

# **Student Manual for Practicum & Internship**

**Department of Rehabilitation Counseling  
School of Allied Health Professions  
Louisiana State University Health Sciences Center**

**1900 Gravier Street, Box G6-2  
New Orleans, LA 70112  
(504) 568-4318**

# MASTER'S PLACEMENT MANUAL

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## I. PHILOSOPHY OF SITE PLACEMENT

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The site placement sequence consists of a practicum and an internship. The practicum (Rehab 6641) consists of 180 clock hours. The internship (Rehab 6643) consists of a total of 600 clock hours, 40 hours per week on-site. Both courses run for the entire semester, including finals week, and are graded on a pass/fail basis.

**Practicum** – Fall - 180 hours on site with weekly participation in counseling clinic

**Internship** – Spring - 600 hours on site with weekly participation in counseling clinic

The site placement sequence provides practical on the job training, interaction with clients, and direct contact with professionals in the field that enables integration of didactic preparation with actual practice. As such, the site placement sequence is an extremely important component of the program that prepares students for actual entry into the field. The professionals with whom students interact become mentors who facilitate this preparation. Site supervisors are seen as sharing in the teaching mission of the department (See Appendix A) and joining the faculty in promoting the comprehensive development of the students as future professionals. At the same time, the Department and the students are valuable resources to the various sites in accomplishing their respective missions. To ensure high quality of the site placement experience, all faculty supervisors are certified rehabilitation counselors and all site supervisors meet the minimum requirements specified in this manual. In addition, it is preferred that the site supervisors are certified rehabilitation counselors.

The student is generally expected to select one of the many and varied affiliated training sites within an 80 mile radius of the Health Sciences Center. Distant placements will be evaluated on an individual basis between the student, placement coordinator, and faculty supervisor. Examples of the types of agencies which can provide a suitable site placement experience include the following:

Community Mental Health Centers  
Hospital based Rehabilitation Units  
Psychiatric Treatment Centers  
Residential Programs  
State Offices of Rehabilitation  
Vocational Programs

Community Based Not for Profit Agencies  
Proprietary Rehabilitation Agencies  
Rehabilitation Centers  
Sheltered Workshops  
Substance Abuse Programs

## **I. PHILOSOPHY OF SITE PLACEMENT (Cont'd)**

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All practicum and internship experiences are **unpaid**. Students are not allowed to receive any compensation for the experience.\*

\* Accommodations to this policy may be made for individuals who are employed at a rehabilitation site at the time of application for admission to the program and who will have completed at least one year of full-time employment in the field of rehabilitation by the time they enter the program. This request must be submitted to the student's faculty advisor at the beginning of the first semester.

\* Those students who meet this employment requirement are **required** to split Internship over 2 semesters. Therefore, if the student is to graduate with his/her class, the student must complete Practicum (REHAB 6641) in the Summer session, rather than in the Fall. Internship (REHAB 6643) would be split between the Fall and Spring, 20 hours per week for fifteen weeks each semester.

**Students not meeting the above criteria will not be given the option to split the Internship over 2 semesters.**

All decisions regarding these accommodations are made on a case by case basis by the placement coordinator and faculty advisor.

## **II. SPECIFIC REQUIREMENTS OF PRACTICUM (REHAB 6641)**

A. The primary purpose of practicum is to provide students with opportunities to practice and develop individual counseling skills. The caseload should be varied including individual and group counseling with both short and long-term clients. In addition, the caseload should expose the student to all phases of the counseling process including problem/goal identification, intervention planning/implementation, termination and follow-up.

B. Prerequisite coursework includes Counseling Theories and Practice (REHAB 6611) and Pre-Practicum (REHAB 6612). As part of the pre-practicum, preliminary sites will be identified and visited.

C. The Practicum course (REHAB 6641), consists of a one semester, 180 clock hours, 12 hours per week placement in a community agency to total no less than 180 clock hours. As a part of practicum, students will obtain a minimum of 40 hours of direct client contact (counseling, testing, intakes, etc.). Class size should not exceed 5 persons.

## **III. SPECIFIC REQUIREMENTS OF INTERNSHIP (REHAB 6643)**

A. The purpose of internship is to develop a broad range of professional skills (e.g., counseling, assessment, case management, job development and placement). Student choice of an internship site will determine the variety of roles and functions to which the student will be exposed as well as the types of clients and disabilities groups.

B. Prerequisites include satisfactory completion of Practicum and passing of the Master's Comprehensive Examination.

C. The Internship course (REHAB 6643) consists of a one semester, 40 hours per week, placement in a rehabilitation agency which must total no less than 600 hours. Typically, internship hours will be accrued at a rate of 40 hours for 15 weeks. In addition, students have an on-campus counseling clinic experience made up of a counseling seminar, which includes but is not limited to, clinical experiences, case management, group supervision, and case presentation. Students will complete a minimum of 100 direct client contact hours as a part of the 600 hour experience (e.g., intakes, counseling, testing).

D. Although it is difficult to specify a minimum caseload given the variability of roles and functions among agencies, the equivalent of at least 5-8 clients for counseling may be used as a guideline. Group counseling and family counseling will count as part of the caseload.

#### **IV. STUDENT RESPONSIBILITIES**

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Placement allows the student the opportunity to acquire a wide range of experiences in rehabilitation. Students should aim to use this opportunity to gain or embellish their experience with varied clientele, settings, duties, and coworker professionals. Specific student responsibilities are:

- A. Maintain weekly logs of placement activities (See Appendix F - Sample and Blank Weekly Logs). Each student will submit to their faculty supervisor one complete set of logs at the end of the semester for his/her student file.
- B. Maintain hours throughout the semester to secure completion of requirements for the course. It is the responsibility of the student to determine the semester and placement schedule so that strategies are developed to make up time for school and site designated holidays. Holidays do not count for placement hours. The student must request advance permission from the faculty and site supervisor if it is anticipated that the student's schedule would deviate from the regular school schedule.
- C. Meet with site supervisor for a minimum of one hour at regularly scheduled meetings each week.
- D. Attend all on-campus seminar sessions.
- E. Attend at least one meeting of each of the organization's conferences (staff meetings, staffings, training sessions, family conferences, etc.).
- F. Throughout the practicum and internship, the student should maintain professional decorum and ethics. The student should respect and follow the policies, procedures, rules and regulations as they apply to placement sites as outlined by The Code of Ethics for Rehabilitation Counselors.
- G. The student should inform the faculty supervisor of any unethical behavior or expectations on the part of the site to the student.
- H. Facilitate the faculty members site visits.
- I. Facilitate evaluations by site supervisor (See Appendix H)
- J. Complete self-evaluations.

## **V. PROCEDURE FOR ADDRESSING DEFICIENCIES IN PRACTICUM (REHAB 6641) AND INTERNSHIP (REHAB 6643)**

### **Student Responsibilities**

Students are responsible for complying with all policies/procedures, rules and regulations and other information published by the Health Sciences Center. In addition, students are expected to abide by all federal, state and local laws.

Students are expected to:

- Exhibit the highest standard of personal, academic professional and ethical behavior.
- Treat faculty, staff, peers, clients, patients, and others with dignity and respect.
- Abide by the CRC Code of Conduct.
- Adhere to all of the provisions listed in Section IV of this Manual.

Students who do not demonstrate satisfactory knowledge as indicated by the practicum/internship supervisor will be required to meet with their faculty supervisor in order to identify the problem(s) and help remedy the situation.

At this meeting:

- The faculty supervisor will inform the student of the deficiency/problem(s).
- The student and the faculty supervisor will develop a remediation plan. The remediation plan will include expected outcomes, how they are measured, and time lines for demonstration of expected knowledge.
- The student will then meet with his/her faculty supervisor on a weekly basis in order to monitor progress.
- In the event that a problem cannot be resolved by this method due to unusual circumstances, the student may be re-assigned to another site.
- Students who do not comply with conditions of the remediation plan may be required to remain in practicum/internship for an extended period of time until all requirements have been met.

## VI. SITE SUPERVISOR RESPONSIBILITIES

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The site supervisor is an extremely important person in the training of the development of the Rehabilitation Counselors' students. The site supervisor shares in the mission of teaching of the Department and is expected to be an exemplary role model and mentor for the students in their development as future professionals. To facilitate their discharge of these important responsibilities, site supervisors are offered **clinical affiliate** status with the Department and collaborate actively with faculty supervisors. The specific requirements of site supervisors are:

- A. To have appropriate education, experience, and credentials. A minimum of a Master's degree in a helping profession is required. Appropriate credentials include CRC and state professional licenses such as LRC and/or LPC.
- B. To coordinate all aspects of the student's agency experience including an orientation of the student to the organization.
- C. To provide on-going activities for the students beginning in the first two weeks of the semester with modifications to the scheduled activities and student responsibilities as the student's independence within the organization develops.
- D. To provide suitable work space.
- E. To provide regularly-scheduled individual supervision each week a minimum of one hour per week.
- F. To provide access to staff meetings and client staffings, when applicable.
- G. To provide on-going evaluations/feedback to student and faculty supervisor.
- H. To complete formal evaluations. (See Appendix H).
- I. To attend on-campus placement training meetings with faculty supervisors and other site supervisors, as needed.

## **VII. FACULTY SUPERVISOR RESPONSIBILITIES**

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To ensure high quality of placement supervision, all faculty supervisors will be members of the Department with a CRC. The faculty supervisor responsibilities are:

- A. To provide guidance and coordination in the selection of sites. The ultimate responsibility for the faculty supervisor must ensure that a student's training needs are met by the training site.
- B. To immediately notify the placement coordinator if a site change needs to take place during the placement semester for a particular student, assuming all other interventions have been exhausted.
- C. To meet regularly with students in an on-campus seminar. These seminars should meet weekly or biweekly and are designed to be small and interactive. The seminar will ideally have no more than 5 students.
- D. To visit students' sites at least once during each semester.
- E. To provide consultation to the site supervisor as needed.
- F. To provide individual supervision to student as needed.
- G. To meet with site supervisors in scheduled on-campus training meetings, as required by CORE.
- H. To grade the student's practicum or internship experience on a pass/fail basis. The faculty supervisor will take into account the site supervisor's evaluation in making this determination.
- I. To provide copies of the student site evaluation to the placement coordinator at mid-term and/or end of the semester, depending on the faculty supervisor's requirements for student completion of a mid-term evaluation.

## VIII. PROCEDURES FOR PLACEMENT

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- A. The placement coordinator will hold a meeting with the students in the preceding placement to discuss placement options. Information regarding liability insurance and CPR will be discussed.
- B. Students must complete and submit the student preference form (Appendix C) to the placement coordinator by the designated timelines as outlined in the checklists (Appendices A and B).
- C. Affiliated organizations will be surveyed for availability of placement openings by the placement coordinator. Students should not contact sites individually.
- D. Students must purchase professional liability insurance for the practicum/internship year. A copy of the declaration page of the insurance application, which shows the amount of coverage (a minimum of \$1 million to \$3 million liability limit), and a copy of the check or money order must be submitted to the placement coordinator by the last day of the preceding semester.
- E. Students must have their current Cardio-Pulmonary Resuscitation (CPR) certification. A copy of the front and back of the card must be submitted to the placement coordinator by the end of the preceding semester.
- F. The placement coordinator will assign sites, taking into consideration student interests. Students will receive contact information for their site by the end of the preceding semester.
- G. The site supervisor will receive a letter from the placement coordinator, discussing the semester timeframes, requirements and limitations for the student, student interests, and time frames for student contact with the supervisor to schedule a meeting. Students will be provided with contact information for their site and supervisor.
- H. Student-Site Supervisor Meeting - Each student will schedule an appointment with the site supervisor prior to the beginning of the semester for placement. During this meeting, the following should be accomplished:
  - 1. Overview of the site's functions and procedures.
  - 2. Overview of students' role and responsibilities.
  - 3. Introduction to other staff members.
  - 4. If both student and supervisor agree to placement, a "working contract" should be developed and signed by both parties. A model for the working contract is provided in Appendix B.
  - 5. The working contract must be submitted to the designated faculty supervisor for approval.
  - 6. **CLOCK HOURS COUNT ONLY AFTER THE CONTRACT IS APPROVED, SIGNED AND IN THE POSSESSION OF ALL PARTIES, STUDENT, FACULTY SUPERVISOR, AND SITE SUPERVISOR**
- I. If the placement is not mutually acceptable, the student will repeat the placement process with an alternate site assignment.
- J. It is the responsibility of the placement coordinator to secure an Agency Agreement between the site and LSUHSC. This agreement must be on file.

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## **Appendix A: PROCEDURE CHECKLIST FOR PRACTICUM (REHAB 6641)**

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All of the following items must be completed by the designated deadlines before the placement experience begins and clock hours accrue.

- A. \_\_\_\_\_ The student preference form has been completed and submitted to the placement coordinator.
- B. \_\_\_\_\_ Professional Liability Insurance (a minimum of \$1 and \$3 million limit) has been purchased.
- C. \_\_\_\_\_ A copy of professional liability insurance declaration page and check or money order have been submitted to the placement coordinator by the end of the preceding semester.
- D. \_\_\_\_\_ A copy of the front and back of the current CPR card has been submitted to the placement coordinator by the end of the preceding semester.
- E. \_\_\_\_\_ Contact information for upcoming site placement has been provided to the student by the placement coordinator.
- F. \_\_\_\_\_ A meeting has been scheduled with the site supervisor at least one week prior to the start of the placement semester.
- G. \_\_\_\_\_ A working contract has been developed and has been reviewed by the site supervisor.
- H. \_\_\_\_\_ The working contract has been submitted to the placement coordinator at least one week prior to the start of the placement semester.
- I. \_\_\_\_\_ The designated faculty supervisor has approved and signed the working contract at least one week prior to the start of the placement semester.
- J. \_\_\_\_\_ The site supervisor has approved and signed the working contract at least one week prior to the start of the placement semester.
- K. \_\_\_\_\_ The student, site supervisor and faculty supervisor have copies of the complete and signed working contract at least one week prior to the start of the placement semester.

## **Appendix B: PROCEDURE CHECKLIST FOR INTERNSHIP (REHAB 6643)**

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All of the following items must be completed by the designated deadlines before the internship experience begins and clock hours accrue.

- A. \_\_\_\_\_ The student preference form has been completed and submitted to the placement coordinator.
- B. \_\_\_\_\_ Professional Liability Insurance (a minimum of \$1 and \$3 million limit) has been purchased.
- C. \_\_\_\_\_ A copy of professional liability insurance declaration page and check or money order have been submitted to the placement coordinator by the end of the preceding semester.
- D. \_\_\_\_\_ A copy of the front and back of the current CPR card has been submitted to the placement coordinator by the end of the preceding semester.
- E. \_\_\_\_\_ Contact information for upcoming site placement has been provided to the student by the placement coordinator.
- F. \_\_\_\_\_ A meeting has been scheduled with the site supervisor at least one week prior to the start of the internship semester.
- G. \_\_\_\_\_ A working contract has been developed and has been reviewed by the site supervisor.
- H. \_\_\_\_\_ The working contract has been submitted to the placement coordinator at least one week prior to the start of the internship semester.
- I. \_\_\_\_\_ The designated faculty supervisor has approved and signed the working contract at least one week prior to the start of the internship semester.
- J. \_\_\_\_\_ The site supervisor has approved and signed the working contract at least one week prior to the start of the internship semester.
- K. \_\_\_\_\_ The student, site supervisor and faculty supervisor have copies of the complete and signed working contract at least one week prior to the start of the internship semester.

## Appendix C: MHS PRACTICUM STUDENT PREFERENCE FORM

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This form must be turned into the placement coordinator no later than the designated date presented by the placement coordinator. The entire form must be completed, otherwise, it will be returned to the student. This form only applies to practicum.

Student Name \_\_\_\_\_ Semester \_\_\_\_\_

Telephone#(H)\_\_\_\_\_,(C)\_\_\_\_\_,(W) \_\_\_\_\_

Address\_\_\_\_\_

Email \_\_\_\_\_

List all past placement experiences (applicable only to BSRS students) \_\_\_\_\_

At this point in your education, what setting would you like to ideally work in upon graduation?

\_\_\_\_\_

Are you a RSA grant recipient?       Yes       No

Please answer the following questions with as much detail as possible. Placement decisions will be partially based on the information provided. Use extra paper to answer the following questions and staple it to this form. Please put your name on all pages.

1. **What population are you interested in working with?** (e.g., age, disability group, etc.)
  
2. **What type of setting are you interested in working in?** (e.g., private rehab, hospital, community rehab, etc.)
  
3. **What specific duties are you interested in?** (e.g., case mgmt, voc development, group/individual, etc.)



## Appendix E: MHS INTERNSHIP STUDENT PREFERENCE FORM

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This form must be turned into the placement coordinator no later than the designated date presented by the placement coordinator. The entire form must be completed, otherwise, it will be returned to the student. This form only applies to practicum.

Student Name \_\_\_\_\_ Semester \_\_\_\_\_

Telephone#(H)\_\_\_\_\_,(C)\_\_\_\_\_,(W) \_\_\_\_\_

Address \_\_\_\_\_

Email \_\_\_\_\_

List all past placement experiences (applicable only to BSRS students) \_\_\_\_\_

\_\_\_\_\_

At this point in your education, what setting would you like to ideally work in upon graduation?

\_\_\_\_\_

Are you a RSA grant recipient?      \_\_\_ Yes      \_\_\_ No

Please answer the following questions with as much detail as possible. Placement decisions will be partially based on the information provided. Use extra paper to answer the following questions and staple it to this form. Please put your name on all pages.

1. **What population are you interested in working with?** (e.g., age, disability group, etc.)
  
2. **What type of setting are you interested in working in?** (e.g., private rehab, hospital, community rehab, etc.)
  
3. **What specific duties are you interested in?** (e.g., case mgmt, voc development, group/individual, etc.)



## **Appendix G: PRACTICUM AND INTERNSHIP MODELS FOR WORKING CONTRACT**

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Contracts should be individualized with the agency specific goals, objectives, and experiences reflecting the student's interests, needs, and course requirements as related to specific attributes of each agency or site.

The requirements listed in the General Requirements and Professional Work Behaviors section are requirements of the LSUHSC Department of Rehabilitation Counseling and shall be reflected in every student contract.

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### **Louisiana Rehabilitation Services New Orleans, LA**

#### **Sample Contract**

**Student Intern:** Jane Doe  
**Site Supervisor:** Irby Hornsby, MHS, CRC  
**Site:** Louisiana Rehabilitation Services  
3101 W. Napoleon Ave.  
Suite 150  
New Orleans, La. 7001  
Tel: (504) 555-6901 Fax: (504) 555-5706  
[ihornsby@lrs.dss.state.org](mailto:ihornsby@lrs.dss.state.org)

**Duration:** 8/20/07 – 12/6/07

**Work Schedule:** Mondays 8 a.m.-12 p.m.  
Wednesdays 8 a.m.-5 p.m.

#### **General Requirements: (Required in all student contracts as written below)**

- A. Practicum will average 12 hours per week, for not less than 180 hours. It will run for the full semester including finals week.
- B. I will receive a minimum of 40 hours of direct client contact that will be facilitated by my site supervisor to insure fulfillment of this requirement.
- C. Practicum will consist of direct and indirect services to clients with learning disabilities. These services will include the following: individual and group counseling, intake interviewing, case management, client assessment/evaluation, client advocacy, client assistance, documentation, and attendance of the various agency specific meetings conducted throughout the semester, and other related services.
- D. The site supervisor will provide a minimum of 1 hour per week of individual face to face supervision. A standing weekly appointment will be made with the site supervisor to insure consistency in supervision.
- E. 180 hours will be completed by December 7, 2007.

#### **Professional Work Behavior: (Required in all student contracts)**

- A. I will call in sick no more than 2 days during the fall semester.
- B. I will take no more than 2 vacation days during the fall semester.
- C. I will arrive promptly at 8:00 a.m. or before on each day of practicum placement.

#### **Agency Specific Requirements: (Specific to agency and experience)**

- A. Conduct intakes.
  - a. Conduct 8-10 intake interviews after 2 weeks of observation and supervised participation.

- B.** Co-facilitate and Facilitate 3 groups per week.
- C.** Maintain a minimum of 3 consistent clients for individual counseling.
- D.** Connecting clients with learning disabilities to appropriate services based upon cognitive, emotional, and circumstantial differences after completion of intake process.
- E.** Develop and implement a job seeking skills group to be held 5 times in the semester.
- F.** Central record documentation process 10 times weekly.
- G.** Direct client assistance when necessary in the event of the absence of parental or custodial supervision. Such assistance may be required 1 or 2 times during the semester.
- H.** Attend and facilitate the following agency specific meetings:
  - a. transition brokerage (1 per month),
  - b. transition (12/semester),
  - c. staffing (2 per month), agency wide (1/semester), community wide (1/semester), provider (6/semester), and
  - d. technical assistance to providers (1 monthly).
- I.** Familiarization with the Internal tracking system (ITS). Learn to navigate this system for the majority of the placement experience, and then participate in the update process 4 times during the last week of internship.

**Fieldwork Student Goals and Expectations: (Specific to student personal goals and experience)**

- A.** To become familiar with all phases of service coordination provided to clients with learning disabilities, i.e., intake, connections, documentation, follow-up, and service-related To improve time management skills, generally, and as they pertain to client services.
- B.** To improve organizational skills as they pertain to client services.
- C.** To become familiar with the various types of learning disabilities and their impact on the client and on service provisions.
- D.** To gain a greater degree of confidence in client interactions.
- E.** To become familiar with and gain a broad knowledge base of available community resources as they pertain to client services for individuals with learning disabilities.
- F.** To become familiar with and competent in completing the forms utilized by JPHSA in acquiring and documenting services for clients with learning disabilities.

This contract has been discussed and approved by all parties. This contract will be reviewed during supervision with my site and faculty supervisor to determine progress towards activities, expectations and goals.

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Jane Doe  
Student Intern

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Irby Hornsby, MHS, CRC  
Site Supervisor

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John Dolan, CRC  
Faculty Supervisor

## **APPENDIX H: ACTIVITY LOGS**

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- A. Instructions for case log completion and summaries of code descriptions are provided. The faculty supervisor will provide additional clarification, as needed.
  - B. An example activity log is provided with one blank form for placement and one blank form for internship.
  - C. It is the responsibility of the student to make copies of the blank form for use during the placement experience. It is recommended the student keep one blank form throughout the semester so that additional copies may be made for use, as it is difficult to predict at the beginning of semester the number of log forms that will be used.
  - D. A final copy of the completed logs should be submitted to the student's faculty supervisor. If pursuing LPC, the student may submit this information to the LPC coordinator.
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## Appendix A1: INSTRUCTIONS FOR CASE LOG COMPLETION

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1. **Timeframes for completion:** Logs are to be completed on a daily basis. On a weekly basis you will have your site supervisor sign off on the logs. Then they are to be submitted on a weekly basis to your faculty supervisor for final signatures.
2. Before requesting faculty supervisor's signature, the log must be complete with **all totals entered**.
3. The top of each log requires you to fill in a response to **"Week of"**. This is used to help all parties involved to more easily track missing sheets, dates, weekends, holidays, etc. Please note that due to the differing nature of each site and each student's recording style, the amount of information or days that fit on one page will vary.
4. Log forms have a **page number blank** at the top of each page. This is again another way to help keep logs in order at all times (they have been known to go flying in all directions from time to time) and provide an easy way to indicate that a full copied set is turned in at the end of the semester.
5. When **recording time**, it is required that you record both the time of day, and in parentheses next to that, the number of hours the activity took. This will 1) make it easier to calculate daily totals and 2) also help you track your time throughout the day. So, for example, if you conducted an intake from 9:30 am – 10:30 am, you would record this time and indicate that it is 1 hour (See sample log).
6. The **comment section** is best kept brief while at the same time including enough detail to jog your memory. So again, if you were conducting an individual counseling session, you might note that you spent the hour discussing family issues by noting "A.2 - re: family issues". (See sample log).
7. **Tracking of LSUHSC vs. Site Hours.** Several reasons make it important to track these hours on separate log sheets. First, your client load will be much smaller at LSUHSC and therefore you will be able to get several weeks on 1 log sheet. Second, only you faculty supervisor needs to sign off on LSUHSC hours. Finally, it serves to help remind the student to record the individual and group supervision hours, class time, and clients seen at LSUHSC on a weekly basis.

## Appendix A2: SUMMARY OF CODE DESCRIPTIONS

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1. All codes are broken down into four areas: 1) direct service, 2) indirect service, 3) supervision, and 4) education/training. The following is a description of each of the codes by area. The list is meant to help clarify coding for the student. The lists are meant in no way to be an exhaustive description of activities.
- A. Direct Service.** This area captures any and all direct service provided to clients. It is not to be used when you merely observe an “A” code occurring. It may be used if you co-delivered services. It is used only when care is provided directly with a client or family member. It does not include activities such as job analysis or a service provided to an employer.
- A.1 – Intake/Interview.** This code is used when a student has conducted a first session with a client or family member. It may sometimes be used several times for one client, if the intake takes more than one session to complete. Students can inquire about how their individual site records such occasions.
- A.2 – Individual Counseling.** This code is used to capture all other individual sessions held with a client. Typically these are done in 1-hour increments, however this may vary due to the nature of site or client population.
- A.3 – Group Counseling.** This code is used when counseling services are provided in group format. On the logs the time is recorded and counted only once, noting all the clients’ initials in the appropriate column. So for a 90-minute group with 4 clients, you record the 1.5 hours of direct service only once and include initials of all 4 members on the same line.
- A.4 – Testing/Assessment.** This code is used when you are conducting testing or assessment with a client. These activities may include both standardized and non-standardized measures.
- A.5 – Family Conference.** This code is used when you and/or several other professionals conduct a meeting with the client and his/her family members.
- A.6 – Other (Specify).** This code is to be used by the counselor when a direct service is being provided that is not being captured by the above codes. This may be partially dependent on what sites call the activity. It may sometimes include “outings” at certain sites (note here that you would count only the time on such an activity that substantial direct service occurred. It may also include phone calls to clients that by your definition were useful to the client but were not counseling, bus training or possibly job coaching activities.
- B. Indirect Service.** This area includes codes that capture activities that counselors usually perform in association with direct service activities. There are activities indirectly related to client care or case management functions.
- B.1 – Case consultation.** This code involves activities in which the student is in contact with other service providers, regarding a client’s care.
- B.2 – Research.** This code includes activities again related to client care. This time may include researching a client’s medical/mental condition. It could also include investigation into potential resources for a client.
- B.3 – Correspondence/Report.** This code includes any and all correspondence or formal report writing related to a client’s file.
- B.4 – Staffing/Meeting.** This code includes meetings where several professionals are present to discuss one or more clients. If this is a regularly scheduled event, just document the time frame as a whole block and note on the line which clients of yours were discussed. Note that you should not count time for clients discussed unless you are specifically a part of the “treatment team”.
- B.5 – Case management.** This code may include activities related to overseeing a client’s case. It may include phone calls, case note documentation, scheduling arrangements, etc.
- B.6 – Other (Specify).** This code is to be used by the counselor when an indirect service is being provided that is not being captured by the above codes. This may be partially dependent on what sites call the activity.
- C. Supervision.** – This area includes 4 codes that capture the various types of supervision that students may receive. It is not necessary that students receive all 4 types of supervision but rather that a certain number of individual and group supervision hours are received.
- C.1 – Individual Supervision (Site).** This code includes any and all individual supervision received on site. This may be provided in any format: live, videotape, audiotape or other. It is often best for the student if a 1-hour block is scheduled to occur on a weekly basis. However, often additional supervision occurs when a supervisor and a student co-lead a group or facilitate a team meeting. This code is intended to also include the more informal supervision activities that occur on an on-going and as needed basis. It can also include supervision provided by one or more

supervisors either together or individually. This code will also include when a faculty member makes a site visit (Simply code the activity as usual and note that both supervisors were present).

**C.2 – Individual Supervision (Faculty).** This code includes any and all individual supervision received by a faculty member. This may be provided in any format: live, videotape, audiotape or other. This time may include supervision regarding activities at both LSUHSC or on site. Most individual supervision currently occurs on site so this category often varies by the faculty supervisor. This code is intended to also include the any informal supervision activities that occur on an on-going and as needed basis.

**C.3 – Group Supervision (Site).** This activity code includes any and all supervision that might occur in group format on site. By definition, this activity would include at least 1 supervisor and at least 2 students. Currently, most of our sites do not offer group supervision activities.

**C.4 – Group Supervision (Faculty).** This activity code includes any and all supervision that occurs in group format while here at LSUHSC. By definition, this activity would include at least 1 supervisor and at least 2 students. This activity occurs on a weekly basis and may include a variety of formats: live, audio, video, presentation, etc. On certain occasions, your entire class time may not be coded all as group supervision. This is left to the discretion and judgment of the faculty supervisor. However, it is best that it is discussed and a time to be recorded is agreed upon by the entire class

**D. Education/Training.** – This area includes codes that relate to educational or training activities students may participate in as a part of their placement experience.

**D.1 – Training/Observation.** This code includes any activities where formal training is provided (e.g. orientation) or when a student is in the learning or observing phase of a new activity. Training in this code is related specifically to the job duties to be performed

**D.2 – Inservice (Site).** This code may include brief training experiences that are offered to all professionals at a site from time to time. It might relate to a new treatment, a resource or professional development.

**D.3 – Conference/Workshop.** This code would include any longer (typically \_ day to 1 day) training that a site might allow a student to participate in. Again, it might relate to a new treatment, a resource or professional development.

**D.4 – Class time.** This code is used to capture any portion of LSUMC time that is not considered direct service or supervision.

**D.5 – Other (Specify).** This code is used to include any other training or educational activities not captured in the above codes.



## **Appendix II: STUDENT SITE EVALUATION FORM**

- A. This questionnaire is designed to study and evaluate the effectiveness of the placement experience and supervision process. It may also be used by future students when formulating their preferences.
- B. It will be completed and submitted to the faculty supervisor at least once during the placement experience, usually at the end. The faculty supervisor will provide copies to the placement coordinator.
- C. This questionnaire may also be used at mid-term, as determined by the faculty supervisor. If so, the student must make one copy of this document for use at mid-term and again at final term.
  - Use at mid-term would allow the student and faculty supervisor to evaluate the student's role at the site, what goals are being met, areas to be focused on and how well the student's needs are being met by the site.
  - It may also be used as a preparatory tool for the faculty supervisor when preparing for the site visit.

**STUDENT PRACTICUM SITE EVALUATION FORM**  
(filled out by the student)

Student \_\_\_\_\_ Supervisor \_\_\_\_\_

Agency \_\_\_\_\_

Mid-Term Report \_\_\_\_\_ Final Report \_\_\_\_\_ Semester and Year \_\_\_\_\_

1. How did this site meet your needs as a MHS student?

**A. Site**                    \_\_\_ Very good      \_\_\_ Good      \_\_\_ Fair      \_\_\_ Poor

**B. Supervisor**        \_\_\_ Very good      \_\_\_ Good      \_\_\_ Fair      \_\_\_ Poor

2. How would you assess this site for future students?

**A. Site**                    \_\_\_ Very good      \_\_\_ Good      \_\_\_ Fair      \_\_\_ Poor

**B. Supervisor**        \_\_\_ Very good      \_\_\_ Good      \_\_\_ Fair      \_\_\_ Poor

4. How many direct client contact hours did you experience per week \_\_\_\_\_?

5. Describe the purpose and mission of the site?

6. What population did you work with at this site: \_\_\_ Peds    \_\_\_ Adolescents    \_\_\_ Adults    \_\_\_ Elderly  
Please provide specific information regarding this population (age, disability groups, culture, etc.).  
What was the funding for the agency?    What other healthcare disciplines did you interact and work with?

Planning and delivery of rehabilitation services for individuals with disabilities includes:

Frequency (check one for each activity)	0-5%	5-10%	10-20%	20% or more
A. Case management	_____	_____	_____	_____
B. Client assessment	_____	_____	_____	_____
C. Service planning for individuals w/ disabilities	_____	_____	_____	_____
D. Rehabilitation services coordination	_____	_____	_____	_____
E. Job analysis	_____	_____	_____	_____
F. Job development/placement	_____	_____	_____	_____
G. Advocacy	_____	_____	_____	_____

7. Briefly describe the duties you were involved in?

8. Describe the setting and work environment (i.e. the pace, dress code, staff personality, etc.)

9. Provide 3 strengths and 3 weaknesses of this placement and specific supervisor?

<b><u>I. Orientation to Agency, Duties, Caseload</u></b>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
Explained the organization structure of the agency	1	2	3	4	5
Described the agency goals and functions	1	2	3	4	5
Discussed resource usage and availability of the agency	1	2	3	4	5
Clarified my position in the organizational structure	1	2	3	4	5
Adequately outlined the agency procedures	1	2	3	4	5
Discussed with me my duties and goals for the experience	1	2	3	4	5
Discussed the agency's expectations of me	1	2	3	4	5
Encouraged socialization with other staff members	1	2	3	4	5
Established and adhered to designated time for supervision meetings	1	2	3	4	5
Assigned appropriate activities with diverse experiences	1	2	3	4	5

<b><u>II. Supervisor as a Resource</u></b>	<u>Weak</u>	<u>Below Average</u>	<u>Average</u>	<u>Above Average</u>	<u>Excellent</u>
Is knowledgeable about various assessments	1	2	3	4	5
Is especially skilled in counseling techniques	1	2	3	4	5
Is knowledgeable about resources in the community	1	2	3	4	5
Is knowledgeable about _____ clients	1	2	3	4	5
Is knowledgeable about educational/vocational counseling and practice.	1	2	3	4	5
Is knowledgeable about planning and case management	1	2	3	4	5
Is knowledgeable about job development/placement	1	2	3	4	5
Other areas of expertise _____	1	2	3	4	5

<b><u>III. Supervisory Style</u></b>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
Considered my point of view	1	2	3	4	5
Provided continuous feedback during the experience	1	2	3	4	5
Was able to give concrete examples when discussing my strengths	1	2	3	4	5
Was able to give concrete examples when discussing my weaknesses	1	2	3	4	5
Discussed his/her evaluation criteria with me experience	1	2	3	4	5
Used role-playing or demonstrations to assist in developing my counseling skills	1	2	3	4	5

<b><u>III. Supervisory Style (Cont'd)</u></b>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
Offered an adequate balance of challenge and support	1	2	3	4	5
Focused on my training needs	1	2	3	4	5

**IV. Placement Site as a Resource**

Was flexible in meeting my needs as a student	1	2	3	4	5
Incorporated me into their “team” approach	1	2	3	4	5
Provided a variety of educational opportunities	1	2	3	4	5
Had staff that modeled professional behavior	1	2	3	4	5
Provided me with adequate work space and other physical resources	1	2	3	4	5
Provided easy access to other staff for support or consultation	1	2	3	4	5
Made good use of the skills and services I had to offer	1	2	3	4	5

10. Provide any additional comments regarding the placement or supervisor that may help us in the future.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Faculty Signature \_\_\_\_\_

Date \_\_\_\_\_

## STUDENT INTERNSHIP SITE EVALUATION FORM

Student \_\_\_\_\_ Supervisor \_\_\_\_\_

Agency \_\_\_\_\_

Mid-Term Report \_\_\_\_\_ Final Report \_\_\_\_\_ Semester and Year \_\_\_\_\_

1. How did this site meet your needs as a MHS student?

**A. Site**                    \_\_\_ Very good     \_\_\_ Good     \_\_\_ Fair     \_\_\_ Poor

**B. Supervisor**        \_\_\_ Very good     \_\_\_ Good     \_\_\_ Fair     \_\_\_ Poor

2. How would you assess this site for future students?

**A. Site**                    \_\_\_ Very good     \_\_\_ Good     \_\_\_ Fair     \_\_\_ Poor

**B. Supervisor**        \_\_\_ Very good     \_\_\_ Good     \_\_\_ Fair     \_\_\_ Poor

3. How many direct client contact hours did you experience per week \_\_\_\_\_?

4. Describe the purpose and mission of the site?

5. What population did you work with at this site: \_\_\_ Peds    \_\_\_ Adolescents    \_\_\_ Adults    \_\_\_ Elderly

Please provide specific information regarding this population (age, disability groups, culture, etc.).

What was the funding for the agency?    What other healthcare disciplines did you interact and work with?

Planning and delivery of rehabilitation services for individuals with disabilities includes:

Frequency (check one for each activity)	0-5%	5-10%	10-20%	20% or more
A. Case management	___	___	___	___
B. Client assessment	___	___	___	___
C. Service planning for individuals w/ disabilities	___	___	___	___
D. Rehabilitation services coordination	___	___	___	___
E. Job analysis	___	___	___	___
F. Job development/placement	___	___	___	___
G. Advocacy	___	___	___	___

6. Briefly describe the duties you were involved in?

7. Describe the setting and work environment (i.e. the pace, dress code, staff personality, etc.)

8. Provide 3 strengths and 3 weaknesses of this placement and specific supervisor?

<b><u>I. Orientation to Agency, Duties, Caseload</u></b>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
Explained the organization structure of the agency	1	2	3	4	5
Described the agency goals and functions	1	2	3	4	5
Discussed resource usage and availability of the agency	1	2	3	4	5
Clarified my position in the organizational structure	1	2	3	4	5
Adequately outlined the agency procedures	1	2	3	4	5
Discussed with me my duties and goals for the experience	1	2	3	4	5
Discussed the agency's expectations of me	1	2	3	4	5
Encouraged socialization with other staff members	1	2	3	4	5
Established and adhered to designated time for supervision meetings	1	2	3	4	5
Assigned appropriate activities with diverse experiences	1	2	3	4	5

<b><u>II. Supervisor as a Resource</u></b>	<u>Weak</u>	<u>Below Average</u>	<u>Average</u>	<u>Above Average</u>	<u>Excellent</u>
Is knowledgeable about various assessments	1	2	3	4	5
Is especially skilled in counseling techniques	1	2	3	4	5
Is knowledgeable about resources in the community	1	2	3	4	5
Is knowledgeable about _____ clients	1	2	3	4	5
Is knowledgeable about educational/vocational counseling and practice.	1	2	3	4	5
Is knowledgeable about planning and case management	1	2	3	4	5
Is knowledgeable about job development/placement	1	2	3	4	5
Other areas of expertise _____	1	2	3	4	5

<b><u>III. Supervisory Style</u></b>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
Considered my point of view	1	2	3	4	5
Provided continuous feedback during the experience	1	2	3	4	5
Was able to give concrete examples when discussing my strengths	1	2	3	4	5
Was able to give concrete examples when discussing my weaknesses	1	2	3	4	5
Discussed his/her evaluation criteria with me experience	1	2	3	4	5
Used role-playing or demonstrations to assist in developing my counseling skills	1	2	3	4	5

<b><u>III. Supervisory Style (Cont'd)</u></b>	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
Offered an adequate balance of challenge and support	1	2	3	4	5
Focused on my training needs	1	2	3	4	5

**IV. Placement Site as a Resource**

Was flexible in meeting my needs as a student	1	2	3	4	5
Incorporated me into their “team” approach	1	2	3	4	5
Provided a variety of educational opportunities	1	2	3	4	5
Had staff that modeled professional behavior	1	2	3	4	5
Provided me with adequate work space and other physical resources	1	2	3	4	5
Provided easy access to other staff for support or consultation	1	2	3	4	5
Made good use of the skills and services I had to offer	1	2	3	4	5

10. Provide any additional comments regarding the placement or supervisor that may help us in the future.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Faculty Signature \_\_\_\_\_

Date \_\_\_\_\_

## Appendix J: SITE SUPERVISOR EVALUATION FORM

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- A. A site supervisor **practicum** evaluation form and a site supervisor **internship** evaluation form are provided to the student.
- B. The evaluation form is filled out by the site supervisor in relation to the student's performance at the placement site.
- C. The site supervisor is required to discuss and review the evaluation with the student. The student and site supervisor must both sign the evaluation prior to submitting it to the faculty supervisor.
- D. This **questionnaire may also be used at mid-term**, as determined by the faculty supervisor. If so, the student must make one copy of this document for use at mid-term and again at final term.
  - Use at mid-term would allow the student and faculty supervisor to evaluate the student's role at the site, what goals are being met, areas to focus on and how well the student's needs are being met by the site.
  - It may also be used as a preparatory tool for the faculty supervisor when preparing for the site visit.
- E. The evaluation form can either be mailed to the faculty supervisor or brought in by the student to the regularly scheduled seminar session, as preferred by the faculty supervisor.

## SITE SUPERVISOR PRACTICUM EVALUATION FORM

Student \_\_\_\_\_ Supervisor \_\_\_\_\_

Agency \_\_\_\_\_

Below are statements that relate to a student's performance in an agency. Please consider each statement with reference to your knowledge of the person's skills. If a statement is not relevant to the activities performed by the student, place a N/A in the margin to reflect that the student's performance and/or activities available at the site are "not applicable" to the statement, and therefore, the student can not be evaluated on that particular skill or attribute.

This evaluation must be discussed with the student after completion and should be addressed and mailed to the faculty supervisor at  
 LSUHSC, SAHP, and Department of Rehabilitation Counseling  
 1900 Gravier Street, Box G6-2  
 New Orleans, LA 70112-2262

	Below		Above		
	<u>Weak</u>	<u>Average</u>	<u>Average</u>	<u>Average</u>	<u>Excellent</u>
<b><u>I. Clinical Skills and Professional Attributes</u></b>					
1. Demonstrates appropriate interest in clients	1	2	3	4	5
2. Demonstrates warmth during client contacts	1	2	3	4	5
3. Demonstrates genuine respect for clients	1	2	3	4	5
4. Demonstrates warmth during client contacts	1	2	3	4	5
5. Conveys self-confidence in establishing relationships	1	2	3	4	5
6. Relates to human diversity (i.e. disability, culture, etc.)	1	2	3	4	5
7. Works well with other professional personnel.	1	2	3	4	5
8. Makes appropriate use of agency and/or school resources	1	2	3	4	5
9. Respects and follows agency procedures.	1	2	3	4	5
10. Capable of developing counseling	1	2	3	4	5
11. Prepares written products / reports well	1	2	3	4	5
12. Presents well in staffings / team meetings	1	2	3	4	5
13. Presents well in intake interviews	1	2	3	4	5
14. Is sensitive to impact of self in counseling relationships	1	2	3	4	5
15. Is relaxed in counseling session	1	2	3	4	5
16. Is aware of both content and feeling in counseling session	1	2	3	4	5
17. Does not lecture, moralize, or give advice in sessions	1	2	3	4	5
18. Can express thoughts and feelings clearly in sessions	1	2	3	4	5
19. Is able to use and interpret client background data	1	2	3	4	5
20. Is able to use and interpret assessment data	1	2	3	4	5
21. Evaluates and conceptualizes client's problem(s) well	1	2	3	4	5
<b><u>II. Interaction with Supervisor</u></b>					
		Below	Above		
	<u>Weak</u>	<u>Average</u>	<u>Average</u>	<u>Average</u>	<u>Excellent</u>
1. Seeks/considers professional opinion of supervisor	1	2	3	4	5
2. Accepts constructive criticism	1	2	3	4	5
3. Keeps appointments and completes assignments	1	2	3	4	5

4. Understands content issues during supervision.	1	2	3	4	5
5. Presents in a professional manner during supervision	1	2	3	4	5
6. Is open to self-examination during supervision	1	2	3	4	5
7. Shows concern about personal development and professional growth	1	2	3	4	5

**III. Student Knowledge**

1. Of fundamental counseling principles and skills	1	2	3	4	5
2. Of the rehabilitation process and system	1	2	3	4	5
3. Of medical aspects of rehabilitation.	1	2	3	4	5
4. Of funding programs and systems	1	2	3	4	5
5. Of psychological aspects of rehabilitation	1	2	3	4	5
6. Of community resources	1	2	3	4	5
7. Of strategies for independent living	1	2	3	4	5
8. Of accepted standards of ethical conduct.	1	2	3	4	5
9. Of federal, state and local rehabilitation laws.	1	2	3	4	5

**IV. Personal Qualities**

1. Possesses emotional stability.	1	2	3	4	5
2. Acts in a mature manner.	1	2	3	4	5
3. Learns quickly.	1	2	3	4	5
4. Demonstrates flexibility.	1	2	3	4	5
5. Demonstrates imagination	1	2	3	4	5
6. Demonstrates resourcefulness.	1	2	3	4	5
7. Demonstrates problem solving ability.	1	2	3	4	5
8. Is reliable and dependable.	1	2	3	4	5
9. Demonstrates qualities of leadership.	1	2	3	4	5
10. Demonstrates enthusiasm in work.	1	2	3	4	5
11. Maintains appropriate personal appearance	1	2	3	4	5
12. Recognizes own strengths .	1	2	3	4	5
13. Recognizes own weaknesses	1	2	3	4	5

**V. Summary**

	Below		Above		
	Weak	Average	Average	Average	Excellent
1. Student's overall performance	1	2	3	4	5
2. Potential as a rehabilitation counselor	1	2	3	4	5

**Please indicate the student's:**

a) most obvious strengths:

b) greatest areas of improvement during the placement process

a) areas needing improvement

Please indicate any additional comments regarding the student or the program's training of our students.

**Evaluation Completed by:**

Supervisor Signature		Date	
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**I was given an opportunity to review and discuss this evaluation with my site supervisor. My signature does not necessarily reflect agreement with the content**

Student Signature		Date	
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**Evaluation Reviewed by:**

Faculty Supervisor		Date	
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## SITE SUPERVISOR INTERNSHIP EVALUATION FORM

Student \_\_\_\_\_ Supervisor \_\_\_\_\_

Agency \_\_\_\_\_

Below are statements that relate to a student's performance in an agency. Please consider each statement with reference to your knowledge of the person's skills. If a statement is not relevant to the activities performed by the student, place a N/A in the margin to reflect that the student's performance and/or activities available at the site are "not applicable" to the statement, and therefore, the student can not be evaluated on that particular skill or attribute.

This evaluation must be discussed with the student after completion and should be addressed and mailed to the faculty supervisor at  
 LSUHSC, SAHP, and Department of Rehabilitation Counseling  
 1900 Gravier Street, Box G6-2  
 New Orleans, LA 70112-2262

<b><u>I. Clinical Skills and Professional Attributes</u></b>	Below		Above		
	<u>Weak</u>	<u>Average</u>	<u>Average</u>	<u>Average</u>	<u>Excellent</u>
1. Demonstrates appropriate interest in clients	1	2	3	4	5
2. Demonstrates warmth during client contacts	1	2	3	4	5
3. Demonstrates genuine respect for clients	1	2	3	4	5
4. Demonstrates warmth during client contacts	1	2	3	4	5
5. Conveys self-confidence in establishing relationships	1	2	3	4	5
6. Relates to human diversity (i.e. disability, culture, etc.)	1	2	3	4	5
7. Works well with other professional personnel.	1	2	3	4	5
8. Makes appropriate use of agency and/or school resources	1	2	3	4	5
9. Respects and follows agency procedures.	1	2	3	4	5
10. Capable of developing counseling	1	2	3	4	5
11. Prepares written products / reports well	1	2	3	4	5
12. Presents well in staffings / team meetings	1	2	3	4	5
13. Presents well in intake interviews	1	2	3	4	5
14. Is sensitive to impact of self in counseling relationships	1	2	3	4	5
15. Is relaxed in counseling session	1	2	3	4	5
16. Is aware of both content and feeling in counseling session	1	2	3	4	5
17. Does not lecture, moralize, or give advice in sessions	1	2	3	4	5
18. Can express thoughts and feelings clearly in sessions	1	2	3	4	5
19. Is able to use and interpret client background data	1	2	3	4	5
20. Is able to use and interpret assessment data	1	2	3	4	5
21. Evaluates and conceptualizes client's problem(s) well	1	2	3	4	5

<b><u>II. Interaction with Supervisor</u></b>	Below		Above		
	<u>Weak</u>	<u>Average</u>	<u>Average</u>	<u>Average</u>	<u>Excellent</u>
1. Seeks/considers professional opinion of supervisor	1	2	3	4	5
2. Accepts constructive criticism	1	2	3	4	5
3. Keeps appointments and completes assignments	1	2	3	4	5

4. Understands content issues during supervision.	1	2	3	4	5
5. Presents in a professional manner during supervision	1	2	3	4	5
6. Is open to self-examination during supervision	1	2	3	4	5
7. Shows concern about personal development and professional growth	1	2	3	4	5

**III. Student Knowledge**

1. Of fundamental counseling principles and skills	1	2	3	4	5
2. Of the rehabilitation process and system	1	2	3	4	5
3. Of medical aspects of rehabilitation.	1	2	3	4	5
4. Of funding programs and systems	1	2	3	4	5
5. Of psychological aspects of rehabilitation	1	2	3	4	5
6. Of community resources	1	2	3	4	5
7. Of strategies for independent living	1	2	3	4	5
8. Of accepted standards of ethical conduct.	1	2	3	4	5
9. Of federal, state and local rehabilitation laws.	1	2	3	4	5

**IV. Personal Qualities**

1. Possesses emotional stability.	1	2	3	4	5
2. Acts in a mature manner.	1	2	3	4	5
3. Learns quickly.	1	2	3	4	5
4. Demonstrates flexibility.	1	2	3	4	5
5. Demonstrates imagination	1	2	3	4	5
6. Demonstrates resourcefulness.	1	2	3	4	5
7. Demonstrates problem solving ability.	1	2	3	4	5
8. Is reliable and dependable.	1	2	3	4	5
9. Demonstrates qualities of leadership.	1	2	3	4	5
10. Demonstrates enthusiasm in work.	1	2	3	4	5
11. Maintains appropriate personal appearance	1	2	3	4	5
12. Recognizes own strengths .	1	2	3	4	5
13. Recognizes own weaknesses	1	2	3	4	5

**V. Summary**

Below
Above  
Weak    Average    Average    Average    Excellent

1. Student's overall performance	1	2	3	4	5
2. Potential as a rehabilitation counselor	1	2	3	4	5
3. Readiness for employment	1	2	3	4	5

**Please indicate the student's:**

a) most obvious strengths:

b) greatest areas of improvement during the placement process

b) areas needing improvement

Please indicate any additional comments regarding the student or the program's training of our students.

**Evaluation Completed by:**

Supervisor Signature		Date	
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**I was given an opportunity to review and discuss this evaluation with my site supervisor. My signature does not necessarily reflect agreement with the content**

Student Signature		Date	
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**Evaluation Reviewed by:**

Faculty Supervisor		Date	
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