

CSUSB
Master of Arts
REHABILITATION COUNSELING

Supervised Clinical Practice
Handbook



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GENERAL POLICIES FOR RC SUPERVISED PRACTICE

It is especially important that each student enrolled in the supervised professional practice sequence (RC 590, RC 591, and RC 592) recognize that the planning, seeking, interviewing, selecting, and on-site performance are all part of the process. The entire process is a learning experience from which increased professionalism should be gained. All parts of the experience and all assignments are considered in determining the overall final grade. A thorough reading of this Handbook prior to beginning any part of the supervised professional practice sequence is strongly advised. Students should maintain communication with the RC Clinical Coordinator and faculty supervisor to insure an accurate understanding of the process.

- All students beginning their supervised professional practice sequence must be in good standing with the University, having no academic or disciplinary action standing or pending against them.
- All students in the MA in RC Program must adhere to the [CRCC Code of Professional Ethics for Rehabilitation Counselors](#) while in the program.
- All students in the supervised professional practice sequence must have professional liability insurance with coverage at the level of \$1 million per claim/\$3 million annual aggregate for a full calendar year. Students may access professional liability through XXXX insurance agencies:
- Prerequisites:
 - Practicum I (EREH 6619):
 - Grade of B or better in EREH 6615 (Introduction to Rehabilitation Counseling)
 - Grade of B or better in EREH 6616 (Medical Aspects Across the Life Span)
 - RC Program Coordinator and RC Clinical Coordinator permission to register
 - Practicum II (EREH 6622):
 - Passing grade in EREH 6619 (Practicum I in Rehabilitation Counseling)
 - RC Program Coordinator RC Clinical Coordinator permission to register
 - Fieldwork (EREH 6625):
 - Passing grade in EREH 6622 (Practicum II in Rehabilitation Counseling)
 - RC Program Coordinator and RC Clinical Coordinator permission to register
- How to obtain permission of RC Clinical Coordinator prior to registering
 - Students are required to communicate during the Summer preceding their supervised professional practice sequence (EREH 6619 and EREH 6622) with Dr. Priyanka Yalamanchili, RC Clinical Coordinator, for an initial advising session.
 - Students will be given permission to register for Practicum after Dr. Yalamanchili verifies that all course assignments and paperwork have been completed for EREH 6619 (Practicum I in Rehabilitation Counseling), including a Practicum Agreement.

- Students will be given permission to register for Fieldwork after Dr. Yalamanchili verifies that all course assignments and paperwork have been completed for EREH 6622 (Practicum II in Rehabilitation Counseling), including a Fieldwork Agreement.
 - Students will be given permission to register for continuation in Fieldwork after Dr. Yalamanchili verifies that all course assignments and paperwork have been completed for the first semester of EREH 6625 (Fieldwork in Rehabilitation Counseling) course.
- When a student's readiness for placement into supervised clinical practice or when a student's ability to meet professional performance expectations within a current placement are in question, the situation will be referred for review to the Program Coordinator and by the Program Clinical Coordinator. The College of Education Student Conduct Policy and Rehabilitation Counseling Corrective Action Plan will serve as a guideline (located in Appendix D). Temporary restriction or removal of a student in a supervised clinical practice placement may occur while the case is under review.

There may be situations where a supervised clinical practice placement is not compatible between the site, the student, and/or the supervisor. If the ethical or professional behavior or ability to meet essential functions of the student is not in question, then these situations do not require a formal case review. Rather, students will be allowed to find another placement and continue in supervised clinical practice.

SELECTING AN APPROPRIATE SITE

Supervised clinical practice sites must be appropriate for the rehabilitation counseling student and provide high quality professional practice experiences. The following list of characteristics is intended as a guideline to help students and agency/facility staff evaluate the likelihood of a placement being approved by the RC Clinical Coordinator.

1. The agency or facility should be well-established and recognized as providing professional services to clients with disabilities. This may be measured by reputation in the community, accreditations (e.g., Council for Accreditation of Rehabilitation Facilities, Joint Commission on Accreditation of Hospitals), state licenses, or certification.
2. The agency or facility should have a full-time professional staff whose members identify with rehabilitation counseling or closely-related professions. A staff member contemplating direct supervisory responsibility for a graduate Rehabilitation Counseling student must meet the CACREP standards for site supervisors.
3. The agency or facility should be committed to rehabilitation counseling services and willing to cooperate with the Faculty supervisor in designing supervised clinical practice experiences that will benefit both themselves and the students.
4. For fieldwork students receiving a RSA Scholarship, the fieldwork must be completed at a state vocational rehabilitation agency unless prior approval has been obtained from Dr. Connie McReynolds, RC Program Coordinator.

CACREP STANDARDS RELATED TO QUALIFIED SITE SUPERVISORS

According to the CACREP Standards, the following are the minimum requirements for anyone interested in becoming a site supervisor for a student in the MA in Rehabilitation Counseling program.

1. Have a minimum of a master's degree, preferably in counseling, or a related profession
2. Have relevant certifications and/or licenses
3. Have a minimum of two years of pertinent professional experience in rehabilitation counseling
4. Have a knowledge of the program's expectations, requirements, and evaluation procedures for students
5. Have relevant training in counseling supervision

To satisfy the last two requirements, all site supervisors must complete the online CSUSB RC Supervisor Training.

RELEVANT CACREP DEFINITIONS

- Direct service: supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change.
 - These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation.
 - The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision.
- Group supervision: a tutorial and mentoring relationship between a member of the counseling professional and more than two counseling students.
- Individual supervision: a tutorial and mentoring relationship between a member of the counseling professional and one counseling student.
- Practicum: a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to fieldwork.
- Fieldwork/Fieldwork: a distinctly defined, post-practicum, supervised clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills related to program objectives.
- Relevant training in counseling supervision: training in counseling supervision to be determined by the program (e.g., workshop offered by the institution, graduate supervision course, possession of supervisory credential, etc.).

REQUIREMENTS FOR JOURNAL ENTRIES

Experience and Reflection = Growth. As the equation suggests, we do not actually learn from experience as much as we learn from reflecting on experience.

What is reflective thinking and why is it desirable? Reflective thinking means “turning a subject over in the mind and giving it serious and consecutive consideration.” John Dewey insists that reflective thinking frees us from mere impulsive and routine activity. It enables us to act in deliberate and intentional fashion to achieve what we need. It distinguishes us as human beings and is the hallmark of intelligent action.

Reflective rehabilitation counselors actively, persistently, and carefully consider beliefs and practices in light of the knowledge that supports them and the further consequences to which they lead. Reflective thinking allows the rehabilitation counselor to examine critically the assumptions that rehabilitation agencies make about what can count as acceptable client goals and appropriate methods, problems, and solutions. In your supervised professional practice, reflective thinking will allow you to act in deliberate and intentional ways and devise new ways to fulfill on-site responsibilities and to interpret new experiences from a fresh perspective.

If you merely “do” your supervised clinical practice, accumulating the necessary on-site hours without thinking deeply about it, you merely allow your experiences to wash over you without savoring and examining them for their significance. Your growth will be greatly limited. The journal you write, the questions you try to answer, and other activities in which you engage will all be merely tools to facilitate reflective thinking about your supervised professional practice.

Because it is difficult to think deeply about all our experiences, it helps to focus thoughts on particularly significant events. Focusing on one or two events does not mean ignoring all others. Instead, it means keeping a record of all events while selecting, elaborating on, and analyzing one or more that represent an important development in perspective, goals, or plans. The following format is designed to help you grow as a rehabilitation counselor by enabling you to benefit from your supervised clinical practice.

Your Journal

Your instructor will provide specifics on this course requirement in terms of format, length, frequency, and content.

Each entry should demonstrate LEARNING acquired from your work experience, not what you did. One model for doing this is to apply the **EIAG (Experience, Identify, Analyze, Generalize)** process:

- 1) Describe an **Experience**.
- 2) **Identify** ONE thing you learned from that particular experience. Whether your experiences reflect your successes or your failures, they are significant if you learned something important from them. Describe the experience(s) in detail.
- 3) **Analyze** why you think that was an important insight or learning for you; why did that experience stand out. Try to figure out what you accomplished, identify problems that emerge and how you plan to follow up, and distill from the experience(s) what you learned.
- 4) **Generalize** how you will use this knowledge in the future to help you become a better rehabilitation counselor. As an example, you might describe whether you learned what works or what does not. Describe what you conclude. If you learned something about your

rehabilitation counseling philosophy, tell whether it confirms your ideas or forces you to reconsider; and/or note any questions that arrive for you that you would like to discuss with your supervisors or with your peers during a seminar class or online discussion board.

PRACTICUM I IN REHABILITATION COUNSELING EREH 6619

Description

The purpose of this course is to provide closely supervised practice with clients in a selected public or private agency or other appropriate setting that serves individuals with disabilities. The Practicum I in Rehabilitation Counseling requires a total of 50 clock hours. Additionally, this course involves two types of clinical supervision: (a) supervised experience in an approved setting that provides services to individuals with disabilities and (b) faculty supervision via seminar classes and/or individual consultation. This course requires students to apply their counseling skills and to experience professional responsibilities in a realistic work environment.

Practicum I Objectives and Activities

The following objectives and activities will be completed in varying levels depending on the practicum site; however, all sites must provide activities and learning related to multicultural rehabilitation counseling and applying ethics. The faculty supervisor, the site (agency) supervisor, and the student will negotiate the specific activities to be accomplished during the Practicum I using the Student Practicum Agreement Form (in Appendix A).

1. To gain proficiency in multicultural rehabilitation counseling
 - a. incorporating culturally-sensitive interventions based on evidenced-based practice
 - b. understanding the intersectionality of disability and other demographic and sociocultural factors
 - c. increasing students' awareness of their own attitudes, values, and beliefs and the potential impact on service delivery for culturally diverse populations
2. To gain proficiency in applying the Code of Professional Ethics for Rehabilitation Counseling
 - a. engaging in self-care activities to maintain and promote the student's own emotional, physical, mental, and spiritual well-being
 - b. understanding the legal and ethical issues and aspects of the rehabilitation counseling profession
 - c. demonstrates ethical behavior
 - d. implementing interventions that are grounded in theory and/or are evidenced-based practices
 - e. understanding various ethical decision-making models
3. To gain proficiency in abstracting information from records and in writing a meaningful summary for use in planning by:
 - a. using proper channels to obtain records
 - b. selecting pertinent records
 - c. abstracting relevant material
 - d. integrating material

4. To gain proficiency in obtaining additional background information from other agencies or persons to which clients are known by:
 - a. implementing knowledge of agencies or personnel who have worked with the client
 - b. obtaining the needed information through interviewing of persons involved
 - c. respecting confidentiality of client during such interviews
5. To gain proficiency in doing initial intake interviews with clients for the purpose of determining their needs with respect to future evaluation, counseling, training, and placement activities by:
 - a. demonstrating knowledge of approved ways of contacting clients
 - b. preparing for interview
 - c. relating to client
 - d. eliciting pertinent information
 - e. integrating results and communicating them to designated personnel within the setting
6. To gain proficiency in conducting evaluations through the administration of batteries of educational, vocational, interest, and other related tests by:
 - a. selecting appropriate battery
 - b. making arrangements with client for taking test
 - c. administering battery accurately
 - d. maintaining rapport with client during testing
 - e. scoring tests
 - f. interpreting results
7. To gain proficiency in counseling and communication by:
 - a. communicating the results of an evaluation to the client
 - b. presenting evaluation results in a manner meaningful to the client
 - c. handling possible negative reactions of client
 - d. practicing short-term supportive counseling techniques through a series of on-going interviews with one or two carefully selected clients
 - e. maintaining a “helping” relationship
 - f. identifying major areas of concern for the client which evolve through the counseling process
8. To gain proficiency in goal setting and planning by:
 - a. establishing counseling goals with the client
 - b. achieving counseling goals that were established with the client
 - c. writing a rehabilitation plan with the client
 - d. planning services needed based on a rehabilitation plan
9. To gain proficiency in consulting with work supervisors and/or employers to evaluate potential work settings in terms of their suitability for placement of the client by:
 - a. obtaining pertinent information through interviewing of persons involved
 - b. maintaining client’s confidentiality
 - c. integrating material obtained and to communicate it to designated personnel within the setting

10. To gain proficiency in writing a final report that integrates the results of all of the parts of the evaluation by:
 - a. communication, accurate interpretation, clarity of thought
 - b. formulating appropriate recommendations
 - c. conveying knowledge of additional services which might be required to implement recommendations
11. In addition to duties directly involving clients, the student is expected to attend meetings, conferences, etc., held in the setting during the time he/she is there, which are relevant to the current stage of training.

Practicum I Responsibilities

Student Responsibilities:

1. To maintain standards in keeping with the Code of Professional Ethics for Rehabilitation Counselors
2. To act within the limits of his/her defined roles, training, and competencies as defined and approved in this document
3. To adhere to the policies and procedures for professional personnel at the practicum site (e.g., working hours, dress, and activities) for the duration of the field experience
4. To cooperate with the site supervisor and faculty supervisor, submitting reports at appropriate times, and keeping a log of activities performed as part of the practicum
5. To respect the confidentiality of information about clients or participants of the practicum site at all times, and to follow any policies or guidelines of the university and the pre-practicum site relating to research or training with human subjects
6. To report concerns or problems promptly and completely to both the site and faculty supervisors so that these issues may be resolved as soon as possible
7. To avoid undertaking any activity in which competency, personal problems, or conflicts of interest are likely to lead to inadequate performance. If such a situation arises, the student shall seek agency or faculty supervisor assistance to determine the appropriate course of action
8. To complete all course assignments and submit required pre-practicum documentation by specified due dates
9. To attend all scheduled group supervisory sessions and course seminar sessions
10. To schedule time to regularly meet and communicate with the Faculty supervisor for the purpose of evaluation of guidance, clinical skills, and professional growth; and
11. To complete the following evaluation activities: (a) Final Reflection Paper as a Self-Assessment and (b) a Faculty Evaluation.

University Program/Faculty Instructor Responsibilities:

1. To assign an RC Clinical Coordinator to facilitate communication between the university and site
2. To assign a university faculty supervisor who is a Certified Rehabilitation Counselor
3. To notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the site

4. To be available for consultation with both site supervisors and students and shall be immediately contacted should any problem or change in relation to student, site, or university occur
5. To assign a practicum grade
6. To assist practicum students in locating sites for field experience, as needed
7. To prepare practicum students for placement in the field
8. To periodically meet with the site supervisor at the approved practicum site to discuss practicum student's program
9. To meet on a regularly scheduled basis with the practicum student to assess clinical skills and review progress; and
10. To collaborate with the site supervisor in evaluating the practicum student's clinical growth.

Practicum Site/Site Supervisor Responsibilities:

1. To assign a practicum supervisor who has appropriate credentials, time, and interest for training the practicum student, preferably a Certified Rehabilitation Counselor
2. To provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student's performance
3. To provide the student with adequate workspace, telephone, office supplies, and staff support to conduct professional activities
4. To provide weekly supervision meetings with the pre-practicum student to discuss performance, provide mentoring, and support with clinical concerns
5. To verify Practicum hours through signing the Contact Hours form at the end of the semester
6. To meet with the student and faculty supervisor at the end of the semester to discuss performance
7. To immediately communicate any concerns regarding the practicum student to the faculty supervisor and/or the RC Clinical Coordinator.

Time Commitment:

The practicum student will complete a minimum of 50 clock hours in performing the functions required at the agency. A minimum of 20 hours of this time shall be spent in direct service to persons with disabilities. In addition to the hours at the practicum site, the student will attend a weekly class sessions per semester.

Supervision:

Group Supervision: The practicum student is expected to spend a minimum of 1½ hours per week in a group session facilitated by a faculty instructor. For the CSUSB RC Program, this typically involves attending weekly seminar classes during the semester. Attendance at scheduled seminar meetings is mandatory for the purposes of in vivo clinical supervision. Students are expected to attend each meeting in professional attire consistent with dress code and expectations at their practicum site. Failure to attend and participate in any class meeting will result in the student failing to meet requirements for a passing grade.

No more than six students will be allowed to register for each practicum section; however, two practicum sections may meet together for group supervision, depending on the instructor's preference.

Individual Supervision: The practicum student is expected to spend a minimum of five hours during the semester engaged in individual supervision with the site supervisor. These sessions provide an opportunity for intensive review of the student's work and are often regarded as one of the most valuable of the course experiences.

Documenting Practicum Activities:

In compliance with the University curriculum requirements, it is important that both the total number of hours spent in practicum and the number of hours invested in performing particular counselor activities be accurately and completely reported (see Appendix A, Practicum I Forms).

Beginning Your Practicum I:

1. The **STUDENT PRACTICUM I AGREEMENT** outlines those conditions under which the practicum student serves. The agreement must be completed and signed by the site supervisor and is due by the 2nd week of the semester. Once the agreement is signed by the RC Clinical Coordinator and the faculty supervisor, one copy of the completed agreement should be given to your site supervisor and one copy uploaded to the Practicum Blackboard site. You should keep a copy of the completed agreement for your records.

During Your Practicum:

1. **PRACTICUM CONTACT HOURS** need to be submitted weekly in Blackboard. The Hours Log/Report needs to be submitted with all required signatures at the end of the semester. The designation of hours and due dates will be discussed in class meetings.
2. **JOURNAL** entries will be completed every other week. One entry will be on something that you learned from class and two journal entries will be from your practicum site (note: if you have not started your site yet, the instructor will give you an additional topic).

At the End of Your Practicum:

1. The final **JOURNAL** entry will be a reflection on your experience and progress towards goals identified on the Practicum Agreement.
2. Participate in a final meeting with the site supervisor and faculty supervisor for review of performance.

Evaluation of Performance:

The final grade issued for the pre-practicum course will be based on counseling skills proficiency, knowledge of topical issues in the field, and demonstrated professionalism as determined by both the site supervisor and the faculty instructor. However, the faculty instructor is responsible for assigning the final grade.

Specific evaluative criteria include, but are not limited to:

- Adherence to the [Code of Professional Ethics for Rehabilitation Counselors](#).
- Compliance with all policies and directives issued by the practicum site, the faculty supervisor, and the University pertinent to performance as a practicum student.
- Attendance and active participation in all supervisory sessions.
- Completion of all required assignments.
- Professionalism in learning and problem-solving.
- Final evaluation from site supervisor.

PRACTICUM II IN REHABILITATION COUNSELING

EREH 6622

Description:

Closely supervised practice with clients in a selected public or private agency or other appropriate setting that serves individuals with disabilities. Every effort is made to assure that Practicum sites are culturally diverse, foster personal growth, and introduce students to counseling approaches and rehabilitation issues that affect service delivery.

Purpose:

Practicum II provides an opportunity for the student to apply counseling skills as well as to sample professional responsibilities in a realistic work environment. As a participant in this field experience, the student will be expected to:

- Practice those skills learned in previous or concurrent coursework.
- Receive feedback on level of effectiveness.
- Share clinical experiences and techniques with other students in a supportive and collaborative environment.
- Learn what concerns other practicum students are encountering and brainstorm solutions with application potential.
- Work with a variety of clients and presenting issues.
- Experience those dynamics that are unique to different professional settings (e.g., state vocational rehabilitation agencies, community rehabilitation programs, veteran agencies, hospital settings).
- Relate theory to practice.
- Begin to formulate and practice a personal approach to counseling.

In addition to providing “real world” experiences for the graduate rehabilitation counseling student, the practicum will help meet the programming needs of the organization or agency in which the placement takes place by providing well-trained students who can perform a variety of professional functions.

Practicum II Objectives and Activities:

The following objectives and activities will be completed in varying levels depending on the practicum site; however, all sites must provide activities and learning related to multicultural rehabilitation counseling and applying ethics. The faculty supervisor, the site (agency) supervisor, and the student will negotiate the specific activities to be accomplished during the practicum using the Student Practicum II Agreement Form (in Appendix B, Practicum Forms).

1. To gain proficiency in multicultural rehabilitation counseling
 - a. incorporating culturally-sensitive interventions based on evidenced-based practice
 - b. understanding the intersectionality of disability and other demographic and sociocultural factors
 - c. increasing students’ awareness of their own attitudes, values, and beliefs and the potential impact on service delivery for culturally diverse populations

2. To gain proficiency in applying the Code of Professional Ethics for Rehabilitation Counseling
 - a. engaging in self-care activities to maintain and promote the student's own emotional, physical, mental, and spiritual well-being
 - b. understanding the legal and ethical issues and aspects of the rehabilitation counseling profession
 - c. demonstrates ethical behavior
 - d. implementing interventions that are grounded in theory and/or are evidenced-based practices
 - e. understanding various ethical decision-making models
3. To gain proficiency in abstracting information from records and in writing a meaningful summary for use in planning:
 - a. use of proper channels to obtain records
 - b. selection of pertinent records
 - c. abstraction of relevant material
 - d. integration of material
4. To gain proficiency in obtaining additional background information from other agencies or persons to which clients are known:
 - a. knowledge of agencies or personnel who have worked with the client
 - b. ability to obtain the needed information through interviewing of persons involved
 - c. respect for confidentiality of client during such interviews
5. To gain proficiency in doing initial intake interviews with clients for the purpose of determining their needs with respect to future evaluation, counseling, training, and placement activities:
 - a. knowledge of approved ways of contacting clients
 - b. preparation for interview
 - c. ability to relate to client
 - d. ability to elicit pertinent information
 - e. ability to integrate results and to communicate them to designated personnel within the setting
6. To gain proficiency in conducting evaluations through the administration of batteries of educational, vocational, interest, and other related tests:
 - a. ability to select appropriate battery
 - b. ability to make arrangements with client for taking test
 - c. ability to administer battery accurately
 - d. ability to maintain rapport with client during testing
 - e. ability to score tests
 - f. ability to interpret results
7. To gain proficiency in counseling and communication:
 - a. ability to communicate the results of an evaluation to the client
 - b. ability to present evaluation results in a manner meaningful to the client

- c. ability to handle possible negative reactions of client
 - d. to practice short-term supportive counseling techniques through a series of on-going interviews with one or two carefully selected clients
 - e. ability to maintain a “helping” relationship
 - f. ability to identify major areas of concern for the client that evolve through the counseling process
8. To gain proficiency in goal-setting and planning
 - a. ability to establish counseling goals with the client
 - b. ability to achieve counseling goals that were established with the client
 - c. ability to write a rehabilitation plan with the client
 - d. ability to plan services needed based on a rehabilitation plan
 9. To gain proficiency in consulting with work supervisors and/or employers to evaluate potential work settings in terms of their suitability for placement of the client:
 - a. ability to obtain pertinent information through interviewing of persons involved
 - b. ability to maintain client’s confidentiality
 - c. ability to integrate material obtained and to communicate it to designated personnel within the setting
 10. To gain proficiency in writing a final report that integrates the results of all of the parts of the evaluation:
 - a. ability to communicate, accuracy of interpretation, clarity of thought
 - b. ability to make appropriate recommendations
 - c. knowledge of additional services that might be required to implement recommendations
 11. In addition to duties directly involving clients, the student is expected to attend meetings, conferences, etc., held in the setting during the time he/she is there, which are relevant to the current stage of training.

Practicum II Responsibilities

Student Responsibilities:

1. To maintain standards in keeping with the Code of Professional Ethics for Rehabilitation Counselors
2. To act within the limits of his/her defined roles, training, and competencies as defined and approved in this document
3. To adhere to the policies and procedures for professional personnel at the practicum site (e.g., working hours, dress, and activities) for the duration of the field experience
4. To cooperate with the site supervisor and faculty supervisor, submitting reports at appropriate times, and keeping a log of activities performed as part of the practicum
5. To respect the confidentiality of information about clients or participants of the practicum site at all times, and to follow any policies or guidelines of the university and the practicum site relating to research or training with human subjects
6. To report concerns or problems promptly and completely to both the site and faculty supervisors so that these issues may be resolved as soon as possible

7. To avoid undertaking any activity in which competency, personal problems, or conflicts of interest are likely to lead to inadequate performance. If such a situation arises, the student shall seek agency or faculty supervisor assistance to determine the appropriate course of action
8. To complete all course assignments and submit required practicum documentation by specified due dates
9. To attend all scheduled group supervisory sessions and course seminar sessions
10. To schedule time to regularly meet and communicate with the Faculty supervisor for the purpose of evaluation of guidance, clinical skills, and professional growth; and
11. To complete the following evaluation activities: (a) a Student Self-Assessment of Practicum Learning, (b), a Student Evaluation of Graduate Practicum Site, and (c) a Faculty Evaluation.

University Program/Faculty Instructor Responsibilities:

1. To assign RC Clinical Coordinator to facilitate communication between the university and site
2. To assign a university faculty supervisor who is a Certified Rehabilitation Counselor
3. To notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the site
4. To be available for consultation with both site supervisors and students and shall be immediately contacted should any problem or change in relation to student, site, or university occur
5. To assign a practicum grade
6. To assist practicum students in locating sites for field experience, as needed
7. To prepare practicum students for placement in the field
8. To periodically meet with the site supervisor at the approved practicum site to discuss practicum student's program
9. To meet on a regularly scheduled basis with the practicum student to assess clinical skills and review progress; and
10. To collaborate with the site supervisor in evaluating the practicum student's professional growth.

Practicum Site/Site Supervisor Responsibilities:

1. To assign a practicum supervisor who has appropriate credentials, time, and interest for training the practicum student, preferably a Certified Rehabilitation Counselor
2. To provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student's performance
3. To provide the student with adequate workspace, telephone, office supplies, and staff support to conduct professional activities
4. To provide weekly supervision meetings with the practicum student to discuss performance, provide mentoring, and support with clinical issues
5. To verify monthly Practicum hours through signing the monthly Contact Hours form
6. To conduct a written evaluation of the practicum student including completing the Site Supervisor's Evaluation of Student Practicum Performance
7. To immediately communicate any concerns regarding the practicum student to the faculty supervisor and/or the RC Clinical Coordinator.

Time Commitment:

According to CACREP Standards, the practicum student will complete a minimum of 50 clock hours in performing the functions required at the agency. A minimum of 20 hours of this time shall be spent in direct service to persons with disabilities. In addition to the hours at the practicum site, the student will attend a weekly class per semester.

Supervision/Instructional Experiences

Group Supervision: According to CACREP Standards, the practicum student is expected to spend a minimum of 1½ hours per week in a group session facilitated by a faculty instructor. For the CSUSB RC Program, this typically involves attending weekly classes during the semester. After addressing immediate concerns, practicum students might listen to and discuss recorded counseling sessions, discuss theories and techniques related to common issues, exchange feedback with peers regarding personal and professional impressions, and discuss professional growth and development areas.

No more than six students will be allowed to register for each practicum section; however, two practicum sections may meet together for group supervision, depending on the instructor's preference.

Individual Supervision: According to CACREP Standards, the practicum student is expected to spend a minimum of one hour per week engaged in individual supervision with the site supervisor. These sessions provide an opportunity for intensive review of the student's work and are often regarded as one of the most valuable of the course experiences.

If the site supervisor is not a CRC, the student may also be required to meet regularly with the faculty instructor or designated CRC (typically an alumnus of the program with expertise in the practicum area of practice) for individual supervision. These meetings are in addition to the required individual site supervision meetings.

Counseling Recording Critiques:

The practicum student is expected to record (audio and/or video) at least three, and up to five, counseling sessions. These sessions will be reviewed by the practicum student prior to submission and accompanied by written critique. No recordings will be accepted for review without accompanying self-evaluation documents (see the syllabus for more details). These counseling recordings will be reviewed either in class or with the faculty instructor.

Tips for Recording**Before Your Session**

- Use only quality sound recording equipment. Poor recordings will not be reviewed.
- Record only one counseling session per uploaded file to avoid confusion during playback.
- Be sure to conduct a sound check prior to your client's arrival, minimize distracting background noises, and ensure that the volume is adjusted properly.

- Minimize interruptions by placing a “Counseling in Session” or a “Do Not Disturb” sign on the door.

During your Session

- Record the client’s permission to record on the recording itself, or use the format required by the site or the format found in Appendix B, Practicum Forms.
- If this is your first session with the client, explain confidentiality and its limitations (e.g., duty to report abuse)
- To ensure client comfort, allow him or her to control the recorder. That is, allow him or her to turn the machine off any time he or she feels uncomfortable recording particular content.
- To the best of your ability, model “ignore the recorder” for your client.

After your Session

- Review your recording critically, noting relevant passages. Use your notes from the session for additional analysis.
- Maximize your opportunity to learn from the critique sessions by:
 - avoiding defensiveness when others provide feedback
 - avoiding undue modesty and accept praise when you have done well; and
 - paying close attention while listening to other students’ recordings and be prepared to model their effective techniques.

Documenting Practicum II Activities

In compliance with CACREP Standards and the University curriculum requirements, it is important that both the total number of hours spent in practicum and the number of hours invested in performing particular counselor activities be accurately and completely reported (see Appendix B, Practicum Forms).

Beginning Your Practicum:

1. The **STUDENT PRACTICUM AGREEMENT** outlines those conditions under which the practicum student serves. The agreement must be completed and signed by the site supervisor and brought to the first class of the semester. Once the agreement is signed by the RC Clinical Coordinator and the faculty supervisor, one copy of the completed agreement should be given to your site supervisor and one copy uploaded to the Practicum Blackboard site. You should keep a copy of the completed agreement for your records.

During Your Practicum

1. **PRACTICUM CONTACT HOURS** are updated each day the student is on site and submitted weekly through Blackboard. A signed hours log must be uploaded to the Practicum Blackboard site monthly by the specified due date on the syllabus.
2. Self-evaluation of audio or video recordings of counseling sessions are done through both **COUNSELING SESSION SUMMARY NOTES** and the **COUNSELING SKILLS CRITIQUE SHEET** are used to evaluate and provided to the faculty instructor prior to recordings being reviewed.

3. An entry is made in a **JOURNAL** for each day on the practicum site (up to a maximum of three entries).

At the End of Your Practicum:

1. Complete the **STUDENT SELF-ASSESSMENT OF PRACTICUM LEARNING** prior to the final meeting with the site supervisor. Upload the completed assessment to the Practicum Blackboard site by the end of the quarter.
2. Complete the **STUDENT EVALUATION OF GRADUATE PRACTICUM SITE** and upload to the Practicum Blackboard site by the end of the semester. Please note that this form may be shared with future practicum students.
3. The **SITE SUPERVISOR'S EVALUATION OF STUDENT PRACTICUM PERFORMANCE** is completed independently by the site supervisor. The student should give this form to the site supervisor no later than the 5th week of the semester. This evaluation needs to be completed prior to the final meeting with the site supervisor for review with the student and faculty supervisor.

Evaluation of Performance:

The final grade issued for the practicum course will be based on counseling skills proficiency, knowledge of topical issues in the field, and demonstrated professionalism as determined by both the site supervisor and the faculty instructor. However, the faculty instructor is responsible for assigning the final grade.

Specific evaluative criteria include, but are not limited to:

1. Adherence to the [Code of Professional Ethics for Rehabilitation Counselors](#).
2. Compliance with all policies and directives issued by the practicum site and the University pertinent to performance as a practicum student.
3. Completion of all documentation in an accurate, timely, comprehensive, and legible fashion.
4. Compliance with all session recording and preview requirements.
5. Completion of all required assignments.
6. Attendance and active participation in all supervisory sessions, including course seminar meetings.
7. Final evaluations from student and site supervisor.

FIELDWORK IN REHABILITATION

Purpose of Fieldwork:

The purpose of the rehabilitation counseling fieldwork is to develop, under appropriate supervision, professional competencies in assisting individuals with disabilities to attain and maintain satisfactory vocational and independent living status.

The major focus of the fieldwork will be the development of professional counseling competencies. All students will be involved in as many aspects of the rehabilitation process as their academic preparation and variations in agency or community provider functions permit.

Fieldwork settings will include carefully selected public and private rehabilitation counseling agencies and human services facilities such as the Department of Rehabilitation, non-profits focusing on employment for people with disabilities, workers' compensation agencies, VA hospitals, community college and university disability support services, and specialized hospital programs.

The fieldwork ideally should comprise an organized sequence of increasingly complex, supervised activities in which the intern is given the opportunity to act as a responsible professional. Activities should provide interns with a variety of experiences that are directly related to individual goals. The fieldwork serves as the important link between academic preparation and entry into employment in the rehabilitation counseling field and, thus, serves the critical role of "gatekeeper" for professional quality control.

From the student perspective, fieldwork assists in career development by providing real work experiences that allow exploration of interests and development of professional competencies. In this manner, students are provided opportunities to test knowledge acquired in earlier didactic work performed during university-based instruction. It is expected that students will also be challenged to examine their own attitudes, beliefs, and values that influence the rehabilitation process.

From the supervisor and agency perspective, fieldwork provides a unique mentoring experience designed to enhance the professional functioning of the student. This experience requires a supportive relationship that is evaluative so that the quality of services provided by the student intern can be monitored. In accepting students as interns, the supervisor or agency representative recognizes that the fieldwork is, in fact, a learning process designed to promote professional growth of the student.

Fieldwork Objectives and Activities:

The fieldwork provides an opportunity for everything the student has learned to be integrated into a "big picture" of the field and the student's place in it. Upon successful completion of fieldwork, the student is expected to be fully prepared to enter the field as a rehabilitation counselor. As such, he or she should be able to:

1. Demonstrate an understanding of the history, philosophy, and structure of the rehabilitation service delivery system
2. Demonstrate an appreciation and understanding of the legal and ethical issues and aspects of the rehabilitation counseling profession
3. Demonstrate proficiency in culturally competent interviewing and counseling with individuals, groups, and families
4. Demonstrate the ability to identify, administer, and utilize all appropriate assessment information and instruments
5. Demonstrate the ability to develop rehabilitation plans and case management services
6. Demonstrate the ability to utilize knowledge and skills in vocational counseling and career development
7. Demonstrate proficiency in job development and the utilization of job analyses and job modifications and accommodations; and
8. Demonstrate the ability to utilize information from professional literature and rehabilitation research.

Because students intern in a wide variety of settings and bring with them varying degrees of training and experience, it is not possible or desirable to require a specific set of activities. The outline presented below is intended only as a guideline for structuring well-rounded, mutually beneficial fieldwork experiences. There is a logical chronology built in, but it is realized that many activities may overlap in time or, indeed, continue for the duration of the fieldwork. Furthermore, the site supervisor and intern should remain flexible so that they may respond to changing agency/facility needs and developing student interests.

I. Orientation

- A. Introduction to staff and tour of physical plant
- B. Overview of regulations and policies
 1. Expectations of interns
 2. Hours of attendance
 3. Use of telephones
 4. Chain of command
 5. Risk assessment
 6. Confidentiality of records
 7. Code of Professional Ethics for Rehabilitation Counselors and/or agency-specific codes
 8. Crisis and disaster response
- C. Overview of agency/facility program
 1. History
 2. Funding sources
 3. Client populations
 4. Referral sources
 5. Eligibility criteria
 6. Client services
 7. Case management and recording procedures
- D. Review of case histories

II. Observation

- A. Intake and/or screening interviews
- B. Diagnostic and/or evaluation procedures
 - 1. Medical
 - 2. Psychological
 - 3. Vocational
 - 4. Social
- C. Counseling Sessions
 - 1. Individual
 - 2. Couples
 - 3. Group
- D. Therapies
 - 1. Physical therapy
 - 2. Occupational therapy
 - 3. Speech therapy
 - 4. Recreational therapy
 - 5. Psychotherapy
- E. Training
 - 1. Work adjustment training
 - 2. Vocational training
 - 3. Activities of daily living
 - 4. Supported employment
- F. Staff meetings
 - 1. Client review
 - 2. In-service training
 - 3. Administrative
- G. Field activities
 - 1. Home visits
 - 2. Job development and/or placement
 - 3. Community agencies

III. Participation

- A. Depending upon individual competencies, supervisor preferences, and site regulations, “observation” activities (Section II) may be required prior to providing client services. However, graduate Rehabilitation Counseling interns should concentrate on developing appropriate professional skills in such areas as case management, individual and group counseling, vocational evaluation, supported employment, job placement, and/or staff development. As such, the “observation” period should constitute a brief time.
- B. It is recommended that participation components be phased in as early as feasible to maximize intern learning experiences and productivity.

Using the Student’s Place of Employment as a Fieldwork Site:

In considering their placement site for fieldwork, individuals currently employed in the field of rehabilitation counseling may be able to use their place of employment as their fieldwork site, if certain conditions are met.

In order to use their work site for their fieldwork, the student will be expected to develop a project or a series of related activities that will amount to 150-200 hours of new learning, which

is included in the minimum of 600 total hours. This new learning must be over and above the activities required for the fieldwork. Some examples of projects include (a) in-depth study and report on a disability with which the counselor was not previously familiar; (b) development of a guide summarizing comparable benefits available in the local area; or (c) development of a video or brochure, to be given to clients, describing the rehabilitation process.

This option should be discussed with Dr. Priyanka Yalamanchili, RC Clinical Coordinator, and developed with input from the site supervisor. The student then needs to complete the Fieldwork Extended Learning Agreement located in Appendix C, Fieldwork Forms.

Fieldwork Responsibilities

Student Responsibilities:

1. To maintain standards in keeping with the Code of Professional Ethics for Rehabilitation Counselors
2. To act within the limits of his/her defined roles, training, and competencies as defined and approved in this document
3. To adhere to the policies and procedures for professional personnel at the fieldwork site (e.g., working hours, dress, and activities) for the duration of the field experience
4. To cooperate with the site supervisor and faculty supervisor, submitting reports at appropriate times, and keeping a log of activities performed as part of the fieldwork
5. To at all times respect the confidentiality of information about clients or participants of the fieldwork site, and to follow any policies or guidelines of the university and the Fieldwork site relating to research or training with human subjects
6. To report concerns or problems promptly and completely to both the site and faculty supervisors so that these issues may be resolved as soon as possible
7. To avoid undertaking any activity in which competency, personal problems, or conflicts of interest is likely to lead to inadequate performance. If such a situation arises, the student shall seek agency or faculty supervisor assistance to determine the appropriate course of action
8. To review available information about the client in preparation for all intake and subsequent sessions with clients
9. To demonstrate effective counseling skills when interacting with clients
10. To interact with a variety of clients characterized by diverse presenting problems and individual differences
11. To formulate treatment plans in accordance with agency guidelines based on information collected through intake activities and evaluation of background information
12. To assist clients in applying (a) skills learned through group work, (b) results of individual appraisal, and (c) career information and life experiences
13. To assist clients in developing longer-range plans (e.g., personal-social, education, career development)
14. To facilitate group work using group process and workshop skills
15. To consult with other professionals regarding presenting problems and preferred courses of action
16. To refer clients to other human services professionals and programs in compliance with agency guidelines
17. To conduct individual appraisal activities as required by the agency
18. To conduct public information activities, appropriate to the agency

19. To participate in or help conduct professional development activities
20. To help conduct program management activities
21. To attend all training sessions required by the fieldwork site
22. To complete all assignments and submit required documentation by specified due dates
23. To attend all scheduled Fieldwork class sessions; and
24. To conduct the following evaluation activities: (a) a self-assessment of clinical skills at the end of fieldwork, (b) an evaluation of both the site supervisor and the site, and (c) an evaluation of the faculty supervisor (through the CSUSB course evaluation process).

University/Faculty Supervisor Responsibilities:

1. To assign RC Clinical Coordinator to facilitate communication between the university and site
2. To assign a university faculty supervisor who is a Certified Rehabilitation Counselor
3. To notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the site
4. To be available for consultation with both site supervisors and students and shall be immediately contacted should any problem or change in relation to student, site, or university occur
5. To assign a fieldwork grade
6. To assist fieldwork students in locating sites for field experience, as needed
7. To prepare fieldwork students for placement in the field
8. To periodically meet with the site supervisor at the approved fieldwork site to discuss fieldwork student's program
9. To meet on a regularly scheduled basis with the fieldwork student to assess clinical skills and review progress; and
10. To collaborate with the site supervisor in evaluating the fieldwork student's professional growth.

Fieldwork Agency/Site Supervisor Responsibilities:

1. To assign a fieldwork supervisor who has appropriate credentials, time, and interest for training the fieldwork student
2. To provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student's performance (suggested counseling experiences included in "Fieldwork Activities" section)
3. To provide the student with adequate workspace, telephone, office supplies, and staff support to conduct professional activities
4. To provide weekly supervision meetings with the fieldwork student to discuss performance, provide mentoring, and support with clinical concerns
5. To verify monthly Fieldwork hours through signing the monthly Contact Hours form;
6. To conduct a written evaluation of the fieldwork student including completing the Site Supervisor's Evaluation of Student Fieldwork Performance
7. To immediately communicate any concerns regarding the fieldwork student to the faculty supervisor and/or the RC Clinical Coordinator.

Time Commitment:

According to CACREP Standards, the student is expected to complete a minimum of 600 hours in fieldwork. For the CSUSB RC Program, this is typically completed over the course of two consecutive academic semesters. A minimum of 240 of these hours must be in direct service to people with disabilities. In addition to the hours at the fieldwork site, the student will attend a weekly class sessions each semester Fall and Spring.

Supervision:

Group Supervision: According to the CACREP Standards, the fieldwork student is expected to spend a minimum of 1½ hours per week in a group session facilitated by a faculty instructor. For the CSUSB RC Program, this typically involves attending weekly classes during the semester. After addressing immediate concerns, fieldwork students discuss rehabilitation counselor experiences from intake to case closure, including counseling issues, case management, and coordination with other related programs.

No more than six students will be allowed to register for each fieldwork section; however, two fieldwork sections may meet together for group supervision, depending on the instructor's preference.

Individual Supervision: The fieldwork student is expected to spend a minimum of one hour per week engaged in individual supervision with the site supervisor. These sessions provide an opportunity for intensive review of the student's work and are often regarded as one of the most valuable of the course experiences.

If the site supervisor is not a CRC, the student may also be required to meet regularly with the faculty instructor or designated CRC (typically an alumnus of the program with expertise in the fieldwork area of practice) for individual supervision. These meetings are in addition to the required individual site supervision meetings.

Documenting Fieldwork Activities:

In compliance with CACREP and University curriculum requirements, it is important that both the total number of hours spent in fieldwork and the number of hours invested in performing particular counselor activities be accurately and completely reported (see Appendix C, Fieldwork Forms).

Beginning Your Fieldwork:

1. The **STUDENT FIELDWORK AGREEMENT** outlines those conditions under which the fieldwork student serves. The agreement must be completed and signed by the site supervisor and brought to the first class of the semester. Once the agreement is signed by the RC Clinical Coordinator and the faculty supervisor, one copy of the completed agreement should be given to your site supervisor and one copy uploaded to the Fieldwork Blackboard site. You should keep a copy of the completed agreement for your records.

During Your Fieldwork:

1. The **FIELDWORK CONTACT HOURS** are updated each day the student is on site and submitted weekly through Blackboard. A signed hours log must be uploaded to the Fieldwork Blackboard site monthly by the specified due date on the syllabus.
2. **JOURNAL** entries will be submitted to demonstrate learning acquired from your fieldwork experience. Specifics of the journal entries are outlined on the syllabus.

At the End of Each Semester of Your Fieldwork:

1. The **SITE SUPERVISOR'S EVALUATION OF STUDENT FIELDWORK PERFORMANCE** is completed independently by the site supervisor. The student should give this form to the site supervisor no later than the 5th week of the semester. This evaluation

needs to be completed prior to the final meeting with the site supervisor for review with the student and faculty supervisor.

At the End of Final Semester of Your Fieldwork:

1. Complete the **STUDENT SELF-ASSESSMENT OF FIELDWORK PERFORMANCE** prior to the final meeting with the site supervisor. Upload the completed assessment to the Fieldwork Blackboard site by the end of the quarter.
2. Complete the **STUDENT EVALUATION OF GRADUATE FIELDWORK SITE** and upload to the Fieldwork Blackboard site by the end of the final quarter of fieldwork. Please note that this form may be shared with future fieldwork students.

Evaluating Intern Performance:

Supervision and evaluation of the intern are joint responsibilities of the site supervisor and the faculty supervisor. Both must maintain an ongoing interest and involvement in the intern's progress. The site supervisor provides direct daily supervision or selectively assigns the intern to work with other experienced staff members. Regular meetings, at least once a week, must be scheduled to provide the intern with constructive feedback and discuss upcoming activities.

The faculty supervisor monitors the interns' progress via the weekly journals. The faculty supervisor is available for consultation should questions or problems arise. Students should contact the faculty supervisor immediately when there is a concern or problem. Routine communication by either student or supervisor is encouraged throughout the fieldwork. Given this practice, it is important that weekly journals are sufficiently detailed and reflect accurate feelings about each week's activity.

The intern will schedule an evaluation meeting with the site supervisor and faculty supervisor towards the end of each quarter of fieldwork. This meeting can be either in-person or by phone, depending on the preference of the site supervisor and/or faculty supervisor.

Both the intern and the site supervisor should realize that responsibility for assigning a grade for the entire fieldwork experience rests with the faculty supervisor. The site supervisor's evaluations are always heavily weighted, but other factors are also considered, such as the quality of the intern's assignments, on-site observations, and the intern's self-assessments. It has been found that in the large majority of cases all parties concerned agree upon successful completion.

APPENDIX A



PRACTICUM I FORMS

MA IN REHABILITATION COUNSELING PROGRAM STUDENT PRACTICUM I AGREEMENT

This agreement is made on _____ by and among CSUSB MA in Rehabilitation Counseling
(Date)
Program, _____, and _____.
(Practicum I Site) (Student)

The agreement will be effective for a period from _____ to _____ for _____ hours per week.
(Date) (Date)

Purpose

The purpose of this agreement is to provide a qualified graduate student with a rehabilitation counseling pre-practicum experience.

The university program/faculty instructor agrees

1. to assign an RC Clinical Coordinator to facilitate communication between the university and site;
2. to assign a university faculty supervisor who is a Certified Rehabilitation Counselor;
3. to notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
4. to be available for consultation with both site supervisors and students and shall be immediately contacted should any problem or change in relation to student, site, or university occur;
5. to assign a pre-practicum grade;
6. to assist pre-practicum students in locating sites for field experience, as needed;
7. to prepare pre-practicum students for placement in the field;
8. to periodically meet with the site supervisor at the approved pre-practicum site to discuss pre-practicum student's program;
9. to meet on a regularly scheduled basis with the pre-practicum student to assess clinical skills and review progress; and
10. to collaborate with the site supervisor in evaluating the pre-practicum student's professional growth.

The practicum site/site supervisor agrees

1. to assign a pre-practicum supervisor who has appropriate credentials, time, and interest for training the practicum student, preferably a Certified Rehabilitation Counselor;
2. to provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student's performance;
3. to provide the student with adequate workspace, telephone, office supplies, and staff support to conduct professional activities;
4. to provide weekly supervision meetings with the pre-practicum student to discuss performance, provide mentoring, and support with clinical issues;
5. to verify Pre-Practicum hours through signing the Contact Hours form at the end of the quarter;
6. to meet with the student and faculty supervisor at the end of the quarter to discuss performance; and
7. to immediately communicate any concerns regarding the pre-practicum student to the faculty supervisor and/or the RC Clinical Coordinator.

The student agrees

1. to maintain standards in keeping with the Code of Professional Ethics for Rehabilitation Counselors;
2. to act within the limits of his/her defined roles, training, and competencies as defined and approved in this document;
3. to adhere to the policies and procedures for professional personnel at the pre-practicum site (e.g., working hours, dress, and activities) for the duration of the field experience;
4. to cooperate with the site supervisor and faculty supervisor, submitting reports at appropriate times, and keeping a log of activities performed as part of the pre-practicum;

5. to respect the confidentiality of information about clients or participants of the pre-practicum site at all times, and to follow any policies or guidelines of the university and the pre-practicum site relating to research or training with human subjects;
6. to report concerns or problems promptly and completely to both the site and faculty supervisors so that these issues may be resolved as soon as possible;
7. to avoid undertaking any activity in which competency, personal problems, or conflicts of interest are likely to lead to inadequate performance. If such a situation arises, the student shall seek agency or faculty supervisor assistance to determine the appropriate course of action;
8. to complete all course assignments and submit required pre-practicum documentation by specified due dates;
9. to attend all scheduled group supervisory sessions and course seminar sessions;
10. to schedule time to regularly meet and communicate with the Faculty supervisor for the purpose of evaluation of guidance, clinical skills, and professional growth; and
11. to complete the following evaluation activities: (a) Final Reflection Paper as a Self-Assessment and (b) a Faculty Evaluation.

The practicum activities (checked below) will be provided for the student in sufficient amounts to allow an adequate evaluation of the student's level of competence in each activity. Please note that all sites must provide activities and learning related to multicultural rehabilitation counseling and applying ethics.

Practicum I Activities (please check all that apply)

- | | |
|--|--|
| <p><input checked="" type="checkbox"/> Multicultural rehabilitation counseling
(e.g., incorporating culturally-sensitive interventions, understanding intersectionality, increasing awareness)</p> <p><input checked="" type="checkbox"/> Applying ethics
(e.g., self-care, understanding legal and ethical issues, understanding ethical decision-making models)</p> <p><input type="checkbox"/> Use information from records
(e.g., use proper channels to obtain records, select pertinent records, abstract/integrate material)</p> <p><input type="checkbox"/> Gather additional background information
(e.g., contact/interview persons from other agencies, respect confidentiality)</p> <p><input type="checkbox"/> Conduct intake interviews
(e.g., prepare for interview, establish professional relationship, elicit/integrate pertinent information)</p> <p><input type="checkbox"/> Administer tests/evaluation tools
(e.g., select appropriate tests/evaluation tools, administer accurately, score and interpret results)</p> | <p><input type="checkbox"/> Counseling and communication
(e.g., short-term supportive counseling, effective communication)</p> <p><input type="checkbox"/> Assist with setting goals and planning
(e.g., establish/achieve counseling goals, write a rehabilitation plan, plan for needed services)</p> <p><input type="checkbox"/> Consult with work supervisors/employers
(e.g., obtain pertinent information, maintain client's confidentiality, integrate/communicate materials obtained)</p> <p><input type="checkbox"/> Write reports
(e.g., clarity of thought, ability to communicate, appropriate recommendations
Knowledge of additional resources)</p> <p><input type="checkbox"/> Attend meetings, conferences, etc.
As relevant to current stage of training</p> <p><input type="checkbox"/> Other (please list)
_____</p> |
|--|--|

FACULTY SUPERVISOR

SITE SUPERVISOR

Printed/Typed Name

Printed/Typed Name

Email

Email

Phone number

Phone number

Certified Rehabilitation Counselor (CRC) #

Work Address:

Faculty Supervisor Signature

STUDENT

Certified Rehabilitation Counselor (CRC) #

Printed/Typed Name

Other Credential Type, No., and State

Student Signature

Site Supervisor Signature

RC CLINICAL COORDINATOR

Dr. Priyanka Yalamanchili (CRC# 00114238)

Date

Supervisor completed CSUSB RC Supervisor Training: Yes No

In some cases, a Memorandum of Agreement already exists between CSUSB and the agency. If this is the case, the MOA expands on any agreements made here.

Interagency Memorandum of Agreement is on file: Yes No

STUDENT: ONE COPY OF THE COMPLETED AGREEMENT SHOULD BE GIVEN TO YOUR SITE SUPERVISOR AND ONE COPY UPLOADED TO THE PRACTICUM BLACKBOARD SITE. YOU SHOULD KEEP A COPY OF THE COMPLETED AGREEMENT FOR YOUR RECORDS.

APPENDIX B



PRACTICUM II FORMS

MA IN REHABILITATION COUNSELING PROGRAM STUDENT PRACTICUM II AGREEMENT

This agreement is made on _____ by and among CSUSB MA in Rehabilitation Counseling
(Date)
Program, _____, and _____.
(Practicum Site) (Student)

The agreement will be effective for a period from _____ to _____ for _____ hours per week.
(Date) (Date)

Purpose

The purpose of this agreement is to provide a qualified graduate student with a rehabilitation counseling practicum experience.

The university program/faculty instructor agrees

1. to assign an RC Clinical Coordinator to facilitate communication between the university and site;
2. to assign a university faculty supervisor who is a Certified Rehabilitation Counselor;
3. to notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
4. to be available for consultation with both site supervisors and students and shall be immediately contacted should any problem or change in relation to student, site, or university occur;
5. to assign a practicum grade;
6. to assist practicum students in locating sites for field experience, as needed;
7. to prepare practicum students for placement in the field;
8. to periodically meet with the site supervisor at the approved practicum site to discuss practicum student's program;
9. to meet on a regularly scheduled basis with the practicum student to assess clinical skills and review progress; and
10. to collaborate with the site supervisor in evaluating the practicum student's professional growth.

The practicum site/site supervisor agrees

1. to assign a practicum supervisor who has appropriate credentials, time, and interest for training the practicum student, preferably a Certified Rehabilitation Counselor;
2. to provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student's performance;
3. to provide the student with adequate workspace, telephone, office supplies, and staff support to conduct professional activities;
4. to provide weekly supervision meetings with the practicum student to discuss performance, provide mentoring, and support with clinical issues;
5. to verify monthly Practicum hours through signing the monthly Contact Hours form;
6. to conduct a written evaluation of the practicum student including completing the Site Supervisor's Evaluation of Student Practicum Performance;
7. to immediately communicate any concerns regarding the practicum student to the faculty supervisor and/or the RC Clinical Coordinator.

The student agrees

1. to maintain standards in keeping with the Code of Professional Ethics for Rehabilitation Counselors;
2. to act within the limits of his/her defined roles, training, and competencies as defined and approved in this document;
3. to adhere to the policies and procedures for professional personnel at the practicum site (e.g., working hours, dress, and activities) for the duration of the field experience;
4. to cooperate with the site supervisor and faculty supervisor, submitting reports at appropriate times, and keeping a log of activities performed as part of the practicum;

5. to respect the confidentiality of information about clients or participants of the practicum site at all times, and to follow any policies or guidelines of the university and the practicum site relating to research or training with human subjects;
6. to report concerns or problems promptly and completely to both the site and faculty supervisors so that these issues may be resolved as soon as possible;
7. to avoid undertaking any activity in which competency, personal problems, or conflicts of interest are likely to lead to inadequate performance. If such a situation arises, the student shall seek agency or faculty supervisor assistance to determine the appropriate course of action;
8. to complete all course assignments and submit required practicum documentation by specified due dates;
9. to attend all scheduled group supervisory sessions and course seminar sessions;
10. to schedule time to regularly meet and communicate with the Faculty supervisor for the purpose of evaluation of guidance, clinical skills, and professional growth; and
11. to complete the following evaluation activities: (a) a Student Self-Assessment of Practicum Learning, (b), a Student Evaluation of Graduate Practicum Site, and (c) a Faculty Evaluation.

The practicum activities (checked below) will be provided for the student in sufficient amounts to allow an adequate evaluation of the student's level of competence in each activity. Please note that all sites must provide activities and learning related to multicultural rehabilitation counseling and applying ethics.

Practicum Activities (please check all that apply)

- | | |
|--|--|
| <p><input checked="" type="checkbox"/> Multicultural rehabilitation counseling
(e.g., incorporating culturally-sensitive interventions, understanding intersectionality, increasing awareness)</p> <p><input checked="" type="checkbox"/> Applying ethics
(e.g., self-care, understanding legal and ethical issues, understanding ethical decision-making models)</p> <p><input type="checkbox"/> Use information from records
(e.g., use proper channels to obtain records, select pertinent records, abstract/integrate material)</p> <p><input type="checkbox"/> Gather additional background information
(e.g., contact/interview persons from other agencies, respect confidentiality)</p> <p><input type="checkbox"/> Conduct intake interviews
(e.g., prepare for interview, establish professional relationship, elicit/integrate pertinent information)</p> <p><input type="checkbox"/> Administer tests/evaluation tools
(e.g., select appropriate tests/evaluation tools, administer accurately, score and interpret results)</p> | <p><input type="checkbox"/> Counseling and communication
(e.g., short-term supportive counseling, effective communication)</p> <p><input type="checkbox"/> Assist with setting goals and planning
(e.g., establish/achieve counseling goals, write a rehabilitation plan, plan for needed services)</p> <p><input type="checkbox"/> Consult with work supervisors/employers
(e.g., obtain pertinent information, maintain client's confidentiality, integrate/communicate materials obtained)</p> <p><input type="checkbox"/> Write reports
(e.g., clarity of thought, ability to communicate, appropriate recommendations
Knowledge of additional resources)</p> <p><input type="checkbox"/> Attend meetings, conferences, etc.
As relevant to current stage of training</p> <p><input type="checkbox"/> Other (please list)
_____</p> |
|--|--|

FACULTY SUPERVISOR

SITE SUPERVISOR

Printed/Typed Name

Email

Phone number

Certified Rehabilitation Counselor (CRC) #

Faculty Supervisor Signature

Printed/Typed Name

Email

Phone number

Work Address:

STUDENT

Printed/Typed Name

Student Signature

Certified Rehabilitation Counselor (CRC) #

Other Credential Type, No., and State

Site Supervisor Signature

RC CLINICAL COORDINATOR

Dr. Priyanka Yalamanchili (CRC #00114238)

Date

Supervisor completed CSUSB RC Supervisor Training: Yes No

In some cases, a Memorandum of Agreement already exists between CSUSB and the agency. If this is the case, the MOA expands on any agreements made here.
 Interagency Memorandum of Agreement is on file: Yes No

STUDENT: ONE COPY OF THE COMPLETED AGREEMENT SHOULD BE GIVEN TO YOUR SITE SUPERVISOR AND ONE COPY UPLOADED TO THE PRACTICUM BLACKBOARD SITE. YOU SHOULD KEEP A COPY OF THE COMPLETED AGREEMENT FOR YOUR RECORDS.

**Department of Special Education, Rehabilitation & Counseling
California State University, San Bernardino**

CLIENT RELEASE FORM

I, _____, agree to be counseled by

_____, a practicum/fieldwork student in the MA in Rehabilitation Counseling Program, Department of Special Education, Rehabilitation & Counseling, California State University, San Bernardino.

I further understand that I will participate in counseling interviews that will be audiotaped and/or videotaped and that these recordings will be reviewed by faculty and practicum/fieldwork students.

I understand that I will be counseled by a graduate student who has completed advanced coursework in rehabilitation counseling.

I understand that the student will be supervised by a faculty member and site supervisor.

Client's Signature _____ Age _____

Date _____

Parent/Guardian Signature (if required) _____

Date _____

STUDENT SELF-ASSESSMENT OF PRACTICUM LEARNING

Prior to the final meeting with the instructor and site supervisor, each student is required to write a short (3 to 5 pages) reflection on your performance and experience. By the end of the quarter, upload the completed form to the Practicum Blackboard site.

Please use the following areas to structure your self-assessment:

1. An overview of the activities in which you participated with an analysis of the personal and professional development gained from these activities. The following activities, as described in the Practicum manual, are provided as a guide for this summary and analysis, however, not all practicum students experience all activities.
 - a. Using information from records
 - b. Gathering additional background information
 - c. Conducting intake interviews
 - d. Administering tests
 - e. Providing counseling and effective communication
 - f. Assisting with goal setting and planning
 - g. Consulting with work supervisor
 - h. Writing reports
 - i. Attending meetings, conferences, etc.

2. A self-assessment of your counseling skills and relative strengths and weaknesses
 - a. Active listening
 - b. Use of silences
 - c. Use of good questions (both closed and open-ended)
 - d. Reflection
 - e. Confrontation
 - f. Interpretation
 - g. Self-disclosure

3. Implications for your learning goals in fieldwork.

On the scale below, please rate how the practicum experience has enhanced your knowledge/skill base in the areas listed. Please add any comments to your rating.

1. Excellent
2. Very Good
3. Good
4. Satisfactory
5. Unsatisfactory
6. N/A – not applicable

A. Knowledge and application of basic skills and techniques in counseling _____

Comments:

B. Application of the individual counseling process _____

Comments:

C. Application of the group counseling process _____

Comments:

D. Professional application of counseling in a rehabilitation service agency _____

Comments:

E. Problem-solving and decision-making _____

Comments:

F. Professionalism _____

Comments:

Would you recommend this site/agency to another rehabilitation counseling practicum student?

Yes _____ No _____

Comments:

**SITE SUPERVISOR'S EVALUATION OF
STUDENT PRACTICUM PERFORMANCE**

**MA in Rehabilitation Counseling Program
Department of Special Education, Rehabilitation & Counseling
CSUSB College of Education**

Name of practicum student _____

Period covered by the evaluation _____

Directions: Check the box that best evaluates the practicum student on their performance in each area using the following rating scale:

- N/A Not Applicable or unable to assess
- 1 Unsatisfactory progress towards meeting performance standards
- 2 Satisfactorily working towards meeting performance standards
- 3 Meets performance standards
- 4 Exceeds performance standards

General Skills	1	2	3	4	N/A
a. Accomplishes tasks with an appropriate level of supervision					
b. Demonstrates appropriate levels of confidence					
c. Is organized and efficient in accomplishing assigned duties					
d. Demonstrates problem solving by obtaining necessary information and asking for help when needed					
e. Dresses professionally and appropriately for the work setting					
f. Is professional in relationships with clients and staff					
g. Shows knowledge of agency structure, function, policy, and procedures					
h. Is punctual in reporting to work and meetings					
i. Accepts constructive criticism and positive feedback concerning performance					
j. Demonstrates the ability to collaborate with others					

Counseling Skills	1	2	3	4	N/A
a. Researches the case prior to the first interview					
b. Conducts interviews and counseling sessions in a relaxed and comfortable nature					
c. Communicates interest in and acceptance of the client					
d. Facilitates client expression of concerns and feelings					
e. Focuses on the content of the client's presenting issue(s)					
f. Uses relevant client information when deciding on various counseling techniques and their implications					
g. Uses silence effectively in the counseling session					
h. Uses self-disclosure in an appropriate manner					
i. Recognizes and pursues discrepancies and meaning of inconsistent information					
j. Facilitates realistic goal setting with the client					
k. Uses relevant case data in planning both immediate and long-range goals					
l. Encourages appropriate action-step planning with the client					
m. Explains, administers, and interprets tests correctly					
n. Demonstrates accuracy and clarity in written and verbal communication					
o. Completes case reports and records punctually and conscientiously					
p. Demonstrates knowledge of the Code of Professional Ethics for Rehabilitation Counselors					
q. Demonstrates ethical behavior in the counseling and case management activities					
r. Shows sensitivity to clients and colleagues while maintaining appropriate boundaries					

Please comment on any areas identified above where the student *demonstrated strength* related to the professional performance standards. _____

Please comment on any areas identified above where the student *did not meet* professional performance standards. _____

Additional comments and/or suggestions: _____

Signatures

Site Supervisor Signature

Date

Faculty Supervisor Signature

Date

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

Student Signature

Date

APPENDIX C



FIELDWORK FORMS

MA IN REHABILITATION COUNSELING PROGRAM STUDENT FIELDWORK AGREEMENT

This agreement is made on _____ by and among CSUSB MA in Rehabilitation Counseling
(Date)

Program, _____, and _____
(Fieldwork Site) (Student)

The agreement will be effective for a period from _____ to _____ for _____ hours per week.
(Date) (Date)

Purpose

The purpose of this agreement is to provide a qualified graduate student with a fieldwork experience in the field of rehabilitation counseling.

The university program/faculty instructor agrees

1. to assign an RC Clinical Coordinator to facilitate communication between the university and site;
2. to assign a university faculty supervisor who is a Certified Rehabilitation Counselor;
3. to notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
4. to be available for consultation with both site supervisors and students and shall be immediately contacted should any problem or change in relation to student, site, or university occur;
5. to assign an fieldwork grade;
6. to assist fieldwork students in locating sites for field experience, as needed;
7. to prepare fieldwork students for placement in the field;
8. to periodically meet with the site supervisor at the approved practicum site to discuss fieldwork student's program;
9. to meet on a regularly scheduled basis with the fieldwork student to assess clinical skills and review progress; and
10. to collaborate with the site supervisor in evaluating the practicum student's professional growth.

The fieldwork site/site supervisor agrees

1. to assign an fieldwork supervisor who has appropriate credentials, time, and interest for training the fieldwork student, preferably a Certified Rehabilitation Counselor;
2. to provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student's performance;
3. to provide the student with adequate workspace, telephone, office supplies, and staff support to conduct professional activities;
4. to provide weekly supervision meetings with the fieldwork student to discuss performance, provide mentoring, and support with clinical issues;
5. to verify monthly Fieldwork hours through signing the monthly Contact Hours form;
6. to conduct a written evaluation of the fieldwork student including completing the Site Supervisor's Evaluation of Student Fieldwork Performance;
7. to immediately communicate any concerns regarding the fieldwork student to the faculty supervisor and/or the RC Clinical Coordinator.

The student agrees

1. to maintain standards in keeping with the Code of Professional Ethics for Rehabilitation Counselors;
2. to act within the limits of his/her defined roles, training, and competencies as defined and approved in this document;
3. to adhere to the policies and procedures for professional personnel at the fieldwork site (e.g., working hours, dress, and activities) for the duration of the field experience;
4. to cooperate with the site supervisor and faculty supervisor, submitting reports at appropriate times, and keeping a log of activities performed as part of the practicum;
5. to respect the confidentiality of information about clients or participants of the fieldwork site at all times, and to follow any policies or guidelines of the university and the fieldwork site relating to research or training with human subjects;

6. to report concerns or problems promptly and completely to both the site and faculty supervisors so that these issues may be resolved as soon as possible;
7. to avoid undertaking any activity in which competency, personal problems, or conflicts of interest are likely to lead to inadequate performance. If such a situation arises, the student shall seek agency or faculty supervisor assistance to determine the appropriate course of action;
8. to complete all course assignments and submit required fieldwork documentation by specified due dates;
9. to attend all scheduled group supervisory sessions and course seminar sessions;
10. to schedule time to regularly meet and communicate with the Faculty supervisor for the purpose of evaluation of guidance, clinical skills, and professional growth; and
11. to complete the following evaluation activities: (a) a Student Self-Assessment of Fieldwork Learning, (b) a Student Evaluation of Graduate Fieldwork Site, and (c) a Faculty Evaluation.

Within the specified time frame, _____(site supervisor) will be the primary fieldwork site supervisor. The training activities (see below) will be provided for the student in sufficient amounts to allow an adequate evaluation of the student’s level of competence in each activity.

_____ (faculty supervisor) will be the faculty supervisor with whom the student and fieldwork site supervisor will communicate regarding progress, problems, and performance evaluations.

Fieldwork Activities

- I. Orientation to Agency
 - a. Program Components
 - b. Policy and Procedures
 - c. Introduction to Staff, including roles and functions
 - d. Expectation for Interns
 - e. Confidentiality and Due Process Procedures
 - f. Risk Assessment
 - g. Ethics
 - h. Crisis and disaster response
- II. Observation of all aspects of the delivery of rehabilitation counseling services, as practiced by the fieldwork agency, including services to diverse populations.
- III. Performance of tasks required of a rehabilitation counselor at the fieldwork agency
- IV. Specific goals for fieldwork:
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____

FACULTY SUPERVISOR

SITE SUPERVISOR

Printed/Typed Name

Printed/Typed Name

Email

Email

Phone number

Phone number

Certified Rehabilitation Counselor (CRC) #

Work Address:

Faculty Supervisor Signature

Certified Rehabilitation Counselor (CRC) #

STUDENT

Printed/Typed Name

Other Credential Type, No., and State

Student Signature

Site Supervisor Signature

RC CLINICAL COORDINATOR

Dr. Priyanka Yalamanchili (CRC #00114238)

Date

Supervisor completed CSUSB RC Supervisor Training: Yes No

In some cases, a Memorandum of Agreement already exists between CSUSB and the agency. If this is the case, the MOA expands on any agreements made here.

Interagency Memorandum of Agreement is on file: Yes No

STUDENT: ONE COPY OF THE COMPLETED AGREEMENT SHOULD BE GIVEN TO YOUR SITE SUPERVISOR AND ONE COPY UPLOADED TO THE FIELDWORK BLACKBOARD SITE. YOU SHOULD KEEP A COPY OF THE COMPLETED AGREEMENT FOR YOUR RECORDS.

FIELDWORK
Extended Learning Agreement
(For students using their place of employment as their Internship Site)

Student _____ Semester(s)/Year _____

Identify or describe the activities that you will engage in for your extended learning component of your internship.

What are the expected “new” learning outcomes from these activities?

Approximate number of hours you will devote to these activities: _____

Student Signature

Date

Site Supervisor Signature

Date

Dr. Priyanka Yalamanchili, RC Clinical Coordinator Signature

Date

STUDENT: ONE COPY OF THE COMPLETED AGREEMENT SHOULD BE GIVEN TO YOUR SITE SUPERVISOR AND ONE COPY UPLOADED TO THE INTERNSHIP CANVAS SITE. YOU SHOULD KEEP A COPY OF THE COMPLETED AGREEMENT FOR YOUR RECORDS.

SELF-ASSESSMENT OF FIELDWORK PERFORMANCE

During your final fieldwork semester, each student is required to complete and submit this form in Blackboard. This self-assessment of fieldwork performance should be concise and no more than 3 to 5 pages double-spaced.

The self-assessment should include:

1. your stated fieldwork goals and objectives from the Student Fieldwork agreement;
2. what you were able to complete and what, if anything, you were not able to complete;
3. an overview of the activities in which you participated with an analysis of the personal and professional development gained from these activities;
4. what was learned about the particular setting, occupation(s), and populations you encountered;
5. self-assessment of your performance and relative strengths and weaknesses; and
6. implications for your employment immediately following graduation.

STUDENT EVALUATION OF GRADUATE FIELDWORK SITE

(Please note that this form may be shared with future fieldwork students.)

NAME: _____ DATE: _____

AGENCY NAME: _____

SITE SUPERVISOR: _____

Please complete the questions below and submit via Blackboard. If you were at multiple sites for fieldwork, complete a separate form for each site.

1. Evaluate the overall quality of your fieldwork experience.
2. Evaluate and discuss the quality of supervision you received from your fieldwork site supervisor.
3. Discuss strengths at this agency for a fieldwork experience.
4. Discuss challenges at this agency for a fieldwork experience.
5. Discuss your opportunities for counseling experience during this fieldwork placement.
6. Discuss your opportunities to perform rehabilitation counseling duties, other than counseling, during this fieldwork placement.

On the scale below, please rate how the fieldwork experience has enhanced your knowledge/skill base in the areas listed. Please add any comments to your rating.

1. Excellent
2. Very Good
3. Good
4. Satisfactory
5. Unsatisfactory
6. N/A – not applicable

A. Professional application of counseling skills and techniques _____
Comments:

B. Professional application of group counseling skills and techniques _____
Comments:

C. Problem-solving and decision-making skills _____
Comments:

D. Professional application of case management skills _____
Comments:

E. Professional applications of ethics _____
Comments:

F. Ability to work with diverse clients _____
Comments:

G. Professionalism _____
Comments:

Would you recommend this site/agency to another rehabilitation counseling fieldwork student?

Yes _____ No _____

Why or why not:

**SITE SUPERVISOR'S EVALUATION OF STUDENT
FIELDWORK PERFORMANCE**

**Master of Arts in Rehabilitation Counseling Program
Department of Special Education, Rehabilitation & Counseling
CSUSB College of Education**

Student:

Fieldwork Agency:

Site Supervisor:

Quarter:

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

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

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

Below Average: Occasionally fails to meet minimum requirements in a satisfactory manner, performs at a level somewhat below that expected of a graduate intern.

No Basis: No basis exists on which to evaluate the graduate intern.

**SITE SUPERVISOR'S EVALUATION OF STUDENT
FIELDWORK PERFORMANCE**

I. SUCCESS IN FORMING EFFECTIVE RELATIONSHIPS					
	Excellent	Above Average	Average	Below Average	No Basis
With Clients					
With Other Agency Rehabilitation Counselors					
Staff					
Supervisors					
Overall Agency					
Outside Agencies					
Please comment on the intern's success in forming and maintaining effective relationships:					
II. SKILLS IN COUNSELING:					
	Excellent	Above Average	Average	Below Average	No Basis
Knowledge & Understanding					
Rehabilitation principles and process					
Psychological aspects of rehabilitation					
Medical aspects of rehabilitation					
Community resources					
Ethical principles & standards					
Appropriate legal principles & ethical decision-making skills					
Developing & maintaining a counseling relationship					
Establishing client goals & objectives of counseling					
Facilitating an individual's independent decision-making					
Multicultural techniques and effective counseling approaches with culturally diverse clients					
Please comment on the intern's skill in counseling:					

III. CASE WORK SKILLS & ABILITIES:

	Excellent	Above Average	Average	Below Average	No Basis
Development of a rehabilitation plan					
Report writing and documentation					
Identification of individual strategies to resolve problems that impede the rehabilitation process					
Identify available resources and determine jointly, with the consumer, an appropriate rehabilitation plan					
Facilitate, with the client, the development of a rehabilitation transition and /or independent living plan					
Communicate with other service providers involved with the client/family					
Determine mutual responsibilities with other service providers involved with the client/family					
Assist clients in identifying potential fiscal resources to obtain needed services					
Evaluate the feasibility of a client's rehabilitation or independent living objectives					
Assess the client's capabilities to make decisions					
Establish follow-up and/or follow-along procedures to maximize a client's independent functioning					
Demonstration of skills in job analysis, working site modification, and/or restructuring, including the application of appropriate technology					
Demonstration of skills in job developing, job placement, employer contacts, supported employment, follow-up, and/or follow-along services					
Demonstration of appropriate and effective case work with culturally diverse clients					

Please comment on the intern's skill in case work:

IV. WORK HABITS AND PERSONAL TRAITS & ATTITUDES:*					
	Excellent	Above Average	Average	Below Average	No Basis
A. Work habits					
B. Personal traits and attitudes					
C. Professional Growth and Potential					
Comments:					
*If "below average" or "not acceptable," please comment on reverse side of this sheet					
V. READINESS FOR FIELDWORK	Excellent	Above Average	Average	Below Average	No Basis
Summary of comments made by clients the intern worked with based on the Summary of Client Feedback form found on next page:					
Based on your observations, was this intern adequately prepared to be effective in the fieldwork placement?					
In what type of rehabilitation counseling setting (clients, services, and skills) do you feel this graduate intern would be most effective?					
What recommendations or suggestions would you make for the CSUSB MA in Rehabilitation Counseling Program for improving or enhancing student training?					
Additional Comments:					

Site Supervisor's Signature _____

_____ CRC#

_____ Date

Student's Signature _____

_____ Date

Faculty Supervisor's Signature _____

_____ CRC#

_____ Date

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
MA in Rehabilitation Counseling Program

Summary of Client Feedback

Intern Name: _____

Date: _____

Instructions for the Student's On-Site Supervisor: As part of your supervision of the intern, you are asked to make contact with the clients with whom the intern has been working, and to find out how well the intern performed, from their perspective. You are asked to summarize the information from clients in some written form. For your reference, the following is a list of questions you may wish to ask clients:

To what extent did you feel:

1. that your opinion was valued in determining your rehabilitation plan?
2. you were able to choose what you would do?
3. your counselor listened to you?
4. your counselor challenged you and made you look at things differently?
5. your counselor had the necessary knowledge and skills to plan an appropriate array of services?
6. your counselor knew the community services that you would need to succeed?
7. your counselor supported you in your attempt to consider employment options?
8. your counselor understood employment law and job issues sufficiently to help you in job seeking activities?

Other comments about your counselor?

APPENDIX D



CLINICAL SKILLS IMPROVEMENT CORRECTIVE ACTION PLAN/DISCIPLINARY POLICY

California State University San Bernardino
College of Education
Department of Special Education, Rehabilitation & Counseling

REHABILITATION COUNSELING PROGRAM

**CORRECTIVE ACTION PLAN FOR
IMPROVEMENT OF CLINICAL SKILLS/COMPETENCIES**

Name of Student _____

Fieldwork Site _____

Site Supervisor Phone _____

University Supervisor _____

When a student is deemed to be proceeding in an unsatisfactory manner in a Fieldwork course/experience, 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 fieldwork experience. Successful completion of this Corrective Action Plan is required in order for the student to receive a passing grade in the Fieldwork course.

By signature below, you are agreeing to the Corrective Action Plan as stipulated in the attached **Corrective Action Plan**.

Student's Signature

Date

University Supervisor Signature

Date

Program Coordinator

Date

**California State University San Bernardino
College of Education
Department of Special Education, Rehabilitation & Counseling**

**REHABILITATION COUNSELING PROGRAM
Corrective Action Plan**

Area(s) of concern:

- 1.
- 2.
- 3.

Recommendations/steps the student must take for behavior outcomes:

- 1.
- 2.
- 3.

Plan will be reviewed every _____ (days, weeks, etc.)

Deadline for behavior changes: _____

Successful completion of this Corrective Action Plan is required in order for you to receive a passing grade in EREH _____ course.

By signing below, you are agreeing to the Corrective Action Plan as stipulated. (Attach to **CORRECTIVE ACTION PLAN FOR IMPROVEMENT.**)

Student's Signature

Date

University Supervisor Signature

Date

Program Coordinator Signature

Date

California State University San Bernardino
College of Education
Department of Special Education, Rehabilitation & Counseling

Student Conduct and Professional Dispositions
Disciplinary Procedures

The faculty in the College of Education are committed to holding our students accountable for exemplary ethical and professional dispositions and conduct. Academic dishonesty or an evidenced failure to exhibit dispositions consistent with the profession are grounds for disciplinary action or dismissal from any COE program.

Academic Standards of Integrity:

Any form of cheating or plagiarism is incompatible with academic integrity and the expectations of those taking courses in the College of Education. Plagiarism is the act of presenting the ideas and writings of another person as one's own. Cheating is the act of obtaining or attempting to obtain credit for academic work through dishonest, deceptive, or fraudulent means.

Plagiarism and cheating include but are not limited to:

- Representing the work of another person as one's own either through the attempt to deceive or a failure to sufficiently document the original sources in one's own work.
- Copying, in part or in whole, from another's test, software, or other evaluation instrument.
- Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy.
- Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by the department policies of both departments.
- Using or consulting during an examination sources or materials not authorized by the instructor.
- Altering or interfering with grading or grading instructions.
- Sitting for an examination by a surrogate, or as a surrogate.
- Using unauthorized materials during an examination or assessment.
- Falsifying or inventing information used in an academic exercise with the intent to suggest that the information or citation is legitimate.
- Any other act committed by a student in the course of academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

Dispositional Standards and Conduct:

- Adhere to local, state, federal laws and CA Education codes.
- Protect the privacy of those within the professional setting except in cases where the safety of another person is compromised by doing so. This includes protecting the privacy of others when using the internet and social media.
- Exhibit a commitment to respect diversity and a willingness to serve, evidenced through behavior, the educational and developmental needs of students and community members irrespective of race, ethnicity, nationality, economic class, language, sex, gender identity, gender expression, sexual orientation, religion, physical/mental ability, or age.

- Take actions to promote the safety of all students and that all students are protected from harassment, discrimination, or bullying.
- Exhibit professional behaviors and attitudes such as punctuality, exemplary attendance, deadline adherence, civility, professional appearance, and working collaboratively with others.
- Exhibit a willingness to accept feedback and change one's behaviors to align with course or program expectations and professional standards.

Disciplinary Process

Whenever a faculty member, adjunct faculty, field supervisor, or resident teacher/supervisor (aka, CSUSB representative) has concerns regarding a student's academic performance, conduct, or professionalism, the CSUSB representative should first attempt to meet with the student to resolve the concerns. If the concern cannot be resolved or is of a very serious nature, the concern is referred to the program coordinator and department chairs.

If previous attempts by the CSUSB representative to address misconduct, unprofessionalism, or adherence to the program's expected dispositions are unsuccessful, the program coordinator can request that the department chair form a Student Review Committee composed of the program coordinator (who acts as chair) and at least two other faculty members not parties to the problem.

The Student Review Committee then reviews supporting documentation and meets with the student to hear all perspectives on the situation. After consideration of the situation, the Student Review Committee can recommend that no action be taken, that the student continue in the program with conditions (articulated in the *Student Improvement Plan* outlined below), or be dismissed from the program.

Continuation with Conditions: If the decision is to continue with conditions, the program coordinator works with the student to develop a *Student Improvement Plan*. The plan includes:

- detailed description of the concerns or misconduct;
- description of any actions to be undertaken by the student;
- deadline by which the student must demonstrate the required level of knowledge, skill, behavior, or ethical conduct;
- a description of what type of evidence provided by the student would indicate that the concern has been addressed and student improvement occurred;
- signature sheet signed by the department chair, program coordinator, and the student indicating agreement with the plan and that failure to complete plan may result in dismissal from the program.

The plan will be filed in the student's file and, if appropriate, a hold placed upon the student's registration until the conditions outlined in the plan have been met. The program coordinator shall, on or before the date specified in the plan for completion of the remediation, review student progress based upon evidence provide by the student and/or a faculty member. One or two actions must be taken to resolve the concern.

1. If the plan is met and the concern is alleviated, the student will be notified, and no further action will be taken.
2. If the concern is not alleviated, the Student Review Committee meets to consider further action. The Student Review Committee can recommend (a) the creation of a new plan or (b)

that the student be dismissed from the program. If the recommendation is for the creation of a new plan, the committee simply repeats the procedure outlined above. If the Student Review Committee recommends dismissal, the case is referred to a meeting of the program faculty.

Dismissal: The SRC can recommend dismissal if the student fails to meet the conditions of the *Student Improvement Plan*. Alternatively, if the misconduct was serious enough to warrant immediate dismissal without further intervention, an SRC can recommend dismissal without the development of a *Student Improvement Plan*. In either case, the recommendation for dismissal, along with supporting documentation, is forwarded to a meeting of the program faculty for consideration. The recommendation for dismissal may be for immediate dismissal or at the completion of the current academic quarter or semester. After examining the documentation presented by the program coordinator, the decision for dismissal is determined by a simple majority of program faculty present in the meeting. The decision is then communicated to the student and the record of the decision placed in the student's file.

Suggestion procedure for forming the Student Review Committee: At the beginning of each academic year each department chair calls for a pool of department faculty to potentially serve on ad hoc Student Review Committees. When the need arises, chairs randomly select from among volunteers excluding faculty who may be involved in the situation being considered.