the student you observed. Rank your responses by circling one number from 1 to 5.

1.	Ability to listen	1	2	3	4	5
2.	Ability to demonstrate empathy	1	2	3	4	5
3.	Willingness to accept criticism	1	2	3	4	5
4.	Demonstration of flexibility	1	2	3	4	5
5.	Ability to work at the level of the clients at the agency	1	2	3	4	5
6.	Ability to demonstrate rehabilitation counseling skills	1	2	3	4	5
7.	Ability to meet the needs of the clients at the agency	1	2	3	4	5

Comments:

\_\_\_\_\_  
Signature of Observer

\_\_\_\_\_  
Date