



**Master of Health Sciences (MHS)
Department of Clinical Rehabilitation and Counseling
Practicum & Internship Handbook**

**Louisiana State University Health Sciences Center—New Orleans
School of Allied Health Professions
411 S. Prieur St., Room 308 New Orleans, LA 70112**

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I. OVERVIEW OF DEPARTMENT

The Master of Health Sciences in Clinical Rehabilitation and Counseling (MHS-CRC) program is a 60 credit hour program designed to prepare professional counselors for licensure and certification. The program is accredited by the Council on Rehabilitation Education, Incorporated (CORE) and the Council for Accreditation of Counseling and Related Programs (CACREP). The program is designed to meet the needs of full-time, as well as part-time students. It prepares students for professional practice after graduation and/or pursuit of a doctoral degree in counseling.

This handbook is designed to orient practicum and internship students, site supervisors, university faculty supervisors, and the placement coordinator to program expectations and requirements for satisfactory completion of Practicum (REHAB 6641), Internship (REHAB 6643), and Internship II (REHAB 6645). It provides requirements, information, and forms needed to complete the necessary experiences, supervision, and paperwork. The purpose of this guide is to clarify the fieldwork benchmarks so that students may focus on creating quality experiences in their field work.

MISSION STATEMENT

The mission of the program for the Master of Health Sciences degree in Clinical Rehabilitation and Counseling is to provide professional education and clinical experience to master's level students who are committed to serving persons of all ages with various challenges related to physical, developmental, cognitive, and emotional disabilities or other life situations to achieve their academic, personal, career, social and independent-living goals in the most integrated settings possible. Professional preparation of master's level students will focus on equipping students with knowledge and skills to improve the quality of life for a diverse population. Master's level students will be prepared to assume the full range of professional responsibilities required in a variety of counseling settings and are motivated to contribute to scholarship and service locally and nationally. This mission is achieved through various academic, clinical, research and scholarly activities.

OBJECTIVES OF PRACTICUM AND INTERNSHIP

Practicum and Internship placements provide practical on-the-job training, interaction with clients, and direct contact with professionals in the field that enable integration of didactic preparation with actual practice. As such, the fieldwork placement sequence is an extremely important component of the program that prepares students for eventual entry into the field. The professionals with whom students interact become mentors who facilitate this preparation.

CLINICAL REHABILITATION COUNSELING TRACK.

The primary objective of practicum and internship is the acquisition of competence in rehabilitation counseling skills required to perform work duties of a licensed rehabilitation counselor in a specific field setting. Fieldwork allows students to:

- Have experiences that increase awareness and understanding of the differences in values, beliefs, and behaviors of individuals who are different from themselves.
- Include instructional experiences dealing with rehabilitation counseling concerns, and clinical experiences that facilitate the development of basic rehabilitation counseling skills.
- Observation of all aspects of the delivery of rehabilitation counseling services, as practiced by the agency or organization, including diverse populations.
- Diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs.
- Career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening.

- Strategies to advocate for persons with disabilities and for interfacing with medical and allied health professionals, including interdisciplinary treatment teams.
- Strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations.

CLINICAL MENTAL HEALTH COUNSELING TRACK.

The primary objective of practicum and internship is the acquisition of competence in counseling skills required to perform work duties of a professionally licensed counselor in a specific field setting. Fieldwork allows students to:

- Professional practice provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.
- In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.
- Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.
- Techniques and interventions for prevention and treatment of a broad range of mental health issues.
- Strategies for interfacing with the legal system regarding court-referred clients as well as with integrated behavioral health care professionals.
- Strategies to advocate for persons with mental health issues.

DEPARTMENT POLICIES

Students in the Clinical Rehabilitation and Counseling program are expected to meet the standards and abide by the regulations and pronouncements of the LSU Health Sciences Center, the School of Allied Health Professions, and the Department of Clinical Rehabilitation and Counseling.

STUDENT DRESS CODE.

It is incumbent upon each student to maintain awareness of the need for a professional appearance and manner that is in keeping with the standards of a health professions school, as well as adherence to your agency or site standards. The following guidelines have been approved by the LSUHSC School of Allied Health Professions Student Government Association with the approval of the Dean.

Students placed in fieldwork will not wear attire with inappropriate logos, tank tops, halter tops, short pants, clothing with holes, cut-offs or “short” shorts, flip-flop sandals, jeans, or tennis shoes. Men must wear sports/dress shirts and all shirts should have collars. Women must wear dresses (not “cocktail” dresses) or pants/ skirt (not mini) and blouses. Whenever a student has direct contact with clients, his or her appearance should be that of a professional.

<http://alliedhealth.lsuhscc.edu/Admin/docs/StudentHandbook.pdf?version1.081116>

PROFESSIONAL CONDUCT.

<https://www.lsuhscc.edu/administration/cm/cm-56.pdf>

<http://alliedhealth.lsuhscc.edu/Admin/studentconduct.aspx>

<http://www.lsuhscc.edu/administration/academic/policies.aspx>

Students are expected to demonstrate behavior inside and outside of the classroom that is consistent with professional standards of accountability, dedication, discipline, and respect. Counseling students accurately represent their training status to clients and correct any known misrepresentations of their qualifications by others. Students are not allowed to utilize any previously completed professional qualifications at their practicum or internship sites.

Unprofessional conduct by students of any kind, including plagiarism (e.g., copying entire sentences or paragraphs from another author's work without referencing it), or unprofessional conduct in classes, laboratories, or in a clinical setting, will subject the offending student to disciplinary action. This action may include dishonorable dismissal. For the full policy go to:
<http://alliedhealth.lsuhs.edu/AcademicAffairs/professionalconduct.pdf>

CONFIDENTIALITY.

This department abides by the Code of Ethics of the American Counseling Association/ Commission of Rehabilitation Counselors Council; the Health Information Portability Privacy Act (HIPPA), the Louisiana Board of Examiners for Licensed Professional Counselors, and the Louisiana Board of Examiners for Licensed Rehabilitation Counselors. All information shared by a client is considered confidential. Students must adhere to these standards and additional requirements specified by the practicum and internship site.

CELL PHONES.

Students should use official communication channels to communicate with their clinical supervisors. It is up to the discretion of the site supervisor whether or not they would like to provide their personal phone numbers to their students. Students should not use texting as a means of communication with their supervisor, unless this communication method has been approved by the site supervisor. Any approved communication must follow HIPPA compliant standards. During clinical hours, students should keep their cell phones muted and not engage in active cell phone activity.

FACULTY AND STAFF CONTACT INFORMATION

PLACEMENT COORDINATORS:	Kellie Giorgio Camelford, Ph.D., LPC-S, NCC 504-556-7546, kcamel@lsuhsc.edu Erin M. Dugan, Ph.D., LPC-S, RPT-S, CRC, NCC 504-556-3403, emart3@lsuhsc.edu
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PRACTICUM AND INTERNSHIP CONSIDERATIONS

Students are expected to conduct themselves as professionals during their field experiences both on-site and on campus. This role means that students follow the rules, regulations, and calendars of both the agency assigned to, as well as the university. This includes arriving on time, not leaving early (unless specific arrangements are made), calling the agency if ill, observing the dress code, and other professional behaviors. A student should verify the appropriate dress code with his or her site supervisor before fieldwork begins. Students' conduct must be in accordance with university policies and the appropriate ethical standards (i.e., ACA Code of Ethics, CORE Code of Ethics, ASCA Code of Ethics). Also, laws regarding mandated reporting and confidentiality are to be followed explicitly. If a legal or ethical issue arises, students should contact both their on-site supervisors and their faculty supervisor within 24 hours. Failure to conduct oneself in a professional manner, or as according to the course syllabus, is grounds for a failing grade in the course.

As required by CACREP, the practicum and internship experience involves several modalities of supervision. Site supervisors are seen as sharing in the teaching mission of the department and join the faculty in promoting the comprehensive development of the students as future professionals. To ensure high quality of this experience, all students are assigned to site supervisors who meet the minimum requirements specified including a master's degree in counseling, or a related profession with equivalent qualifications, including appropriate certifications and/or licensures (i.e., CRC, LRC, NCC, LPC). On-site supervisors and faculty supervisors will routinely consult regarding students' developmental performance throughout the semester.

Recording of sessions with clients for supervision purposes **MUST** be allowed by the site. While rehabilitation counseling, clinical mental health, and school settings may vary for many reasons such as clients, setting structure, availability or access to clients; students are required to gain client consent to audio or video record individual or group counseling sessions to submit to the group supervision class and to the faculty supervisor. The Invitation and Authority for Client Participation in LSUHSC Clinical Rehabilitation and Counseling Practicum and Internship Form is under Fieldwork Placement Materials in this manual and should be utilized for every client recording. **Only sites that allow audio or video taping of sessions will be approved for fieldwork.**

Students will complete a practicum and internship application for each semester the student is enrolled in fieldwork. The application includes a preference form, where students will list their top sites; however finally placement is assigned by the placement coordinator. Students will be assigned only to fieldwork sites where they are not currently working and/or have not previously been employed. The exception to this is the circumstance of individuals who continue to work in a rehabilitation setting where they were employed full-time for at least one year prior to entering the program. Such students may satisfy only one of the clinical requirements (i.e., practicum **or** internship) at their place of employment and the site must offer an additional counseling experience that is specific to counselor development. The working contract must be different than the student's established job description.

PROFESSIONAL LIABILITY INSURANCE.

Under the LSUHSC's affiliation agreement with the clinical sites, the student is required to carry their own personal professional liability insurance. Students must obtain coverage prior to the beginning of practicum. Several options are available to obtain liability insurance for students. If students are members of the American Counseling Association (ACA), their student membership may include liability insurance to ACA student members enrolled and engaged in a master's degree counseling curriculum. Coverage is solely while performing counseling services related to graduate curriculum. This information can be obtained online at www.counseling.org. Students may also utilize the provider HPSO.

A copy of proof of liability insurance is required for the application to practicum and internship each semester and will be kept on file. Students who do not have liability insurance that is up-to-date will

not be allowed to begin working with clients at their site. Students who are unable to obtain insurance will be withdrawn from the course and removed from the placement site.

CPR CERTIFICATION.

Under the LSUHSC's affiliation agreement with the clinical sites, the student is required hold CPR certification for Healthcare Providers. A copy of CPR certification is required for the application to practicum and internship each semester and will be kept on file. Students who do not have CPR certification that is up-to-date will not be allowed to begin working with clients at their site. Students who are unable to obtain certification will be withdrawn from the course and removed from the placement site.

POSSIBLE REQUIRED DOCUMENTATION FOR FIELDWORK.

Students are responsible for following up with their site once they are assigned to ensure that they have completed all documentation requirements for their assigned site. The items mentioned below are at the expense of the student and/or site. The site supervisor will notify the student which of the documentation requirements applies to their specific placement before the fieldwork begins. Example of additional documentation includes

- Criminal Background Check
- Record of applicable immunizations
- Fingerprinting
- Negative Drug Screen

Note: Students should be aware that some sites require specific items prior to confirmation of placement. Consequently, you may be required to submit certain documents, interview, or review/study particular terminology or guidelines far in advance of your assignment.

COURSE DESCRIPTIONS

The practicum and internship courses are educational in nature. Placements will be made on an individual basis. Students should be exposed to a variety of settings and professionals in order to maximize the educational benefits. Students on the RSA grant are required to complete a minimum of Internship I at a state or federal based rehabilitation agency (i.e. LRS), and must complete Internship II at a state or federal rehabilitation agency, private sector rehabilitation, or state vendor related to rehabilitation counseling. Students wishing to apply for the school counseling certification in the state of Louisiana must intern in a school setting for a minimum of one semester for fieldwork. Examples of the types of agencies which can provide a suitable placement experience include the following:

Community Mental Health Centers	Community Based Not-for-Profit Agencies
Hospital Based Rehabilitation Units	Proprietary Rehabilitation Agencies
Psychiatric Treatment Centers	Rehabilitation Centers
Residential Rehabilitation Programs	Vocational Workshops
State Offices of Rehabilitation	Substance Abuse Programs
Vocational Programs	Advocacy Organizations
Schools	University Based Clinics
Private Practice	

The fieldwork placement sequence consists of a practicum and an internship carried out under the supervision of a faculty supervisor and a qualified site supervisor with appropriate licensure and credentials (LPC, LRC, NCC, CRC) in an approved setting for a minimum of 700 total hours. Under no circumstances may the practicum and internships be taken concurrently. Students' schedules will be agreed upon before the beginning of the fieldwork experience and a signed contract must be on file with the site and the university before students are allowed to be on-site. Students are required to attend weekly group supervision at the

university, including finals week and/or any week students are approved to be on-site. All practicum and internship students are required to purchase and maintain personal professional liability insurance that is valid throughout the duration of their fieldwork. Documentation of students' current liability insurance must be available and on file with the placement coordinator before students are allowed to be on-site. The practicum and internship classes are graded on a pass/fail basis dependent upon the completion of necessary hours, students' self-evaluation, site supervisors' evaluations, faculty supervisors' evaluations, and professionalism. A written remediation plan will be introduced if deemed necessary by program faculty.

	Direct Hours	Indirect Hours	Total
Practicum	40	60	100
Internship (2 total semesters)			
Internship I (1st Semester)	120	180	300
Internship II (2nd Semester)	120	180	300
Total	280	420	700

These numbers are **MINIMUMS. Obtaining these numbers does not automatically complete your requirements of the class(es) and/or terminate students' obligations to field sites.*

REHAB 6641. PRACTICUM (3 cr.)

The primary purpose of practicum is to provide students with opportunities to practice and develop individual counseling skills, develop a sense of confidence in self in a "real world" setting, learn strengths and weaknesses, and apply information and skills learned in the classroom. 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 and implementation, termination, and follow-up.

Students register for a 3-credit hour practicum graduate seminar. Practicum placements begin and end in 1 academic semester. The practicum is the first experience during which students apply counseling theory and demonstrate their counseling skills in a professional supervised setting. **A minimum of 100 hours is required for practicum; therefore, students must spend a minimum of 10 hours per week on-site in a clinical rehabilitation counseling or mental health counseling community agency.** If students are taking practicum in the summer, students are advised to be on-site a minimum of 13 hours per week since the semester is shorter. As part of practicum, students will obtain a minimum of 40 hours of direct client contact (counseling, testing, intake interviewing, etc.). Each week students are on-site, they are required to receive a minimum of 1 hour of individual, face-to-face supervision from their on-site supervisor. If students miss individual supervision with the site supervisor for an unavoidable reason, they need to make up that supervision hour within that week. Students may not be on-site for official university holidays.

The practicum course consists of weekly group supervision at the university with peers and the faculty supervisor(s). Every effort should be made to attend regular weekly group supervision. During a semester, a student is allowed to miss one group supervision meeting. **If a second group supervision is missed, the student will not be able to count hours for that week.** In addition, students are required to participate in a minimum of 4 hours of individual supervision with the faculty supervisor to discuss student progress throughout the semester, with 2 of the 4 hours completed before the midterm date as stated in the course syllabus.

According to CACREP (2016) students complete the 100 hours of practicum (40 direct, 60 indirect) over a full academic term that is a minimum of 10 weeks. CACREP further specifies the duration of a student's supervised practicum experience is to extend across a full academic term to allow for the development of basic counseling skills and the integration of knowledge. Practicum is completed prior to internship. Therefore, CACREP standards **do not allow for extra hours obtained during the practicum to be counted** toward the 600 hours internship requirement.

Prerequisites for Enrollment in Practicum. Students must successfully complete 27 required hours of the 45 non-fieldwork coursework with a “C” or higher. Core coursework for rehabilitation track includes REHAB 5601, 5602, 5612, 5614, 6612, 6630, and 6634. Course coursework for clinical mental health track includes REHAB 5601, 5612, 5614, 6611, 5654, 6612, and 6634. Students who have not completed coursework in specific areas, e.g. vocational evaluation, psychiatric rehabilitation, etc. will not be assigned to sites where such background knowledge is expected. Students must submit a Practicum and Internship Application and paperwork as a prerequisite before beginning practicum. Student eligibility to enroll in practicum will be based on review of their application by the placement coordinator, as well as advisement by the student’s faculty advisor.

REHAB 6643. INTERNSHIP I (6 cr.) and REHAB 6645. INTERNSHIP II. (6 cr.)

The purpose of internship is to develop a broad range of professional skills (e.g., counseling, assessment, case management, job development and placement). Choice of an internship site will determine the variety of roles and functions to which the student will be exposed, as well as the disability status and types of disabilities represented by the clients. Students on the RSA grant are required to complete a minimum of Internship I at a state or federal based rehabilitation agency (i.e. LRS), and must complete Internship II at a state or federal rehabilitation agency, private sector rehabilitation, or state vendor related to rehabilitation counseling. Although it is difficult to specify a minimum caseload given the variability of roles and functions among agencies, it is expected that interns would have regular contact with a variety of clients for case management and individual, group, or family counseling.

The internship courses for students are designed as a work experience for 2 consecutive semesters, with a minimum of 20 hours per week on-site, in a rehabilitation or clinical mental health agency. Completion of internship requires a total of no less than 300 hours per semester, minimum of 600 hours total. Students will complete as a part of the 300-hour experience on-site a minimum of 120 hours of direct services to clients (e.g., intakes, counseling, testing, job placement). Each week students are at their sites, they are required to receive 1 hour of individual, face to face supervision from their on-site supervisors. If students miss individual supervision for an unavoidable reason, they need to make up that supervision hour within that week.

The internship course consists of weekly group supervision at the university with peers and the faculty supervisor. Every effort should be made to attend regular weekly group supervision. During a semester, a student is allowed to miss one group supervision meeting. **If a second group supervision is missed, the student will not be able to count hours for that week.** In addition, students are required to participate in a minimum of 2 hours of individual supervision with the faculty supervisor to discuss student progress throughout the semester, with 1 hour completed before the midterm date as stated in the course syllabus.

Prerequisites for Enrollment in Internship I. Students must successfully complete 27 required hours of the 45 non-fieldwork coursework with a “C” or higher. Core coursework for rehabilitation track includes REHAB 5601, 5602, 5612, 5614, 6612, 6630, and 6634. Course coursework for clinical mental health track includes REHAB 5601, 5612, 5614, 6611, 5654, 6612, and 6634. Students must successfully pass REHAB 6641 Practicum. Students must submit a Practicum and Internship Application and paperwork as a prerequisite before beginning internship. Student eligibility to enroll in internship will be based on review of their application by the placement coordinator, as well as advisement by the student’s faculty advisor.

Prerequisites for Enrollment in Internship II (REHAB 6645): Students must have successfully completed all coursework, passed the comprehensive examination, passed practicum, and passed Internship I in order to register for Internship II. Students must submit a Practicum and Internship Application and paperwork as a prerequisite before beginning

internship. Student eligibility to enroll in internship will be based on review of their application by the placement coordinator, as well as advisement by the student's faculty advisor.

Banking Hours: Students in Internship I, who have exceeded the minimum direct and indirect hours requirements for Internship I may begin to bank hours towards Internship II within the Internship I semester if the student is staying at the same site for Internship II. Students may not be on-site for official university holidays. Internship students may not be on-site in-between semesters when not actively enrolled as a student at LSUHSC-NO and/ or participating in group supervision at the university.

II. STANDARDS OF THE FIELD

The Department of Clinical Rehabilitation and Counseling is a dually accredited program. The department is accredited by both the Council on Rehabilitation Education (CORE) in its Rehabilitation Counseling and Clinical Rehabilitation Counseling programs and the Council for Accreditation of Counseling & Related Programs (CACREP) in its Clinical Mental Health Counseling program.

CACREP

The 2016 CACREP standards are located at <http://www.cacrep.org/wp-content/uploads/2012/10/2016-CACREP-Standards.pdf>.

Each student's P/I based on their track will include at least one of the following specialty areas from the 2016 CACREP Standards, Section 5—Entry-Level Specialty Areas:

C. CLINICAL MENTAL HEALTH COUNSELING.

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.

1. Foundations
 - a. history and development of clinical mental health counseling
 - b. theories and models related to clinical mental health counseling
 - c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
 - d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
 - e. psychological tests and assessments specific to clinical mental health counseling
2. Contextual Dimensions
 - a. roles and settings of clinical mental health counselors
 - b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
 - c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
 - d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the International Classification of Diseases (ICD)
 - e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
 - f. impact of crisis and trauma on individuals with mental health diagnoses
 - g. impact of biological and neurological mechanisms on mental health
 - h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

- i. legislation and government policy relevant to clinical mental health counseling
 - j. cultural factors relevant to clinical mental health counseling
 - k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
 - l. legal and ethical considerations specific to clinical mental health counseling
 - m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
3. Practice
- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
 - b. techniques and interventions for prevention and treatment of a broad range of mental health issues
 - c. strategies for interfacing with the legal system regarding court-referred clients
 - d. strategies for interfacing with integrated behavioral health care professionals
 - e. strategies to advocate for persons with mental health issues

D. CLINICAL REHABILITATION COUNSELING: Students who are preparing to specialize as clinical rehabilitation counselors will demonstrate the professional knowledge and skills necessary to address a wide variety of circumstances within the clinical rehabilitation counseling context. Counselor education programs with a specialty area in clinical rehabilitation counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

- a. history and development of rehabilitation counseling
- b. theories and models related to rehabilitation counseling
- c. social science theory that addresses psychosocial aspects of disability
- d. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- e. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- f. etiology and effects of disabilities and terminology relevant to clinical rehabilitation counseling
- g. screening and assessment instruments that are reliable and valid for individuals with disabilities

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of rehabilitation counselors
- b. relationships between clinical rehabilitation counselors and medical and allied health professionals, including interdisciplinary treatment teams
- c. rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs
- d. rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, and the rehabilitation counseling services networks
- e. operation of an emergency management system within rehabilitation agencies and in the community in relation to accommodating individuals with disabilities
- f. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

- g. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- h. impact of crisis and trauma on individuals with disabilities
- i. impact of biological and neurological mechanisms on disability
- j. effects of co-occurring disabilities on the client and family
- k. effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on clients' life and career development
- l. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- m. effects of the onset, progression, and expected duration of disability on clients' holistic functioning (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational)
- n. transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities
- o. role of family, social networks, and community in the provision of services for and treatment of people with disabilities
- p. environmental, attitudinal, and individual barriers for people with disabilities
- q. assistive technology to reduce or eliminate barriers and functional limitations
- r. legislation and government policy relevant to rehabilitation counseling
- s. cultural factors relevant to rehabilitation counseling
- t. professional issues that affect rehabilitation counselors, including independent provider status, expert witness status, forensic rehabilitation, and access to and practice privileges within managed care systems
- u. record keeping, third party reimbursement, and other practice and management issues in rehabilitation counseling
- v. professional organizations, preparation standards, and credentials relevant to the practice of clinical rehabilitation counseling
- w. legal and ethical considerations specific to clinical rehabilitation counseling

3. PRACTICE

- a. diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs
- b. career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening strategies to advocate for persons with disabilities
- c. strategies for interfacing with medical and allied health professionals, including interdisciplinary treatment teams
- d. strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations

CORE

The CORE Standards are located at <http://www.core-rehab.org/Files/Doc/PDF/CORE%20Graduate%20Standards%20and%20Self%20Study%20Document%2010-2014.pdf>

D.1 Students shall have a minimum of 100 hours of supervised rehabilitation counseling Practicum experience with at least 40 hours of direct service to people with disabilities (not role-playing clients). Practicum students shall have experiences that increase their awareness and understanding of the differences in values, beliefs, and behaviors of individuals who are different from themselves.

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

D.1.2 Written expectations, procedures, and policies for practicum will be distributed to students and supervisors. This will include the policy that the practicum is a prerequisite to the supervised rehabilitation counseling clinical internship experience.

D.1.3 Practicum experiences shall include an average of one (1) hour per week of individual and 1 1/2 hours per week of group (with no more than ten students/group) supervision by a program faculty member or qualified individual working in cooperation with a program faculty member.

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

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

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

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

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

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

D.2.1 The internship activities shall include the following:

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

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

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

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

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

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

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

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

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

D.3 Internship experiences shall include an average of one (1) hour per week of individual or 1 1/2 hours per week of group (with no more than ten students/group) supervision by a program faculty member who is a CRC or qualified individual working in cooperation with a program faculty member who is a CRC.

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

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

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

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

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

ETHICAL STANDARDS

Ethics are the principles of conduct governing a profession. The practice of the profession of counseling raises many complex ethical questions. To address and resolve these questions, much effort has gone into developing the unified *Code of Professional Ethics for Rehabilitation Counselors* and the *American Counseling Association Code of Ethics*. Students in the MHS-CRC program are expected to be familiar with and abide by the appropriate code for their track and/or site location.

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

<http://www.crccertification.com/filebin/pdf/CRCCCodeOfEthics.pdf>

COURSE SYLLABI

Every semester students will receive a course syllabus for practicum and internship. The course syllabus will outline the course description, course objectives, course structure and expectations, evaluation, required and recommended texts, CORE and CACREP standards, class activities and assignments, information related to LSUHSC policies, and a calendar including weekly group supervision meetings and deadlines for assignments. Each student will receive a copy of the course syllabus and will also have access to the syllabus through Moodle.

III. EXPECTATIONS & RESPONSIBILITIES

STUDENTS

It is the responsibility of students to follow established procedures for application, enrollment, and completion in practicum and internship coursework, as well as to be familiar with site policies for clinical placements and requirements. Students are primarily responsible for investigating, pursuing, and securing their practicum and internship sites because of the unique needs or interests of each student. When selecting a site, students should aim for a good fit for personal and professional needs, values, interests, program requirements, and licensure requirements. Students may elect to concentrate their experiences in clinical rehabilitation counseling or clinical mental health counseling; however, students on the RSA grant must complete at least Internship I at an approved clinical rehabilitation counseling state or federal site, as well as complete Internship II at a state or federal rehabilitation agency, private sector rehabilitation, or state vendor related to rehabilitation counseling, per the requirements in the RSA Long Term Training manual <http://alliedhealth.lsuhs.edu/crc/docs/RSAManual.pdf>. Finally, students should select a potential site early to avoid last minute, unsatisfactory placement and/or to account for different site requirements, such as interviews or background checks.

Students are responsible for complying with all policies, procedures, rules, regulations, and other information published by LSUHSC and their placement sites. 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 relevant ethical codes.
- Adhere to all of the provisions listed in this manual.

Fieldwork allows the student the opportunity to acquire a wide range of experiences in clinical rehabilitation and clinical mental health counseling. Students should aim to use this opportunity to acquire practice or

embellish their experience with varied clientele, settings, duties, and co-worker professionals. Specific student responsibilities are:

- Maintain hours throughout the semester to secure completion of requirements for the course. It is the responsibility of the student to develop a plan that takes into consideration the hours of operation and the holiday schedules of the fieldwork agency, and the semester calendar of LSUHSC, so that the required number of fieldwork hours are obtained before the end of the semester. Holidays do not count toward required hours.
- Attendance based upon the working contract is mandatory. Students should treat fieldwork experience as a professional experience. The student must request advanced permission from the faculty and site supervisor if it is anticipated that the student's schedule would deviate from the schedule agreed upon in the contract. Students should not be tardy for fieldwork and should communicate with their site supervisor should an issue develop, such as illness or an emergency. If students must miss a scheduled day, students must also make arrangements to make sure their clients' needs are met.
- Students must maintain client records in accordance with their sites and ethical standards.
- Students are required to obtain informed consent from their clients and/or parent/guardian consent for minors or dependent adults. Students must receive signed permission to audio/video tape counseling sessions and need to provide their clients with the program's informed consent document and verbally explain that they are in training and ensure clients understand what they are signing.
- Meet with site supervisor face to face for a minimum of 1 hour at regularly schedule supervision meetings each week. A student must receive an hour of supervision for each week the student is on-site.
- Attend group supervision with the assigned faculty member on campus for at least 1.5 hours per week. If a second group supervision is missed, the student will not be able to count hours for that week.
- Meet with the faculty supervisor for a minimum of 4 hours for practicum and 2 hours for internship throughout the semester to discuss fieldwork, professionalism, and progress. It is the student's responsibility to contact the faculty supervisor to schedule these meetings; half of the hours should be completed before the mid-term deadline as stated in the course syllabi.
- Maintain weekly logs, and a mid-term and final clinical experience log of practicum/internship activities. Students will submit to the faculty supervisor typed and signed weekly logs at group supervision for his/her student file. The student is responsible to keep copies of weekly logs for personal records. At mid-term and final, students will submit an excel spreadsheet that captures an overview of the student's direct and indirect obtained hours.
- Attend appropriate meetings for your site (staff meetings, case staffing, training sessions, family conferences, etc.).
- The student should inform the faculty supervisor of any unethical behavior or expectations on the part of the site that the student observes.
- Facilitate the faculty member's site visit to the agency.
- Facilitate evaluations by the site supervisor at mid-term and final.
- Complete and submit signed evaluation paperwork at mid-term and final by the student, site supervisor, and faculty supervisor in an envelope with the appropriate coversheet. Paperwork is submitted by the appropriate deadlines, per the course syllabus, to the faculty supervisor.
- A student must provide an audible audio or videotape of at least two 50-minute counseling sessions each to the faculty supervisor for evaluation. A tape can be no less than 30 minutes; however, if a tape is 30 minutes than a student must submit two tapes totaling 1 hour. Tapes should be of individual counseling sessions where students are able to apply their theory and counseling skills. Students must obtain informed consent for recording. When turning in recordings, students must include a case presentation of the session that includes transcription.
- Audio or video recordings may only be submitted through the LSUHSC-NO Secure Files Transfer Portal. Audio or video recordings should never be emailed or placed on unsecure devices due to the confidential nature of the recordings.

- LSUHSC has a specifically designed application to transmit secure, confidential records outside the LSUHSC network that is similar to Dropbox entitled “LSU Health FileS (File Sharing Solution).” The link to LSU Health FileS is located on the LSUHSC Information Technology website under “User Resources.”
- Click on the link on webpage or enter: <https://files.lsuhs.edu/>. Students can save the link in their “Favorites” browser section to gain quick future access. Once on the webpage, enter the LSUHSC e-mail address, network password, and press login.
- For basic operations, the file sharing solution works like an e-mail system and is similar to a Microsoft Outlook message. You will need to enter the e-mail address for each recipient in the “To” field. You may use the “Add CC” and/or “Add BCC” buttons to add recipient e-mail addresses. File(s) are attached using the “Add Files” button or using the “Drag and Drop” function. The system can handle large files up to 25MB.
- To the right of the screen, there are additional tools available for specializing your file. Default settings to maintain when using the system include: 1) require authentication to access/download and 2) access restricted to specified recipients. In addition, students should set a message expiration date for two weeks and limit the number of downloads to 2 downloads per recipient. Finally, it is recommended that you send a copy of the message to yourself as you will need to use this system to review your videos in class.
- To obtain a file from an outside source, click the request file button on the upper right portion of the screen. This will send an e-mail to the person requesting the file/s and will provide a link to the file sharing utility. The link can be used only once.

CONTRACTUAL DUTIES

If the minimum 100 hours of practicum or minimum 300 hours of Internship I or II are completed before the end of the semester, students need to adhere to their semester contracts with their sites and participate in all levels of direct and indirect hours for the remaining of the semester, including supervision. Students may not abandon their clients or their sites due to meeting the minimum hours requirement.

SITE SUPERVISORS

The site supervisor is an extremely important person in the training and development of the student. The site supervisor shares in the teaching mission of the department and is expected to be an exemplary role model and mentor for the students in their development as future professionals. Site supervisors have the responsibility of assisting supervisees through the process of gaining self-awareness, and assisting them in their growth of gaining new knowledge, skills, and abilities as a counselor. Supervisor responsibilities include professional development and evaluation of the student, as well as protecting the welfare of the student and clients at the site. The specific requirements of site supervisors are:

- On-site supervisors must hold a minimum of a master’s degree from a regionally accredited university in counseling or a closely related field such as social work or psychology. On-site supervisors must hold a minimum of two years post-master’s pertinent professional experience.
- For counseling identity purposes site supervisors are required to be licensed (LRC, LPC, LMFT, LCSW, etc.), as well as are encouraged to have appropriate credentials (etc. CRC, NCC).
- On-site supervisors must provide the student with a copy of their resume, which includes graduate degrees, majors, certifications, licenses held, professional work experience, supervisor experience, and professional association memberships.
- Site supervisors will be required to complete a mandatory LSUHSC Site Supervisor Orientation each semester they supervise an LSUHSC student intern. Furthermore, if the site supervisor does not have a designated supervisory credential, the site supervisor will be required to complete training in counseling supervision provided by the department. Knowledge of the program’s expectations, requirements, and student, supervisor, and site evaluation procedures is required.

- Coordinate all aspects of the student's agency experience, including an orientation of the student to the organization. The orientation should include program components, policies and procedures, introduction to staff and their role, identification of expectations for interns, confidentiality and due process procedures, risk assessment, and the Code of Professional Ethics for Rehabilitation Counselors or the ACA Code of Ethics.
- A contract that defines the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship should exist, be signed, and on file with the site supervisor, the student, and the placement coordinator.
- Provide appropriate, on-going training and practice activities for the students, with expansion of the activities and responsibilities as the student's independence within the organization develops. These activities should include a variety of professional activities in addition to direct service (e.g. record keeping, assessment instruments, supervision, provision of information and referral).
- Provide suitable workspace for the student.
- Ensure the student has the opportunity to accumulate the required number of direct and indirect hours and ensure the student has opportunities for individual and group work with clients.
- Ensure that either the site supervisor, or another licensed mental health clinician is on-site at all times when a student is on-site. Students may not be at their site unsupervised.
- Facilitate the opportunity for the student to develop appropriate audio/video recordings for use in supervision and/or provide live supervision of his or her interactions with clients.
- Review student's audio/video recordings to help skills development and to evaluate skills.
- Provide regularly, scheduled face-to-face individual supervision for a minimum of one hour per week in an environment that supports confidentiality and learning.
- Verify, sign, and date students' weekly logs to verify direct and indirect hours gained at the site, as well as the mid-term and final log sheets.
- Provide access to staff meetings and client staffing, when applicable.
- Provide on-going evaluations and feedback to the student and the faculty supervisor. It is essential that supervisors engage in ongoing assessment of a student's performance.
- Complete formal written evaluations of the student at mid-term and at the end of the semester. Forms will be provided by the student. Supervisors are expected to review their evaluations with students before deadlines. At mid-term, supervisors and students will be expected to evaluate students' progress and make any necessary adjustments to the goals and objectives that were developed at the start of the field experience.
- Consult with the faculty supervisor regarding student progress throughout the semester through email, phone conference, and face-to-face meetings.
- If there are any problems with the student's performance, the supervisor is expected to communicate this to the student and his or her faculty supervisor as soon as possible. The faculty, if needed, will develop a remediation plan. If a remediation plan is developed, the faculty supervisor should be provided with verbal and/or written feedback from both the student and the supervisor on a bi-weekly basis as to the student's progress.
- Attend, if available, the department's "Partner Day" or other sponsored events by LSUHSC Department of Clinical Rehabilitation and Counseling.

SUPERVISOR ORIENTATION AND CLINICAL TRAINING

"Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision." (CACREP, 2016, Standard 3.P)

"Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors." (CACREP, 2016, Standard 3.Q)

Site supervisors are required to attend site supervisor orientation each semester they have student interns at their site. The department has an online training supervision module available for review by site supervisors in need of additional support regarding clinical supervision. LSUHSC's Child and Family Clinic also offers continuing education presentations throughout the year on supervision. For additional support or resources needed regarding supervision, the site supervisor may contact the faculty supervisor or placement coordinator.

FACULTY SUPERVISORS

To ensure high quality of university supervision, all designated faculty supervisors will be members of the department with appropriate credentials for the student's program of study (CRC or LPC). The faculty supervisor responsibilities are:

- To notify the placement coordinator immediately if a site change needs to take place during the semester for a particular student, assuming all other interventions have been exhausted.
- To meet regularly with students in an on-campus supervision seminar. These seminars should meet weekly or biweekly and are designed to be interactive in small groups. The ratio of students to faculty will not exceed 6 to 1 with a maximum of 10 students per group.
- To consult with the site supervisor regarding student progress throughout the semester through email, phone conference, and face-to-face meetings, and to provide consultation to the site supervisor as needed.
- To visit each student's site at least once a semester and document visit through Site Visit Evaluation Form.
- To meet individually with practicum students a minimum of 4 hours and internship students a minimum of 2 hours during the semester to discuss fieldwork experiences and progress. To provide additional individual supervision to a student as needed.
- To complete formal written evaluations of the student at mid-term and at the end of the semester. Forms will be provided by the placement coordinator.
- To provide ongoing evaluation of student progress, including grading the student's practicum or internship experience on a pass/fail basis. The faculty supervisor will take into account the student's performance based on the student's self-evaluation, the site supervisor's evaluation, the faculty supervisor's evaluation, and general professionalism at site and in group supervision in making this determination.
- To collect student's logs on a weekly basis and review student's direct and indirect hours.
- To provide copies of the student's evaluation of the site to the placement coordinator.
- To provide written procedures for responding to students who do not demonstrate satisfactory practicum or internship knowledge and/ or clinical skills.

PLACEMENT COORDINATOR

To ensure high quality of placement coordination, the designated placement coordinator(s) will be a member of the department with appropriate credentials for the student's program of study (CRC or LPC). The placement coordinator responsibilities are:

- To provide an informational session for students entering into practicum or internship in the semester before enrolled in fieldwork.
- To provide guidance in the selection of sites. The ultimate responsibility for the placement coordinator is to ensure that the training site meets a student's training needs.
- To meet with site supervisors in scheduled on-campus training meetings, as required by CORE and/or CACREP.
- To provide site supervisors with a site supervisor orientation before the beginning of each semester.

- To ensure affiliation agreements are active between the site and the university.
- To visit each newly contracted site.
- To collect, review, and approve all application materials and contracts for practicum and internship.

RSA PRINCIPAL INVESTIGATOR

To ensure that RSA scholars meet the specific RSA standards for practicum and internship, the RSA Principal Investigator will meet with RSA scholars, as well as meet with the placement coordinator(s) to review RSA scholar fieldwork placement.

PLACEMENT PROCEDURES FOR PRACTICUM AND INTERNSHIP

Students must submit an application for practicum and internship before beginning their fieldwork experience. A new Practicum and Internship Application is required if a student switches sites for Internship I or II. Students staying at the same site are required to complete an updated preference form and submit additional paperwork for internship. Applications are available in the practicum and internship manual, as well as via email by the placement coordinator. The application must be submitted on or before the below deadlines. If any of these dates fall on a weekend or holiday, applications will be due before the close of business on the next business day. **Late applications will not be accepted and students will defer to the following semester.**

Spring	October 15
Summer	March 15
Fall	May 15

1. Review the program's prerequisites and expectations for practicum and internship located in the department student handbook and practicum and internship handbook.
2. The placement coordinator will hold a general meeting with the students in the preceding semester to discuss the application process for practicum and internship. These dates will be communicated and published at the beginning of each semester. Attendance is mandatory for students entering into practicum and internship.
3. Students shall determine at least three sites that are of interest and schedule a meeting with the placement coordinator to discuss the sites of interest and develop a plan for making contact with the sites. RSA scholars must visit and rank three federal and/or state VR sites and two additional rehabilitation sites for Internship I. The meeting will offer ideas and professional tips on selecting and obtaining a placement. It will also provide procedures and suggestions relative to contacting the appropriate personnel. Students are responsible for investigating and pursuing sites with availability.
4. Students will interview at least three potential sites and complete the student preference form. Students entering Internship I and who are RSA scholars need to interview at least three potential state or federal agencies and two rehabilitation counseling vendors. Confirm that each site has a supervisor with the appropriate licensure and credentials who will be able to meet with you weekly for individual supervision and who has authority to sign students' weekly log sheets. During the interview, have each site supervisor sign and date the student preference form stating that the site supervisor has the appropriate credentials, has the capacity to accept the student for P/I, and allows for video and/or audio recording of client sessions. Students should not interview at sites if they are ineligible for placement at that site.
5. Students must complete and submit the Practicum and Internship Application, including the student preference form, to the placement coordinator by the designated timelines. **For fall placement, the preference form deadline is May 15. For spring placement, the preference form deadline is October 15. For summer placement, the preference form deadline is March 15.** The student application

paperwork must be correctly and thoroughly completed prior to submission or it will not be accepted. All student applications must be completed with original signatures and include potential site supervisors' resumes that includes educational background, licensure, and setting information. In addition, students must submit a copy of their CPR card (front/back), a copy of their professional liability insurance, and a signed copy of the practicum and internship handbook informed consent signature page. Incomplete applications will be returned and denied approval. Students may not be on-site prior to receiving university approval.

- a. Students must purchase professional liability insurance for the duration of practicum and internship. 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) must be submitted to the placement coordinator by the application due date. **CLOCK HOURS COUNT ONLY AFTER PROFESSIONAL LIABILITY INSURANCE IS CONFIRMED AND IN THE POSSESSION OF THE STUDENT AND PLACEMENT COORDINATOR.**
 - b. Students must maintain current certification in Cardio-Pulmonary Resuscitation (CPR). A copy of the front and back of the card must be submitted to the placement coordinator by the application due date.
6. The placement coordinator will follow up with the students' preferred site to ensure that there is a signed affiliation agreement between the site and LSUHSC, to ensure that the site supervisor is properly credentialed, to ensure that the site meets practicum and internship requirements, and to ensure that any student on the RSA grant is properly placed at a state-federal agency for internship. Affiliation agreements must be current and on file.
 7. The placement coordinator, in consultation with the faculty, will assign sites, taking into consideration student interests. Students will receive contact information about their assigned site by the end of the preceding semester.
 - a. If the placement is not mutually acceptable, the placement coordinator and the student will repeat the process with an alternate site assignment.
 8. The site supervisor will receive an email from the placement coordinator, discussing the semester timeframe, requirements, expectations, and timeframe for the student to contact the site supervisor to schedule a meeting.
 9. Each student will receive an email from the placement coordinator confirming their placement. After notification, students must schedule an appointment with the site supervisor prior to the beginning of the semester for placement. During this meeting, the following should be accomplished:
 - a. Overview of the site's functions and procedures.
 - b. Overview of student's role and responsibilities.
 - c. Introduction to other staff members.
 - d. If both student and supervisor agree to placement, a "working contract" should be developed and submitted to the placement coordinator for approval. A model for the format and scope of the working contract is provided. This is to be used not as a template but as a guideline.
 10. Once finalized, the working contract must be signed by the placement coordinator, site supervisor, and student and on file with both institutions. In addition, if students are placed at a rehabilitation site, the certified rehabilitation counselor placement coordinator must sign the working contract and if students are placed at a rehabilitation site and are RSA scholars, the certified rehabilitation counselor placement coordinator and the RSA principal investigator must sign the working contract. **CLOCK HOURS COUNT ONLY AFTER THE CONTRACT IS APPROVED, SIGNED, AND IN THE POSSESSION OF ALL PARTIES (STUDENT, PLACEMENT COORDINATOR, AND SITE SUPERVISOR).**

- a. After a student has been assigned to a practicum/internship site, significant changes to the contract and decisions regarding continuation or termination may be made only with the approval of the placement coordinator and the faculty supervisor.
- b. If changes are made to the contract, a revised or addendum must be completed and signed by all parties for the student to continue to accrue hours on-site.

IV. REMEDIATION POLICIES & PROCEDURES

The remediation process will be implemented for practicum and internship students who experience difficulties at their sites, difficulties with supervisors, and/or difficulties with professionalism. Students who do not demonstrate satisfactory knowledge, skills, and attitudes as determined by the practicum or internship site and/or faculty supervisor will be required to attend a remediation meeting. The remediation meeting may include any necessary stakeholder(s), including the student, the faculty supervisor, the site supervisor, placement coordinator, and the faculty advisor in order to identify the problem(s) and work to remedy the situation.

Students may be placed on a remediation plan based on their formal evaluations at mid-term and final. At mid-term, if a student receives any score below a 2—At-Level (therefore receives a 0—Not evident and/or 1—Below level) in one or more areas of the ratings section or has concerning remarks in the evaluation section on the student’s mid-term site supervisor and/or faculty supervisor evaluations a remediation plan will be developed in order to best support the student for his/her overall successful completion of the course. The remediation meeting will include the student, site supervisor, and the faculty supervisor, and address the deficient area(s) highlighted from the supervisor evaluation(s). If the remediation plan is not successfully completed and/or passed successfully by a date before the final evaluation(s), the student will receive a non-passing grade in the course. Additionally, if a student receives on their final evaluation any score below a 2—At-Level (therefore receives a 0—Not evident and/or 1—Below level) in one or more areas of the ratings section or has concerning remarks in the evaluation section on the student’s final site supervisor and/or faculty supervisor evaluations the student will receive a non-passing grade in the course and a remediation plan will be developed.

In the event a student has been asked to leave their site, the student may receive an “F” in the course. Both the student and the site supervisor must submit separate written explanations as to why the student was fired. In the event a student is released from a site because of issues with the site that are beyond the student’s control, the placement coordinator and faculty supervisor will attempt to place the student with a new site. Both the student and the site must submit in writing the details surrounding why the site released the student.

Failure to receive a passing grade in practicum or internship would require review by the program faculty and would result in either a remediation plan or removal of the student from the program.

Any student who fails to adhere to the laws governing the counseling professional or the ethical standards of rehabilitation counseling and mental health counseling will be dismissed from the fieldwork site and receive a failing grade for the practicum or internship course, and are dismissed from the program.

Students asked to complete a remediation plan are students who the faculty believe has the capacity to be successful in the program. At this meeting:

- The faculty supervisor will inform the student of the deficiency or problem(s).
- The student, the faculty supervisor, and the faculty advisor will develop an individual remediation plan. The remediation plan will include expected outcomes, how they are measured, and time lines for demonstration of expected improvements. The remediation plan will be explained both verbally and in writing. This is documented with signatures of the faculty supervisor, faculty advisor, placement coordinator, site supervisor (if applicable), and supervisee. Remediation plans are considered and designed on a case-by-case basis to meet the individual needs of the student.

- Remediation plans may include academic, professional, and/or personal growth opportunities. Students may be required to attend counseling, attend continuing education opportunities, research strategies and interventions, and/or take time off from the program in order to facilitate growth.
- Once the student is on a remediation plan, the student will meet with his/her faculty supervisor on a weekly basis in order to monitor progress.
- Possible remediation process outcomes include a) student continuation in program, b) student continues remediation process, c) student is placed on leave for a determined time period and/or until specific requirements are fulfilled, d) student is dismissed from the program, or e) student resigns from the program.

If a student chooses not to complete the remediation plan presented by the faculty, they will be withdrawn from the program.

V. EVALUATIONS

Students in practicum and internship will complete self-evaluations on their skills and knowledge, as well as students will receive evaluations from site supervisors and faculty supervisors at mid-term and final.

At mid-term, if a student receives any score below a 2—At-Level (therefore receives a 0—Not evident and/or 1—Below level) in one or more areas of the ratings section or has concerning remarks in the evaluation section on the student's mid-term site supervisor and/or faculty supervisor evaluations a remediation plan will be developed in order to best support the student for his/her overall successful completion of the course. The remediation meeting will include the student, site supervisor, and the faculty supervisor, and address the deficient area(s) highlighted from the supervisor evaluation(s). If the remediation plan is not successfully completed and/or passed successfully by a date before the final evaluation(s), the student will receive a non-passing grade in the course.

Additionally, if a student receives on their final evaluation any score below a 2—At-Level (therefore receives a 0—Not evident and/or 1—Below level) in one or more areas of the ratings section or has concerning remarks in the evaluation section on the student's final site supervisor and/or faculty supervisor evaluations the student will receive a non-passing grade in the course and a remediation plan will be developed.

Student evaluations of self, site supervisor, faculty supervisor, and site should be typed, printed, and signed by the student and turned in on the appropriate deadline, per the course syllabus. Site supervisor and faculty supervisor evaluations of students may be handwritten or typed by the supervisor and should be signed by the student and the appropriate supervisor. Supervisor evaluations shall be turned in at mid-term and final, per course syllabus.

The site/ site supervisor evaluations are designed to evaluate the effectiveness of the fieldwork experience and supervision process. It may also be read by future students when formulating their fieldwork preferences and working contracts. It may also be used as a preparatory tool for the faculty supervisor when preparing for the site visit.



Department of Clinical Rehabilitation & Counseling

**MID-TERM CLINICAL MENTAL HEALTH COUNSELING
STUDENT EVALUATION BY SITE SUPERVISOR**

Student Information

Name & Date:		Semester:	
Site Name:		Course: (circle)	Practicum Internship I Internship II
Site Supervisor:		Faculty Supervisor:	

Ratings

	0 = Not evident	1 = Below-level	2 = At-level	3 = Exceeds	N –No opportunity to observe
Understands and follows the agency’s policies and procedures, including documentation.	<input type="checkbox"/>				
Is able to establish rapport with clients and create appropriate goals for counseling sessions.	<input type="checkbox"/>				
Is prepared for supervision, is open to constructive feedback from site supervisor, and implements feedback into practice.	<input type="checkbox"/>				
Shows professionalism on-site and with clients, staff members, and other	<input type="checkbox"/>				
Demonstrates effective communication skills including setting appropriate boundaries, understanding content and context, responding to feelings, establishing empathy, and being mindful of self-disclosure.	<input type="checkbox"/>				
Can identify and discuss a primary counseling theoretical orientation and be able to conceptualize clients through such lens.	<input type="checkbox"/>				
Can identify and implement appropriate techniques based on theoretical orientation to utilize with clients in session and treatment planning.	<input type="checkbox"/>				
Demonstrates knowledge of ethical standards, and implements ethical decision making and resolution procedures when needed (such as consultation, evidenced-	<input type="checkbox"/>				
Demonstrates cultural competencies and is aware of diversity as related to clinical relationships.	<input type="checkbox"/>				
Advocates for professional needs in an appropriate manner and demonstrates a desire to professionally develop as a counselor.	<input type="checkbox"/>				

Evaluation

PLEASE COMMENT ON ANY OF THE ABOVE, ESPECIALLY AREAS NOT ABLE TO OBSERVE OR AREAS WITH A 0 OR 1 RATING:

PLEASE LIST OBSERVATIONS OF STUDENT’S STRENGTHS:

PLEASE LIST AREAS OF OPPORTUNITIES FOR STUDENT TO FURTHER DEVELOP AS A CLINICIAN:

Verification of Review

By signing this form, you confirm that you have discussed this review in detail with your site supervisor. Signing this form does not necessarily indicate that you agree with this evaluation.

Student Signature		Date	
Site Supervisor Signature		Date	



Department of Clinical Rehabilitation & Counseling

MID-TERM CLINICAL MENTAL HEALTH COUNSELING STUDENT SELF-EVALUATION

Student Information

Name & Date:		Semester:	
Site Name:		Course:	Practicum Internship I
Site Supervisor:		Faculty Supervisor:	

Ratings

	0 = Not evident	1 = Below-level	2 = At-level	3 = Exceeds	N - No opportunity to observe
Understands and follows the course syllabus and the Practicum and Internship Handbook.	<input type="checkbox"/>				
Understands and follows the agency's policies and procedures, including	<input type="checkbox"/>				
Is able to establish rapport with clients and create appropriate goals for counseling	<input type="checkbox"/>				
Student is on-time, prepared for class, and contributes to the group in a meaningful	<input type="checkbox"/>				
Shows professionalism on-site and with clients, staff members, and other	<input type="checkbox"/>				
Student is open to constructive feedback from peers, site supervisor, faculty supervisor, and implements feedback into practice. Additionally, student provides appropriate feedback to peers and faculty supervisor.	<input type="checkbox"/>				
Weekly clinical logs and clinical experience logs are typed, free from error, signed by self and site supervisor, and turned in on time.	<input type="checkbox"/>				
Demonstrates effective communication skills including setting appropriate boundaries, understanding content and context, responding to feelings, establishing empathy, and being mindful of self-disclosure.	<input type="checkbox"/>				
Can identify and discuss a primary counseling theoretical orientation and be able to conceptualize clients through such lens.	<input type="checkbox"/>				
Can identify and implement appropriate techniques based on theoretical orientation to utilize with clients in session and treatment planning.	<input type="checkbox"/>				
Reflection papers meet course requirements and address the topic in a thorough and thoughtful manner. APA guidelines followed.	<input type="checkbox"/>				
Case presentations meet course requirements. Video/audio is prepped at the beginning of class. Appropriate handouts are made for peers. Confidentiality	<input type="checkbox"/>				
Demonstrates knowledge of ethical standards, and implements ethical decision making and resolution procedures when needed (such as consultation, evidenced-	<input type="checkbox"/>				
Demonstrates cultural competencies and is aware of diversity as related to clinical relationships.	<input type="checkbox"/>				
Advocates for professional needs in an appropriate manner and demonstrates a desire to professionally develop as a counselor.	<input type="checkbox"/>				

Evaluation

PLEASE COMMENT ON ANY OF THE ABOVE, ESPECIALLY AREAS NOT ABLE TO OBSERVE OR AREAS WITH A 0 OR 1 RATING:

PLEASE LIST A MINIMUM OF 3 STRENGTHS REGARDING YOUR COUNSELING SKILLS:

PLEASE LIST A MINIMUM OF 3 AREAS OF OPPORTUNITIES FOR YOU TO FURTHER DEVELOP AS A CLINICIAN:

Student Signature:		Date:	
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Department of Clinical Rehabilitation & Counseling

MID-TERM CLINICAL REHABILITATION COUNSELING STUDENT EVALUATION BY SITE SUPERVISOR

Student Information

Name & Date:		Semester:	
Site Name:		Course: (circle)	Practicum Internship II Internship I
Site Supervisor:		Faculty Supervisor:	

Ratings

	0 = Not evident	1 = Below-level	2 = At-level	3 = Exceeds	N – No opportunity to observe
Understands and follows the agency’s policies and procedures, including documentation.	<input type="checkbox"/>				
Is able to establish rapport with clients and create appropriate goals based on agency standards.	<input type="checkbox"/>				
Is prepared for supervision, is open to constructive feedback from site supervisor, and implements feedback into practice.	<input type="checkbox"/>				
Shows professionalism on-site and with clients, staff members, and other	<input type="checkbox"/>				
Demonstrates effective communication skills including setting appropriate boundaries, understanding content and context, responding to feelings, establishing empathy, and being mindful of self-disclosure.	<input type="checkbox"/>				
Can identify and discuss a primary counseling theoretical orientation and be able to conceptualize clients through such lens.	<input type="checkbox"/>				
Demonstrates knowledge of agency assessments and is able to provide appropriate services based on assessments.	<input type="checkbox"/>				
Demonstrates knowledge of ethical standards, and implements ethical decision making and resolution procedures when needed (such as consultation, evidenced-	<input type="checkbox"/>				
Demonstrates cultural competencies and is aware of diversity as related to clinical relationships.	<input type="checkbox"/>				
Advocates for professional needs in an appropriate manner and demonstrates a desire to professionally develop as a counselor.	<input type="checkbox"/>				

Evaluation

PLEASE COMMENT ON ANY OF THE ABOVE, ESPECIALLY AREAS NOT ABLE TO OBSERVE OR AREAS WITH A 0 OR 1 RATING:

PLEASE LIST OBSERVATIONS OF STUDENT’S STRENGTHS:

PLEASE LIST AREAS OF OPPORTUNITIES FOR STUDENT TO FURTHER DEVELOP AS A CLINICIAN:

Verification of Review

By signing this form, you confirm that you have discussed this review in detail with your site supervisor. Signing this form does not necessarily indicate that you agree with this evaluation.

Student Signature		Date	
Site Supervisor Signature		Date	



**MID-TERM CLINICAL REHABILITATION COUNSELING
STUDENT SELF-EVALUATION**

Student Information

Name & Date:		Semester:	
Site Name:		Course:	Practicum Internship I
Site Supervisor:		Faculty Supervisor:	

Ratings

	0 = Not evident	1 = Below-level	2 = At-level	3 = Exceeds	N - No opportunity to observe
Understands and follows the course syllabus and the Practicum and Internship Handbook.	<input type="checkbox"/>				
Understands and follows the agency's policies and procedures, including	<input type="checkbox"/>				
Is able to establish rapport with clients and create appropriate goals based on agency standards.	<input type="checkbox"/>				
Student is on-time, prepared for class, and contributes to the group in a meaningful	<input type="checkbox"/>				
Shows professionalism on-site and with clients, staff members, and other	<input type="checkbox"/>				
Student is open to constructive feedback from peers, site supervisor, faculty supervisor, and implements feedback into practice. Additionally, student provides appropriate feedback to peers and faculty supervisor.	<input type="checkbox"/>				
Weekly clinical logs and clinical experience logs are typed, free from error, signed by self and site supervisor, and turned in on time.	<input type="checkbox"/>				
Demonstrates effective communication skills including setting appropriate boundaries, understanding content and context, responding to feelings, establishing empathy, and being mindful of self-disclosure.	<input type="checkbox"/>				
Can identify and discuss a primary counseling theoretical orientation and be able to conceptualize clients through such lens.	<input type="checkbox"/>				
Demonstrates knowledge of agency assessments and is able to provide appropriate services based on assessments.	<input type="checkbox"/>				
Reflection papers meet course requirements and address the topic in a thorough and thoughtful manner. APA guidelines followed.	<input type="checkbox"/>				
Case presentations meet course requirements. Video/audio is prepped at the beginning of class. Appropriate handouts are made for peers. Confidentiality	<input type="checkbox"/>				
Demonstrates knowledge of ethical standards, and implements ethical decision making and resolution procedures when needed (such as consultation, evidenced-	<input type="checkbox"/>				
Demonstrates cultural competencies and is aware of diversity as related to clinical relationships.	<input type="checkbox"/>				
Advocates for professional needs in an appropriate manner and demonstrates a desire to professionally develop as a counselor.	<input type="checkbox"/>				

Evaluation

PLEASE COMMENT ON ANY OF THE ABOVE, ESPECIALLY AREAS NOT ABLE TO OBSERVE OR AREAS WITH A 0 OR 1 RATING:

PLEASE LIST A MINIMUM OF 3 STRENGTHS REGARDING YOUR COUNSELING SKILLS:

PLEASE LIST A MINIMUM OF 3 AREAS OF OPPORTUNITIES FOR YOU TO FURTHER DEVELOP AS A CLINICIAN:

Student Signature:		Date:	
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Department of Clinical Rehabilitation & Counseling

**MID-TERM EVALUATION
STUDENT EVALUATION BY FACULTY SUPERVISOR**

Student Information

Name & Date:		Semester:	
Site Name:		Course: (circle)	Practicum Internship II Internship I
Site Supervisor:		Faculty Supervisor:	

Ratings

	0 = Not evident	1 = Below-level	2 = At-level	3 = Exceeds	N –No opportunity to observe
Understands and follows the course syllabus and the Practicum and Internship Handbook.	<input type="checkbox"/>				
Student is able to establish appropriate relationships with peers and set appropriate boundaries.	<input type="checkbox"/>				
Student is on-time, prepared for class, and contributes to the group in a meaningful	<input type="checkbox"/>				
Student is open to constructive feedback from peers and faculty supervisor, and implements feedback into practice. Additionally, student provides appropriate feedback to peers and faculty supervisor.	<input type="checkbox"/>				
Weekly clinical logs and clinical experience logs are typed, free from error, signed by self and site supervisor, and turned in on time.	<input type="checkbox"/>				
Demonstrates effective communication skills including setting appropriate boundaries, understanding content and context, responding to feelings, establishing empathy, and being mindful of self-disclosure.	<input type="checkbox"/>				
Can identify and discuss a primary counseling theoretical orientation and be able to conceptualize clients through such lens.	<input type="checkbox"/>				
Reflection papers meet course requirements and address the topic in a thorough and thoughtful manner. APA guidelines followed.	<input type="checkbox"/>				
Case presentation meets course requirements. Video/audio is prepped at the beginning of class. Appropriate handouts are made for peers. Confidentiality	<input type="checkbox"/>				
Demonstrates knowledge of ethical standards, and implements ethical decision making and resolution procedures when needed (such as consultation, evidenced-	<input type="checkbox"/>				
Demonstrates cultural competencies and is aware of diversity as related to clinical relationships.	<input type="checkbox"/>				
Advocates for professional needs in an appropriate manner and demonstrates a desire to professionally develop as a counselor.	<input type="checkbox"/>				

Evaluation

PLEASE COMMENT ON ANY OF THE ABOVE, ESPECIALLY AREAS NOT ABLE TO OBSERVE OR AREAS WITH A 0 OR 1 RATING:

PLEASE LIST OBSERVATIONS OF STUDENT’S STRENGTHS:

PLEASE LIST AREAS OF OPPORTUNITIES FOR STUDENT TO FURTHER DEVELOP AS A CLINICIAN:

Verification of Review

By signing this form, you confirm that you have discussed this review in detail with your site supervisor. Signing this form does not necessarily indicate that you agree with this evaluation.

Student Signature		Date	
Faculty Supervisor Signature		Date	

**FINAL—CLINICAL MENTAL HEALTH COUNSELING
STUDENT EVALUATION BY SITE SUPERVISOR**

Student Information

Name & Date:		Semester:	
Site Name:		Course: (circle)	Practicum Internship I Internship II
Site Supervisor:		Faculty Supervisor:	

Ratings

	0 = Not evident	1 = Below-level	2 = At-level	3 = Exceeds	N – No opportunity to observe
Clinical Skills					
Demonstrates ability to establish rapport and relationships so that a working alliance can be created with clients.	<input type="checkbox"/>				
Demonstrates confidence or comfort with the counseling process.	<input type="checkbox"/>				
Demonstrates group facilitation skills.	<input type="checkbox"/>				
Demonstrates effective attending skills and relationship building overall.	<input type="checkbox"/>				
A. Effective non-verbal communication—body language, tone of voice, facial expressions, eye-contact.	<input type="checkbox"/>				
B. Creates appropriate structure—setting and maintaining appropriate boundaries.	<input type="checkbox"/>				
C. Attends to the client, demonstrates interest, and uses active listening skills to follow the client with understanding in all aspects of communication.	<input type="checkbox"/>				
D. Nonjudgmental attitude—respect, warmth, empathy, congruent verbal and nonverbal language.	<input type="checkbox"/>				
E. Self-disclosure—does not impose own values on the client, does not lecture, moralize, or give advice in sessions to clients.	<input type="checkbox"/>				
F. Observations and use of silence—counselor pays attention to verbal and nonverbal cues of client, interactions between counselor and client, and allows appropriate periods of silence.	<input type="checkbox"/>				
G. Transitions in session—opening, closing are smooth, effortless; uses timing effectively in session; terminates clients successfully	<input type="checkbox"/>				
Demonstrates effective information gathering, questioning skills, case conceptualization, and counseling plans overall.	<input type="checkbox"/>				
A. Appropriate use of open and closed-ended questions.	<input type="checkbox"/>				
B. Vocabulary—appropriate developmentally, culturally.	<input type="checkbox"/>				
C. Assessment—able to identify client issues, themes, diagnosis, and is able to use and interpret assessment data.	<input type="checkbox"/>				
D. Assess threats of harm to self or others appropriately.	<input type="checkbox"/>				
E. Counseling plans—agreed upon goals, effective treatment plans, use research and theory to formulate, culturally appropriate, measureable outcomes for goals.	<input type="checkbox"/>				
F. Individualizes intervention strategies for each client, taking into account the	<input type="checkbox"/>				
G. Case notes—clearly written, follow agency policy, timely-manner, maintain updated records.	<input type="checkbox"/>				
Demonstrates empathetic skills overall.	<input type="checkbox"/>				
A. Reflection of Content—paraphrase essence of what client stated.	<input type="checkbox"/>				
B. Reflection of Context—understanding the uniqueness or underlying meanings; ability to help client explore to gain deeper understanding.	<input type="checkbox"/>				

	0 = Not evident	1 = Below-level	2 = At-level	3 = Exceeds	N –No opportunity to observe
C. Reflection of Feeling—explicit and implicit.	<input type="checkbox"/>				
D. Summarizing—integrate and reflect content, thoughts, feelings, and meaning.	<input type="checkbox"/>				
E. Genuineness and intentional in responses.	<input type="checkbox"/>				
Professional Responsibilities & Professionalism					
Appropriately utilizes agency resources, as well as respects and follows the agency's policies and procedures.	<input type="checkbox"/>				
Demonstrates cultural competencies and is aware of diversity as related to clinical	<input type="checkbox"/>				
Demonstrates knowledge of ethical standards, and implements ethical decision making and resolution procedures when needed (such as consultation, evidenced-based research, etc.).	<input type="checkbox"/>				
Advocates for professional needs in an appropriate manner and demonstrates a desire to professionally develop as a counselor.	<input type="checkbox"/>				
Demonstrates emotional stability, good judgement, and acts in a mature manner at the site.	<input type="checkbox"/>				
Demonstrates professional attitude with clients, peers, colleagues, staff, and supervisor(s).	<input type="checkbox"/>				
Learns quickly and demonstrates flexibility, imagination, resourcefulness, and problem-solving abilities.	<input type="checkbox"/>				
Is reliable and dependable at the site and with the site supervisor.	<input type="checkbox"/>				
Maintains appropriate personal appearance and dress code for the agency.	<input type="checkbox"/>				
Maintains client confidentiality when working with individuals, couples, families, and groups.	<input type="checkbox"/>				
Engages in positive working relationship with staff.	<input type="checkbox"/>				
Recognizes own competencies and skills and shares them with peers and supervisors.	<input type="checkbox"/>				
Recognizes own deficiencies and works to overcome them.	<input type="checkbox"/>				
Communicates in an open, clear, comfortable, and professional manner.	<input type="checkbox"/>				
Advocates for policies, programs, and/or services that are equitable and responsive to the unique needs of clients seeking assistance.	<input type="checkbox"/>				
Applies knowledge of public mental health and rehabilitation policies and regulatory processes to improve service delivery opportunities in rehabilitation counseling.	<input type="checkbox"/>				
Student Competencies & Knowledge based on CACREP Curriculum					
Professional counseling orientation and ethical practice—roles and responsibilities; advocacy processes; strategies for personal and professional self-evaluation; self-care strategies; ethical standards	<input type="checkbox"/>				
Social and cultural diversity—multicultural theories, cultural identity development; multicultural competencies; impact of spirituality; strategies for identifying and eliminating	<input type="checkbox"/>				
Human growth and development—development theories; learning theories; normal and abnormal personality development; addictions theories and etiology; biological, neurological, and physiological factors that affect human development, functioning; effects of crisis, trauma; differentiated interventions; promoting resilience and wellness across the	<input type="checkbox"/>				
Career development—theories; interrelationships among and between work, mental well-being, and relationships; career information, resources, technology, and information systems; assessing work conditions; assessing abilities, interests, values, personality, and other factors; career development programs; advocating for diverse client's career goals.	<input type="checkbox"/>				
Counseling and helping relationships—counseling theories; conceptualization of clients; practicing consultation; ethical and cultural strategies for establishing and maintaining relationships; impact of technology on counseling; interviewing, counseling, and case conceptualization skills; treatment or intervention plans; measurable outcomes for clients; evidenced-based strategies and techniques; suicide prevention; crisis intervention.	<input type="checkbox"/>				
Group counseling—dynamics associated with group process; group effectiveness; group leader characteristics; group formation; types of groups; ethical and culturally relevant	<input type="checkbox"/>				
Assessment and testing—initial assessments, procedures for assessing risk of aggression or danger; identifying trauma/abuse; use of assessments for diagnostic and intervention planning; reliability and validity of assessments; basic statistical concepts; use of symptoms	<input type="checkbox"/>				
Research and program evaluation—identification of evidenced-based counseling practices; needs assessments; development of outcome measures for counseling; evaluation of counseling interventions and programs; analysis and use of data in counseling.	<input type="checkbox"/>				

	0 = Not evident	1 = Below-level	2 = At-level	3 = Exceeds	N –No opportunity to observe
Supervision					
Demonstrates self-awareness related to one’s strengths, challenges, worldviews, values, and biases, and how they impact work with clients.	<input type="checkbox"/>				
Is on-time for supervision meetings and completes tasks assigned by site supervisor in a timely manner.	<input type="checkbox"/>				
Demonstrates openness to professional opinion of site supervisor overall.	<input type="checkbox"/>				
A. Professionalism and Preparation for supervision—readiness as evidenced by having an agenda for supervision and having prepared a submission of tapes, paperwork, and evaluations to discuss.	<input type="checkbox"/>				
B. Use of feedback—counselor is open to feedback, seeks feedback, and is willing to implement suggestions.	<input type="checkbox"/>				
C. Conceptualization—counselor can analyze and conceptualize the client using a theory and developing appropriate goals and convey that information in	<input type="checkbox"/>				
D. Vulnerability—demonstrates willingness to share with supervisor counselor’s own reactions about clients, supervision, and factors that may influence counseling	<input type="checkbox"/>				
Summary					
A. Overall performance of counselor.	<input type="checkbox"/>				
B. Potential as a rehabilitation counselor.	<input type="checkbox"/>				

Evaluation

PLEASE COMMENT ON ANY OF THE ABOVE, ESPECIALLY AREAS NOT ABLE TO OBSERVE OR AREAS WITH A 0 OR 1 RATING:

PLEASE LIST OBSERVATIONS OF STUDENT’S STRENGTHS:

PLEASE LIST AREAS OF OPPORTUNITIES FOR STUDENT TO FURTHER DEVELOP AS A CLINICIAN:

Verification of Review

By signing this form, you confirm that you have discussed this review in detail with your site supervisor. Signing this form does not necessarily indicate that you agree with this evaluation.

Student Signature		Date	
Site Supervisor Signature		Date	

**FINAL—CLINICAL MENTAL HEALTH COUNSELING
STUDENT SELF EVALUATION**

Student Information

Name & Date:		Semester:	
Site Name:		Course: (circle)	Practicum Internship I Internship II
Site Supervisor:		Faculty Supervisor:	

Ratings

	0 = Not evident	1 = Below- level	2 = At- level	3 = Exceeds	N – No opportunity to observe
Clinical Skills					
Demonstrates ability to establish rapport and relationships so that a working alliance can be created with clients.	<input type="checkbox"/>				
Demonstrates confidence or comfort with the counseling process.	<input type="checkbox"/>				
Demonstrates group facilitation skills.	<input type="checkbox"/>				
Demonstrates effective attending skills and relationship building overall.	<input type="checkbox"/>				
A. Effective non-verbal communication—body language, tone of voice, facial expressions, eye-contact.	<input type="checkbox"/>				
B. Creates appropriate structure—setting and maintaining appropriate boundaries,	<input type="checkbox"/>				
C. Attends to the client, demonstrates interest, and uses active listening skills to follow the client with understanding in all aspects of communication.	<input type="checkbox"/>				
D. Nonjudgmental attitude—respect, warmth, empathy, congruent verbal and nonverbal language.	<input type="checkbox"/>				
E. Self-disclosure—does not impose own values on the client, does not lecture, moralize, or give advice in sessions to clients.	<input type="checkbox"/>				
F. Observations and use of silence—counselor pays attention to verbal and nonverbal cues of client, interactions between counselor and client, and allows	<input type="checkbox"/>				
G. Transitions in session—opening, closing are smooth, effortless; uses timing effectively in session; terminates clients successfully	<input type="checkbox"/>				
Demonstrates effective information gathering, questioning skills, case conceptualization, and counseling plans overall.	<input type="checkbox"/>				
A. Appropriate use of open and closed-ended questions.	<input type="checkbox"/>				
B. Vocabulary—appropriate developmentally, culturally.	<input type="checkbox"/>				
C. Assessment—able to identify client issues, themes, diagnosis, and is able to use and interpret assessment data.	<input type="checkbox"/>				
D. Assess threats of harm to self or others appropriately.	<input type="checkbox"/>				
E. Counseling plans—agreed upon goals, effective treatment plans, use research and theory to formulate, culturally appropriate, measureable outcomes for goals.	<input type="checkbox"/>				
F. Individualizes intervention strategies for each client taking into account the client's	<input type="checkbox"/>				
G. Case notes—clearly written, follow agency policy, timely-manner, maintain updated records.	<input type="checkbox"/>				
Demonstrates empathetic skills overall.	<input type="checkbox"/>				
A. Reflection of Content—paraphrase essence of what client stated.	<input type="checkbox"/>				
B. Reflection of Context—understanding the uniqueness or underlying meanings; ability to help client explore to gain deeper understanding.	<input type="checkbox"/>				
C. Reflection of Feeling—explicit and implicit.	<input type="checkbox"/>				
D. Summarizing—integrate and reflect content, thoughts, feelings, and meaning.	<input type="checkbox"/>				

	0 = Not evident	1 = Below-level	2 = At-level	3 = Exceeds	N – No opportunity to observe
E. Genuineness and intentional in responses.	<input type="checkbox"/>				
Professional and Classroom Responsibilities and Professionalism					
Appropriately utilizes agency resources, as well as respects and follows the agency's policies and procedures.	<input type="checkbox"/>				
Demonstrates cultural competencies and is aware of diversity as related to clinical	<input type="checkbox"/>				
Demonstrates knowledge of ethical standards, and implements ethical decision making and resolution procedures when needed (such as consultation, evidenced-based research, etc.).	<input type="checkbox"/>				
Advocates for professional needs in an appropriate manner and demonstrates a desire to professionally develop as a counselor.	<input type="checkbox"/>				
Demonstrates emotional stability, good judgement, and acts in a mature manner at the site.	<input type="checkbox"/>				
Demonstrates professional attitude with clients, peers, colleagues, staff, and supervisor(s).	<input type="checkbox"/>				
Learns quickly and demonstrates flexibility, imagination, resourcefulness, and problem-solving abilities.	<input type="checkbox"/>				
Is reliable and dependable to the site, site supervisor, university group, and faculty	<input type="checkbox"/>				
Maintains appropriate personal appearance and dress code for the agency.	<input type="checkbox"/>				
Maintains client confidentiality when working with individuals, couples, families, and groups.	<input type="checkbox"/>				
Engages in positive working relationship with staff.	<input type="checkbox"/>				
Recognizes own competencies and skills and shares them with peers and supervisors.	<input type="checkbox"/>				
Recognizes own deficiencies and works to overcome them.	<input type="checkbox"/>				
Communicates in an open, clear, comfortable, and professional manner.	<input type="checkbox"/>				
Advocates for policies, programs, and/or services that are equitable and responsive to the unique needs of clients seeking assistance.	<input type="checkbox"/>				
Applies knowledge of public mental health and rehabilitation policies and regulatory processes to improve service delivery opportunities in rehabilitation counseling.	<input type="checkbox"/>				
Understands and follows the course syllabus and the Practicum and Internship Handbook.	<input type="checkbox"/>				
Student is on-time, prepared for class, and contributes to the group in a meaningful manner.	<input type="checkbox"/>				
Weekly clinical logs and clinical experience logs are typed, free from error, signed by self and site supervisor, and turned in on time.	<input type="checkbox"/>				
Reflection papers meet course requirements and address the topic in a thorough and thoughtful manner. APA guidelines followed.	<input type="checkbox"/>				
Case presentation meets course requirements. Video/audio is prepped at the beginning of class. Appropriate handouts are made for peers. Confidentiality guidelines are followed.	<input type="checkbox"/>				
Student can conduct a thorough analysis of a clinical session through transcription utilizing insightful and critical commentary, identification of skills, and rephrasing of original	<input type="checkbox"/>				
Student can analyze and conceptualize a client's case and connect the case to the student's chosen theory and apply the theory to fully understand the case and develop	<input type="checkbox"/>				
Student Competencies & Knowledge based on CACREP Curriculum					
Professional counseling orientation and ethical practice—roles and responsibilities; advocacy processes; strategies for personal and professional self-evaluation; self-care strategies; ethical standards	<input type="checkbox"/>				
Social and cultural diversity—multicultural theories, cultural identity development; multicultural competencies; impact of spirituality; strategies for identifying and eliminating	<input type="checkbox"/>				
Human growth and development—development theories; learning theories; normal and abnormal personality development; addictions theories and etiology; biological, neurological, and physiological factors that affect human development, functioning; effects of crisis, trauma; differentiated interventions; promoting resilience and wellness across the	<input type="checkbox"/>				
Career development—theories; interrelationships among and between work, mental well-being, and relationships; career information, resources, technology, and information systems; assessing work conditions; assessing abilities, interests, values, personality, and other factors; career development programs; advocating for diverse client's career goals.	<input type="checkbox"/>				

	0 = Not evident	1 = Below-level	2 = At-level	3 = Exceeds	N – No opportunity to observe
Counseling and helping relationships—counseling theories; conceptualization of clients; practicing consultation; ethical and cultural strategies for establishing and maintaining relationships; impact of technology on counseling; interviewing, counseling, and case conceptualization skills; treatment or intervention plans; measurable outcomes for clients; evidenced-based strategies and techniques; suicide prevention; crisis intervention.	<input type="checkbox"/>				
Group counseling—dynamics associated with group process; group effectiveness; group leader characteristics; group formation; types of groups; ethical and culturally relevant	<input type="checkbox"/>				
Assessment and testing—initial assessments, procedures for assessing risk of aggression or danger; identifying trauma/abuse; use of assessments for diagnostic and intervention planning; reliability and validity of assessments; basic statistical concepts; use of symptoms	<input type="checkbox"/>				
Research and program evaluation—identification of evidenced-based counseling practices; needs assessments; development of outcome measures for counseling; evaluation of counseling interventions and programs; analysis and use of data in counseling.	<input type="checkbox"/>				

Supervision, Self-Evaluation, and Constructive Feedback

Demonstrates self-awareness related to one’s strengths, challenges, worldviews, values, and biases, and how they impact work with clients.	<input type="checkbox"/>				
Is on-time for supervision meetings and completes tasks assigned by site supervisor in a timely manner.	<input type="checkbox"/>				
Demonstrates openness to professional opinion of site supervisor overall.	<input type="checkbox"/>				
A. Professionalism and Preparation for supervision—readiness as evidenced by having an agenda for supervision and having prepared a submission of tapes, paperwork, and evaluations to discuss.	<input type="checkbox"/>				
B. Use of feedback—counselor is open to feedback, seeks feedback, and is willing to implement suggestions.	<input type="checkbox"/>				
C. Conceptualization—counselor can analyze and conceptualize the client using a theory and developing appropriate goals and convey that information in	<input type="checkbox"/>				
D. Vulnerability—demonstrates willingness to share with supervisor counselor’s own reactions about clients, supervision, and factors that may influence counseling	<input type="checkbox"/>				
Student is open to constructive feedback, critique, and suggestions from peers and faculty supervisor, and implements feedback into practice.	<input type="checkbox"/>				
Student provides appropriate constructive feedback, critique, and suggestions to peers and faculty supervisor.	<input type="checkbox"/>				
Demonstrates willingness to share with faculty supervisor and/or group supervision, one’s own reactions about clients, supervisors, and factors that influence counseling	<input type="checkbox"/>				
Student has awareness and self-reflection skills which include a narrative and insightful critical analysis of skills, dynamics of sessions, countertransference issues, and overall	<input type="checkbox"/>				
Recognizes own competencies and skills and shares them with peers and supervisors.	<input type="checkbox"/>				
Recognizes own deficiencies and works to overcome them.	<input type="checkbox"/>				

Summary

A. Overall performance of counselor.	<input type="checkbox"/>				
B. Potential as a clinical mental health counselor.	<input type="checkbox"/>				

Evaluation

PLEASE COMMENT ON ANY OF THE ABOVE, ESPECIALLY AREAS NOT ABLE TO OBSERVE OR AREAS WITH A 0 OR 1 RATING:

PLEASE LIST OBSERVATIONS OF STUDENT’S STRENGTHS:

PLEASE LIST AREAS OF OPPORTUNITIES FOR STUDENT TO FURTHER DEVELOP AS A CLINICIAN:

Verification of Review

Student Signature		Date	
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**FINAL—CLINICAL REHABILITATION COUNSELING
STUDENT EVALUATION BY SITE SUPERVISOR**

Student Information

Name & Date:		Semester:	
Site Name:		Course: (circle)	Practicum Internship I Internship II
Site Supervisor:		Faculty Supervisor:	

Ratings

	0 = Not evident	1 = Below-level	2 = At-level	3 = Exceeds	N – No opportunity to observe
Clinical Skills					
Demonstrates ability to establish rapport and relationships so that a working alliance can be created with clients.	<input type="checkbox"/>				
Demonstrates confidence or comfort with the counseling process.	<input type="checkbox"/>				
Demonstrates group facilitation skills.	<input type="checkbox"/>				
Demonstrates effective attending skills and relationship building overall.	<input type="checkbox"/>				
A. Effective non-verbal communication—body language, tone of voice, facial expressions, eye-contact.	<input type="checkbox"/>				
B. Creates appropriate structure—setting and maintaining appropriate boundaries,	<input type="checkbox"/>				
C. Attends to the client, demonstrates interest, and uses active listening skills to follow the client with understanding in all aspects of communication.	<input type="checkbox"/>				
D. Nonjudgmental attitude—respect, warmth, empathy, congruent verbal and nonverbal language.	<input type="checkbox"/>				
E. Self-disclosure—does not impose own values on the client, does not lecture, moralize, or give advice in sessions to clients.	<input type="checkbox"/>				
F. Observations and use of silence—counselor pays attention to verbal and nonverbal cues of client, interactions between counselor and client, and allows	<input type="checkbox"/>				
G. Transitions in session—opening, closing are smooth, effortless; uses timing effectively in session; terminates clients successfully	<input type="checkbox"/>				
Demonstrates effective information gathering, questioning skills, case conceptualization, and counseling plans overall.	<input type="checkbox"/>				
A. Appropriate use of open and closed-ended questions.	<input type="checkbox"/>				
B. Vocabulary—appropriate developmentally, culturally.	<input type="checkbox"/>				
C. Assessment—able to identify client issues, themes, diagnosis, and is able to use and interpret assessment data.	<input type="checkbox"/>				
D. Assess threats of harm to self or others appropriately.	<input type="checkbox"/>				
E. Counseling plans—agreed upon goals, effective treatment plans, use research and theory to formulate, culturally appropriate, measureable outcomes for goals.	<input type="checkbox"/>				
F. Individualizes intervention strategies for each client taking into account the client's	<input type="checkbox"/>				
G. Case notes—clearly written, follow agency policy, timely-manner, maintain updated records.	<input type="checkbox"/>				
Demonstrates empathetic skills overall.	<input type="checkbox"/>				
A. Reflection of Content—paraphrase essence of what client stated.	<input type="checkbox"/>				

	0 = Not evident	1 = Below-level	2 = At-level	3 = Exceeds	N – No opportunity to observe
B. Reflection of Context—understanding the uniqueness or underlying meanings; ability to help client explore to gain deeper understanding.	<input type="checkbox"/>				
C. Reflection of Feelinga—explicit and implicit.	<input type="checkbox"/>				
D. Summarizing—integrate and reflect content, thoughts, feelings, and meaning.	<input type="checkbox"/>				
E. Genuineness and intentional in responses.	<input type="checkbox"/>				
Professional Responsibilities & Professionalism					
Appropriately utilizes agency resources, as well as respects and follows the agency's policies and procedures.	<input type="checkbox"/>				
Demonstrates cultural competencies and is aware of diversity as related to clinical	<input type="checkbox"/>				
Demonstrates knowledge of ethical standards, and implements ethical decision making and resolution procedures when needed (such as consultation, evidenced-based research, etc.).	<input type="checkbox"/>				
Advocates for professional needs in an appropriate manner and demonstrates a desire to professionally develop as a counselor.	<input type="checkbox"/>				
Demonstrates emotional stability, good judgement, and acts in a mature manner at the site.	<input type="checkbox"/>				
Demonstrates professional attitude with clients, peers, colleagues, staff, and supervisor(s).	<input type="checkbox"/>				
Learns quickly and demonstrates flexibility, imagination, resourcefulness, and problem-solving abilities.	<input type="checkbox"/>				
Is reliable and dependable to the site and the site supervisor.	<input type="checkbox"/>				
Maintains appropriate personal appearance and dress code for the agency.	<input type="checkbox"/>				
Maintains client confidentiality when working with individuals, couples, families, and groups.	<input type="checkbox"/>				
Engages in positive working relationship with staff.	<input type="checkbox"/>				
Recognizes own competencies and skills and shares them with peers and supervisors.	<input type="checkbox"/>				
Recognizes own deficiencies and works to overcome them.	<input type="checkbox"/>				
Communicates in an open, clear, comfortable, and professional manner.	<input type="checkbox"/>				
Advocates for policies, programs, and/or services that are equitable and responsive to the unique needs of clients seeking assistance.	<input type="checkbox"/>				
Applies knowledge of public mental health and rehabilitation policies and regulatory processes to improve service delivery opportunities in rehabilitation counseling.	<input type="checkbox"/>				
Student Competencies & Knowledge based on CORE Curriculum					
Professional identity and ethical behavior—rehabilitation counseling scope of practice, background of rehabilitation, legislation related to people with disabilities, ethics, informed consumer choice and consumer empowerment, public policies, and advocacy.	<input type="checkbox"/>				
Psychosocial aspects of disability and cultural diversity—sociological dynamics related to self-advocacy, environmental influences, and attitude formation; psychological dynamics related to self-identity, growth, and adjustment; and implications of cultural and individual diversity.	<input type="checkbox"/>				
Human growth and development across the lifespan—individual and family response to disability; theories of personality development; human sexuality and disability; and learning styles and strategies.	<input type="checkbox"/>				
Employment and career development—disability benefits systems; job analysis, transferable skill analysis, work site modification and restructuring; career counseling; job readiness development; employer consultation and disability prevention; workplace culture; work conditioning; vocational consultation; career development theories; supported employment, job coaching, and natural supports; assistive technology.	<input type="checkbox"/>				
Counseling approaches and principles—individual counseling; mental health counseling; counseling skills and techniques; gender issues in counseling; conflict resolution and negotiation strategies; crisis response; termination; empowerment and rights; confidentiality boundaries; ethics; counselor supervision.	<input type="checkbox"/>				
Group work and family dynamics—group dynamics; group leadership techniques; family counseling; family support interventions; ethical and legal issues impacting individuals and	<input type="checkbox"/>				
Assessment—role of assessment; resources and methods; assessment planning; measurement and statistical concepts; selecting and administering appropriate assessments; ethical, legal, and cultural implications in assessment.	<input type="checkbox"/>				
Research and program evaluation—basic statistics; basic research methods; effectiveness of rehabilitation counseling services; ethical, legal, and cultural issues related to research and program evaluation.	<input type="checkbox"/>				

	0 = Not evident	1 = Below-level	2 = At-level	3 = Exceeds	N –No opportunity to observe
Medical, functional, and environmental aspects of disability—medical terminology and diagnosis; knowledge of physical, psychiatric, cognitive, sensory, and developmental disabilities; assistive technology; environmental implications for disability; classification and	<input type="checkbox"/>				
Rehabilitation services, case management, and related services—vocational rehabilitation; caseload management; independent living; school-to-work transitions; disability management; forensic rehabilitation and vocational expert practices; substance abuse treatment; psychiatric rehabilitation; wellness and illness prevention; community resources; service coordination; life care planning; insurance programs and social security; programs	<input type="checkbox"/>				
Supervision					
Demonstrates self-awareness related to one’s strengths, challenges, worldviews, values, and biases, and how they impact work with clients.	<input type="checkbox"/>				
Is on-time for supervision meetings and completes tasks assigned by site supervisor in a timely manner.	<input type="checkbox"/>				
Demonstrates openness to professional opinion of site supervisor overall.	<input type="checkbox"/>				
A. Professionalism and Preparation for supervision—readiness as evidenced by having an agenda for supervision and having prepared a submission of tapes, paperwork, and evaluations to discuss.	<input type="checkbox"/>				
B. Use of feedback—counselor is open to feedback, seeks feedback, and is willing to implement suggestions.	<input type="checkbox"/>				
C. Conceptualization—counselor can analyze and conceptualize the client using a theory and developing appropriate goals and convey that information in	<input type="checkbox"/>				
D. Vulnerability—demonstrates willingness to share with supervisor counselor’s own reactions about clients, supervision, and factors that may influence counseling	<input type="checkbox"/>				
Summary					
A. Overall performance of counselor.	<input type="checkbox"/>				
B. Potential as a rehabilitation counselor.	<input type="checkbox"/>				

Evaluation

PLEASE COMMENT ON ANY OF THE ABOVE, ESPECIALLY AREAS NOT ABLE TO OBSERVE OR AREAS WITH A 0 OR 1 RATING:

PLEASE LIST OBSERVATIONS OF STUDENT’S STRENGTHS:

PLEASE LIST AREAS OF OPPORTUNITIES FOR STUDENT TO FURTHER DEVELOP AS A CLINICIAN:

Verification of Review

By signing this form, you confirm that you have discussed this review in detail with your site supervisor. Signing this form does not necessarily indicate that you agree with this evaluation.

Student Signature		Date	
Site Supervisor Signature		Date	



School of Allied Health Professions

Department of Clinical
Rehabilitation & Counseling

**FINAL—CLINICAL REHABILITATION COUNSELING
STUDENT SELF EVALUATION**

Student Information

Name & Date:		Semester:	
Site Name:		Course: (circle)	Practicum Internship I Internship II
Site Supervisor:		Faculty Supervisor:	

Ratings

	0 = Not evident	1 = Below- level	2 = At- level	3 = Exceeds	N –No opportunity to observe
Clinical Skills					
Demonstrates ability to establish rapport and relationships so that a working alliance can be created with clients.	<input type="checkbox"/>				
Demonstrates confidence or comfort with the counseling process.	<input type="checkbox"/>				
Demonstrates group facilitation skills.	<input type="checkbox"/>				
Demonstrates effective attending skills and relationship building overall.	<input type="checkbox"/>				
A. Effective non-verbal communication—body language, tone of voice, facial expressions, eye-contact.	<input type="checkbox"/>				
B. Creates appropriate structure—setting and maintaining appropriate boundaries,	<input type="checkbox"/>				
C. Attends to the client, demonstrates interest, and uses active listening skills to follow the client with understanding in all aspects of communication.	<input type="checkbox"/>				
D. Nonjudgmental attitude—respect, warmth, empathy, congruent verbal and nonverbal language.	<input type="checkbox"/>				
E. Self-disclosure—does not impose own values on the client, does not lecture, moralize, or give advice in sessions to clients.	<input type="checkbox"/>				
F. Observations and use of silence—counselor pays attention to verbal and nonverbal cues of client, interactions between counselor and client, and allows	<input type="checkbox"/>				
G. Transitions in session—opening, closing are smooth, effortless; uses timing effectively in session; terminates clients successfully	<input type="checkbox"/>				
Demonstrates effective information gathering, questioning skills, case conceptualization, and counseling plans overall.	<input type="checkbox"/>				
A. Appropriate use of open and closed-ended questions.	<input type="checkbox"/>				
B. Vocabulary—appropriate developmentally, culturally.	<input type="checkbox"/>				
C. Assessment—able to identify client issues, themes, diagnosis, and is able to use and interpret assessment data.	<input type="checkbox"/>				
D. Assess threats of harm to self or others appropriately.	<input type="checkbox"/>				
E. Counseling plans—agreed upon goals, effective treatment plans, use research and theory to formulate, culturally appropriate, measureable outcomes for goals.	<input type="checkbox"/>				
F. Individualizes intervention strategies for each client taking into account the client's	<input type="checkbox"/>				
G. Case notes—clearly written, follow agency policy, timely-manner, maintain updated records.	<input type="checkbox"/>				
Demonstrates empathetic skills overall.	<input type="checkbox"/>				
A. Reflection of Content—paraphrase essence of what client stated.	<input type="checkbox"/>				
B. Reflection of Context—understanding the uniqueness or underlying meanings; ability to help client explore to gain deeper understanding.	<input type="checkbox"/>				
C. Reflection of Feeling—explicit and implicit.	<input type="checkbox"/>				

	0 = Not evident	1 = Below-level	2 = At-level	3 = Exceeds	N –No opportunity to observe
D. Summarizing—integrate and reflect content, thoughts, feelings, and meaning.	<input type="checkbox"/>				
E. Genuineness and intentional in responses.	<input type="checkbox"/>				
Professional and Classroom Responsibilities & Professionalism					
Appropriately utilizes agency resources, as well as respects and follows the agency's policies and procedures.	<input type="checkbox"/>				
Demonstrates cultural competencies and is aware of diversity as related to clinical	<input type="checkbox"/>				
Demonstrates knowledge of ethical standards, and implements ethical decision making and resolution procedures when needed (such as consultation, evidenced-based research, etc.).	<input type="checkbox"/>				
Advocates for professional needs in an appropriate manner and demonstrates a desire to professionally develop as a counselor.	<input type="checkbox"/>				
Demonstrates emotional stability, good judgement, and acts in a mature manner at the site.	<input type="checkbox"/>				
Demonstrates professional attitude with clients, peers, colleagues, staff, and supervisor(s).	<input type="checkbox"/>				
Learns quickly and demonstrates flexibility, imagination, resourcefulness, and problem-solving abilities.	<input type="checkbox"/>				
Is reliable and dependable to the site, site supervisor, the university group, and faculty	<input type="checkbox"/>				
Maintains appropriate personal appearance and dress code for the agency.	<input type="checkbox"/>				
Maintains client confidentiality when working with individuals, couples, families, and groups.	<input type="checkbox"/>				
Engages in positive working relationship with staff.	<input type="checkbox"/>				
Recognizes own competencies and skills and shares them with peers and supervisors.	<input type="checkbox"/>				
Recognizes own deficiencies and works to overcome them.	<input type="checkbox"/>				
Communicates in an open, clear, comfortable, and professional manner.	<input type="checkbox"/>				
Advocates for policies, programs, and/or services that are equitable and responsive to the unique needs of clients seeking assistance.	<input type="checkbox"/>				
Applies knowledge of public mental health and rehabilitation policies and regulatory processes to improve service delivery opportunities in rehabilitation counseling.	<input type="checkbox"/>				
Understands and follows the course syllabus and the Practicum and Internship Handbook.	<input type="checkbox"/>				
Student is on-time, prepared for class, and contributes to the group in a meaningful manner.	<input type="checkbox"/>				
Weekly clinical logs and clinical experience logs are typed, free from error, signed by self and site supervisor, and turned in on time.	<input type="checkbox"/>				
Reflection papers meet course requirements and address the topic in a thorough and thoughtful manner. APA guidelines followed.	<input type="checkbox"/>				
Case presentation meets course requirements. Video/audio is prepped at the beginning of class. Appropriate handouts are made for peers. Confidentiality guidelines are followed.	<input type="checkbox"/>				
Student can conduct a thorough analysis of a clinical session through transcription utilizing insightful and critical commentary, identification of skills, and rephrasing of original	<input type="checkbox"/>				
Student can analyze and conceptualize a client's case and connect the case to the student's chosen theory and apply the theory to fully understand the case and develop	<input type="checkbox"/>				
Student Competencies & Knowledge based on CORE Curriculum					
Professional identity and ethical behavior—rehabilitation counseling scope of practice, background of rehabilitation, legislation related to people with disabilities, ethics, informed consumer choice and consumer empowerment, public policies, and advocacy.	<input type="checkbox"/>				
Psychosocial aspects of disability and cultural diversity—sociological dynamics related to self-advocacy, environmental influences, and attitude formation; psychological dynamics related to self-identity, growth, and adjustment; and implications of cultural and individual diversity.	<input type="checkbox"/>				
Human growth and development across the lifespan—individual and family response to disability; theories of personality development; human sexuality and disability; and learning styles and strategies.	<input type="checkbox"/>				
Employment and career development—disability benefits systems; job analysis, transferable skill analysis, work site modification and restructuring; career counseling; job readiness development; employer consultation and disability prevention; workplace culture; work conditioning; vocational consultation; career development theories; supported employment, job coaching, and natural supports; assistive technology.	<input type="checkbox"/>				

	0 = Not evident	1 = Below-level	2 = At-level	3 = Exceeds	N –No opportunity to observe
Counseling approaches and principles—individual counseling; mental health counseling; counseling skills and techniques; gender issues in counseling; conflict resolution and negotiation strategies; crisis response; termination; empowerment and rights; confidentiality boundaries; ethics; counselor supervision.	<input type="checkbox"/>				
Group work and family dynamics—group dynamics; group leadership techniques; family counseling; family support interventions; ethical and legal issues impacting individuals and families	<input type="checkbox"/>				
Assessment—role of assessment; resources and methods; assessment planning; measurement and statistical concepts; selecting and administering appropriate assessments; ethical, legal, and cultural implications in assessment.	<input type="checkbox"/>				
Research and program evaluation—basic statistics; basic research methods; effectiveness of rehabilitation counseling services; ethical, legal, and cultural issues related to research and program evaluation.	<input type="checkbox"/>				
Medical, functional, and environmental aspects of disability—medical terminology and diagnosis; knowledge of physical, psychiatric, cognitive, sensory, and developmental disabilities; assistive technology; environmental implications for disability; classification and	<input type="checkbox"/>				
Rehabilitation services, case management, and related services—vocational rehabilitation; caseload management; independent living; school-to-work transitions; disability management; forensic rehabilitation and vocational expert practices; substance abuse treatment; psychiatric rehabilitation; wellness and illness prevention; community resources; service coordination; life care planning; insurance programs and social security; programs	<input type="checkbox"/>				
Supervision, Self-Evaluation, & Constructive Feedback					
Demonstrates self-awareness related to one’s strengths, challenges, worldviews, values, and biases, and how they impact work with clients.	<input type="checkbox"/>				
Is on-time for supervision meetings and completes tasks assigned by site supervisor in a timely manner	<input type="checkbox"/>				
Demonstrates openness to professional opinion of site supervisor overall.	<input type="checkbox"/>				
A. Professionalism and Preparation for supervision—readiness as evidenced by having an agenda for supervision and having prepared a submission of tapes, paperwork, and evaluations to discuss.	<input type="checkbox"/>				
B. Use of feedback—counselor is open to feedback, seeks feedback, and is willing to implement suggestions.	<input type="checkbox"/>				
C. Conceptualization—counselor can analyze and conceptualize the client using a theory and developing appropriate goals and convey that information in	<input type="checkbox"/>				
D. Vulnerability—demonstrates willingness to share with supervisor counselor’s own reactions about clients, supervision, and factors that may influence counseling	<input type="checkbox"/>				
Student is open to constructive feedback, critique, and suggestions from peers and faculty supervisor and implements feedback into practice	<input type="checkbox"/>				
Student provides appropriate constructive feedback, critique, and suggestions to peers and faculty supervisor.	<input type="checkbox"/>				
Demonstrates willingness to share with faculty supervisor and/or group supervision, one’s own reactions about clients, supervisors, and factors that influence counseling	<input type="checkbox"/>				
Student has awareness and self-reflection skills which include a narrative and insightful critical analysis of skills, dynamics of sessions, countertransference issues, and overall	<input type="checkbox"/>				
Recognizes own competencies and skills and shares them with peers and supervisors.	<input type="checkbox"/>				
Recognizes own deficiencies and works to overcome them.	<input type="checkbox"/>				
Summary					
A. Overall performance of counselor.	<input type="checkbox"/>				
B. Potential as a rehabilitation counselor.	<input type="checkbox"/>				

Evaluation

PLEASE COMMENT ON ANY OF THE ABOVE, ESPECIALLY AREAS NOT ABLE TO OBSERVE OR AREAS WITH A 0 OR 1 RATING:

PLEASE LIST OBSERVATIONS OF STUDENT’S STRENGTHS:

PLEASE LIST AREAS OF OPPORTUNITIES FOR STUDENT TO FURTHER DEVELOP AS A CLINICIAN:

Verification of Review

Student Signature	Date
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Department of Clinical Rehabilitation & Counseling

**FINAL EVALUATION
STUDENT EVALUATION BY FACULTY SUPERVISOR**

Student Information

Name & Date:		Semester:	
Site Name:		Course: (circle)	Practicum Internship I Internship II
Site Supervisor:		Faculty Supervisor:	

Ratings

	0 = Not evident	1 = Below-level	2 = At-level	3 = Exceeds	N – No opportunity to observe
Clinical Skills					
Student demonstrates confidence or comfort with the counseling process.	<input type="checkbox"/>				
Can identify and discuss a primary counseling theoretical orientation and be able to conceptualize clients through such lens.	<input type="checkbox"/>				
Demonstrated the ability to understand clients' worldview as evidenced by attending skills and accurate reflections.	<input type="checkbox"/>				
Attending skills and relationship building skills are demonstrated: non-verbal, active listening, respect, empathy, nonjudgmental attitude, authenticity, congruent, cultural competency, observations, use of silence, open/closing session, reflecting, paraphrasing, and minimal	<input type="checkbox"/>				
Information gathering and questioning skills are demonstrated: closed vs. open ended questions, appropriate vocabulary, assessment skills, identify themes, formulate diagnostic impressions,	<input type="checkbox"/>				
Demonstrates effective communication skills including setting appropriate boundaries, understanding content and context, responding to feelings, establishing empathy, and being	<input type="checkbox"/>				
Demonstrates empathetic skills—reflection of feeling, summarizing, genuineness and intentional in responses.	<input type="checkbox"/>				
Professionalism & Classroom Responsibilities					
Understands and follows the course syllabus and the Practicum and Internship Handbook.	<input type="checkbox"/>				
Student is on-time, prepared for class, and contributes to the group in a meaningful manner.	<input type="checkbox"/>				
Weekly clinical logs and clinical experience logs are typed, free from error, signed by self and site supervisor, and turned in on time.	<input type="checkbox"/>				
Reflection papers meet course requirements and address the topic in a thorough and thoughtful manner. APA guidelines followed.	<input type="checkbox"/>				
Case presentation meets course requirements. Video/audio is prepped at the beginning of class. Appropriate handouts are made for peers. Confidentiality guidelines are followed.	<input type="checkbox"/>				
Demonstrates cultural competencies and is aware of diversity as related to clinical relationships.	<input type="checkbox"/>				
Advocates for professional needs in an appropriate manner and demonstrates a desire to professionally develop as a counselor.	<input type="checkbox"/>				
Demonstrates knowledge of ethical standards, and implements ethical decision making and resolution procedures when needed (such as consultation, evidenced-based research, etc.).	<input type="checkbox"/>				
Student can conduct a thorough analysis of a clinical session through transcription utilizing insightful and critical commentary, identification of skills, and rephrasing of original counselor	<input type="checkbox"/>				
Student can analyze and conceptualize a client's case and connect the case to the student's chosen theory and apply the theory to fully understand the case and develop appropriate client	<input type="checkbox"/>				
Demonstrates emotional stability, good judgement, and acts in a mature manner at the site.	<input type="checkbox"/>				
Demonstrates professional attitude with clients, peers, colleagues, staff, and supervisor(s).	<input type="checkbox"/>				
Learns quickly and demonstrates flexibility, imagination, resourcefulness, and problem-solving	<input type="checkbox"/>				
Is reliable and dependable to the university group and the faculty supervisor.	<input type="checkbox"/>				
Maintains appropriate personal appearance and dress code for the classroom.	<input type="checkbox"/>				

	0 = Not evident	1 = Below-level	2 = At-level	3 = Exceeds	N – No opportunity to observe
Maintains client confidentiality and adheres to minimal disclosure.	<input type="checkbox"/>				
Constructive Feedback & Self-Evaluation					
Student is open to constructive feedback, critique, and suggestions from peers and faculty supervisor, and implements feedback into practice.	<input type="checkbox"/>				
Student provides appropriate constructive feedback, critique, and suggestions to peers and faculty supervisor.	<input type="checkbox"/>				
Demonstrates willingness to share with faculty supervisor and/or group supervision, one's own reactions about clients, supervisors, and factors that influence counseling effectiveness.	<input type="checkbox"/>				
Demonstrates awareness of one's strengths, challenges, worldview, values, and biases, and how they impact working with clients.	<input type="checkbox"/>				
Student has awareness and self-reflection skills which include a narrative and insightful critical analysis of skills, dynamics of sessions, countertransference issues, and overall clinical approach.	<input type="checkbox"/>				
Recognizes own competencies and skills and shares them with peers and supervisors.	<input type="checkbox"/>				
Recognizes own deficiencies and works to overcome them.	<input type="checkbox"/>				
Supervision					
Is on-time for supervision meetings and completes tasks assigned by faculty supervisor in a timely	<input type="checkbox"/>				
Demonstrates openness to professional opinion of site supervisor overall.	<input type="checkbox"/>				
E. Professionalism and Preparation for supervision—readiness as evidenced by having an agenda for supervision and having prepared a submission of tapes, paperwork, and	<input type="checkbox"/>				
F. Use of feedback—counselor is open to feedback, seeks feedback, and is willing to implement suggestions.	<input type="checkbox"/>				
G. Conceptualization—counselor can analyze and conceptualize the client using a theory and developing appropriate goals and convey that information in supervision.	<input type="checkbox"/>				
H. Vulnerability—demonstrates willingness to share with supervisor counselor's own reactions about clients, supervision, and factors that may influence counseling	<input type="checkbox"/>				
Summary					
C. Overall performance of counselor.	<input type="checkbox"/>				
D. Potential as a rehabilitation or clinical mental health counselor.	<input type="checkbox"/>				

Evaluation

PLEASE COMMENT ON ANY OF THE ABOVE, ESPECIALLY AREAS NOT ABLE TO OBSERVE OR AREAS WITH A 0 OR 1 RATING:

PLEASE LIST OBSERVATIONS OF STUDENT'S STRENGTHS:

PLEASE LIST AREAS OF OPPORTUNITIES FOR STUDENT TO FURTHER DEVELOP AS A CLINICIAN:

Verification of Review

By signing this form, you confirm that you have discussed this review in detail with your site supervisor. Signing this form does not necessarily indicate that you agree with this evaluation.

Student Signature		Date	
Faculty Supervisor Signature		Date	



Department of Clinical Rehabilitation & Counseling

**FINAL EVALUATION
STUDENT EVALUATION OF FACULTY SUPERVISOR**

Student Information

Name & Date:		Semester:	
Site Name:		Course: (circle)	Practicum Internship I Internship II
Site Supervisor:		Faculty Supervisor:	

Ratings

	0 = Not evident	1 = Below-level	2 = At-level	3 = Exceeds	N - No opportunity to observe
My supervisor explained his/her role as a supervisor and made me feel at ease with the supervisory process.	<input type="checkbox"/>				
My supervisor gave me feedback about my role as a clinician that was accurate and that I could use in practice.	<input type="checkbox"/>				
My supervisor reviewed my mid-term and final evaluations with me in supervision and we discussed areas of strength and areas of opportunity.	<input type="checkbox"/>				
My supervisor was approachable and helped me to clarify issues (client, professional, etc.) that I had on-site.	<input type="checkbox"/>				
My supervisor encouraged and supported me in developing my counseling theory and discovering techniques to implement with clients.	<input type="checkbox"/>				
My supervisor demonstrated and modeled appropriate professional and counseling techniques.	<input type="checkbox"/>				
Supervision with my faculty supervisor challenged me appropriately and helped me to grow personally and professionally.	<input type="checkbox"/>				
My supervisor was genuine, congruent, empathetic, and honest.	<input type="checkbox"/>				

Evaluation

PLEASE COMMENT ON ANY OF THE ABOVE, ESPECIALLY AREAS NOT ABLE TO OBSERVE OR AREAS WITH A 0 OR 1 RATING:

PLEASE LIST STRENGTHS OF FACULTY SUPERVISOR AND/OR GROUP/INDIVIDUAL UNIVERSITY SUPERVISION:

PLEASE LIST AREAS OF OPPORTUNITIES FOR THE FACULTY SUPERVISOR AND/OR GROUP/INDIVIDUAL UNIVERSITY SUPERVISION:

Student Signature		Date	
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Department of Clinical Rehabilitation & Counseling

**FINAL EVALUATION
STUDENT EVALUATION OF SITE & SITE SUPERVISOR**

Student Information

Name & Date:		Semester:	
Site Name:		Course: (circle)	Practicum Internship I Internship II
Site Supervisor:		Faculty Supervisor:	

Ratings

	0 = Not evident	1 = Below-level	2 = At-level	3 = Exceeds	N - No opportunity to observe
My supervisor explained his/her role as a supervisor and made me feel at ease with the supervisory process.	<input type="checkbox"/>				
My supervisor gave me feedback about my role as a clinician that was accurate and that I could use in practice.	<input type="checkbox"/>				
My supervisor reviewed my mid-term and final evaluations with me in supervision and we discussed areas of strength and areas of opportunity.	<input type="checkbox"/>				
My supervisor was approachable and helped me to clarify issues (client, professional, etc.) that I had on-site.	<input type="checkbox"/>				
My supervisor encouraged and supported me in developing my counseling theory and discovering techniques to implement with clients.	<input type="checkbox"/>				
My supervisor demonstrated and modeled appropriate professional and counseling techniques.	<input type="checkbox"/>				
Supervision with my site supervisor challenged me appropriately and helped me to grow personally and professionally.	<input type="checkbox"/>				
My supervisor was genuine, congruent, empathetic, and honest.	<input type="checkbox"/>				
The site provided relevant experiences related to my career and counseling goals, as well as opportunities to fulfill fieldwork requirements.	<input type="checkbox"/>				
The site provided administrative support and appropriate support by site supervisor and other clinicians.	<input type="checkbox"/>				
The site provided me with a variety of opportunities related to counseling skills and techniques.	<input type="checkbox"/>				
The site provided accessible office space for counseling interns.	<input type="checkbox"/>				

Evaluation

PLEASE COMMENT ON ANY OF THE ABOVE, ESPECIALLY AREAS NOT ABLE TO OBSERVE OR AREAS WITH A 0 OR 1 RATING:

PLEASE LIST A MINIMUM OF 3 STRENGTHS OF THE SITE:

PLEASE LIST A MINIMUM OF 3 AREAS OF OPPORTUNITIES FOR THE SITE TO BETTER SUPPORT STUDENTS:

Student Signature		Date	
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VI. FIELDWORK PLACEMENT MATERIALS

**LSUHSC Department of Clinical Rehabilitation & Counseling
Practicum (REHAB 6641), Internship (REHAB 6643), & Internship II (REHAB 6645)**

**PRACTICUM AND INTERNSHIP
APPLICATION CHECKLIST**

Student Name: _____

Faculty Advisor: _____

Semester: _____

Practicum

Internship I

Internship II

Requirement	Attest to On File	Date
<p>The following is to be submitted in person to the placement coordinator one semester before intended enrollment of practicum or internship before or by the following deadline:</p> <ul style="list-style-type: none"> • For Fall, May 15 • For Spring, October 15 • For Summer, March 15 		
Application and preference forms have been completed and submitted with appropriate signatures. The student has visited with at least 3 different sites to make arrangements for placement (<i>If staying at the same site, preference form with current site information included; RSA scholars for Internship I, a minimum of 3 state/federal sites and 2 vendor sites; for Internship II all vocational rehabilitation site</i>).		
For each preference site, site supervisor resumes on file and site supervisor qualifications approved. (<i>If staying at the same site for Internship I and/or Internship II, not required</i>)		
Professional Liability Insurance (a minimum of \$1 and \$3 million limits) has been purchased. A copy of the professional liability insurance declaration is on file and is current. (<i>Submitted each semester</i>)		
A copy of the front and back of the current CPR card is on file and is current. (<i>Submitted each semester</i>)		
The informed consent of adherence form located at the end of this handbook has been signed and is on file. (<i>Submitted each semester</i>)		
<p>The following to be completed by the last Monday of the semester before the beginning of Practicum or Internship semester. Students may not be on-site or accrue hours if the below documents are incomplete.</p>		
Signed affiliation agreement between the site and the university. It is the student's responsibility to contact the placement coordinator if you have identified a site which does not currently have an affiliation agreement with LSUHSC so that the process of negotiating an agreement may begin.		
A working contract with signatures by the student, site supervisor, and placement coordinator(s) are on file. All stakeholders have a copy of signed contract.		
An updated, revised copy of the Declaration of Policies and Procedures with site information is on file.		
<p>Fieldwork is sequential in nature, and, therefore, students must successfully pass the previous field work experience in order to proceed to the next course.</p>		
Verification of completed 27 hours of the non-elective REQUIRED hours of coursework before Practicum.		
For Internship I, successful completion of Practicum.		
For Internship II, successful completion of Internship I.		
For Internship II, the student has successfully passed the comprehensive examination		

**LSUHSC Department of Clinical Rehabilitation & Counseling
Practicum (REHAB 6641), Internship (REHAB 6643), Internship II (REHAB 6645)**

APPLICATION FOR PRACTICUM/INTERNSHIP

Name: _____ **Date:** _____

Semester (Circle): Fall, Spring, Summer **Year:** 20_____

Course: Practicum, Internship I, Internship II

List of sites from preference form (in order of preference):

1. _____
2. _____
3. _____
4. _____ (*RSA scholar, Internship I*)
5. _____ (*RSA scholar, Internship I*)

List semester, year, and grade for completion or plan of completion of prerequisite courses:

		Semester	Year	Grade
REHAB 5601	Foundations in Counseling	_____	_____	_____
REHAB 5602 OR	Medical Aspects of Disability (Rehab) OR	_____	_____	_____
REHAB 5650	Crisis Counseling (Mental Health)	_____	_____	_____
REHAB 5654	Mental Health Diagnosis and Treatment Planning	_____	_____	_____
REHAB 6634	Ethics in Counseling	_____	_____	_____
REHAB 5612	Development Across the Life Span	_____	_____	_____
REHAB 6611	Counseling Theories and Practices	_____	_____	_____
REHAB 6630	Vocational Counseling/ Career Development	_____	_____	_____
REHAB 6612	Counseling Techniques and Process	_____	_____	_____
REHAB 6640	Research Design and Methodology (<i>Concurrently with Practicum</i>)	_____	_____	_____
REHAB 6614	Group Process and Counseling (<i>Concurrently with Practicum</i>)	_____	_____	_____
REHAB 6632	Assessment in Counseling (<i>Concurrently with Practicum or Internship I</i>)	_____	_____	_____
REHAB 5603	Multicultural and Psychosocial Aspects of Counseling (<i>Concurrently with Practicum or Internship I</i>)	_____	_____	_____
REHAB 6641	Practicum in Counseling	_____	_____	_____

Total Hours Completed in the Program: _____

Student's Signature and Date: _____

Faculty Advisor's Signature and Date: _____

**LSUHSC Department of Clinical Rehabilitation & Counseling
Practicum (REHAB 6641), Internship (REHAB 6643), Internship II (REHAB 6645)**

STUDENT PREFERENCE FORM for PRACTICUM/INTERNSHIP

This form must be completed the semester before Practicum and again before Internship I and II. This form is to be submitted to the placement coordinator in person no later than the date designated by the placement coordinator along with resumes for each site supervisor listed. RSA Scholars for Internship I need to list 3 state/ federal sites first and 2 vendor sites as a 4th and 5th choice. If a student is remaining at the same site for the next fieldwork experience, the student shall list the site as their first preference and does not need to submit a site supervisor resume. **The entire form must be completed or it will be returned to the student.**

Student Name _____ Semester _____

Telephone # (H) _____, (C) _____, (W) _____

Address _____

Email _____

List all past placement sites for Practicum and/or Internship (INTERNSHIP ONLY):

Are you a RSA grant recipient? _____ Yes _____ No
 Have you discussed this with your potential site supervisor? _____ Yes _____ No
 Did they agree to the terms? _____ 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 populations are you interested in working with? (e.g., age, disability group, etc.)

2. In what type of setting are you interested in working? (e.g., private rehab, hospital, community rehab, etc.)

3. What specific duties are you interested in? (e.g., case mgmt, vocational development, group work, individual counseling, etc.)

4. What characteristics are important to you in a site supervisor?

5. **Internship students only:** Please describe an area you would like to expand upon from your Practicum and an area that you weren't previously exposed to that you'd like to gain competency. Share why.

STUDENT PREFERENCE FORM for PRACTICUM/INTERNSHIP PG 2

Name: _____

First Preferred Site

Site Name: _____ Date of Interview: _____

Site Supervisor Name & Credentials: _____

Site Supervisor Signature & Date: _____

Site Supervisor Phone: _____

Site Supervisor Email: _____

Population(s) Served: _____

Site Address: _____

Web address (if applicable): _____

The site supervisor meets the following criteria and agrees to:

- Master’s degree in counseling or related field; 2 years post-masters work.
- License in a clinical mental health field.
- Attend site supervisor orientation and training provided by LSUHSC.
- Ensure that the counseling student intern will have a sufficient caseload to meet direct hour requirement.
 - Practicum: 40 direct hours, 60 indirect hours
 - Internship I or Internship II: 120 direct hours, 180 indirect hours
 - Students on-site for the entire academic semester
- Provide a minimum of one hour of individual supervision weekly.
- Allow audio/video recording of clients to be used in individual and group supervision.

Supervisor Initials: _____

What interests you about this site and this supervisor?

Are there any special requirements of this site (time commitment, availability, training, background check)?

What are possible challenges or concerns about the site?

What are possible challenges or concerns about the site supervisor?

STUDENT PREFERENCE FORM for PRACTICUM/INTERNSHIP PG 3

Name: _____

Second Preferred Site

Site Name: _____ Date of Interview: _____

Site Supervisor Name & Credentials: _____

Site Supervisor Signature & Date: _____

Site Supervisor Phone: _____

Site Supervisor Email: _____

Population(s) Served: _____

Site Address: _____

Web address (if applicable): _____

The site supervisor meets the following criteria and agrees to:

- Master’s degree in counseling or related field; 2 years post-masters work.
- License in a clinical mental health field.
- Attend site supervisor orientation and training provided by LSUHSC.
- Ensure that the counseling student intern will have a sufficient caseload to meet direct hour requirement.
 - Practicum: 40 direct hours, 60 indirect hours
 - Internship I or Internship II: 120 direct hours, 180 indirect hours
 - Students on-site for the entire academic semester
- Provide a minimum of one hour of individual supervision weekly.
- Allow audio/video recording of clients to be used in individual and group supervision.

Supervisor Initials: _____

What interests you about this site and this supervisor?

Are there any special requirements of this site (time commitment, availability, training, background check)?

What are possible challenges or concerns about the site?

What are possible challenges or concerns about the site supervisor?

STUDENT PREFERENCE FORM for PRACTICUM/INTERNSHIP PG 4

Name: _____

Third Preferred Site

Site Name: _____ Date of Interview: _____

Site Supervisor Name & Credentials: _____

Site Supervisor Signature & Date: _____

Site Supervisor Phone: _____

Site Supervisor Email: _____

Population(s) Served: _____

Site Address: _____

Web address (if applicable): _____

The site supervisor meets the following criteria and agrees to:

- Master’s degree in counseling or related field; 2 years post-masters work. **Supervisor Initials:** _____
- License in a clinical mental health field. **Supervisor Initials:** _____
- Attend site supervisor orientation and training provided by LSUHSC. **Supervisor Initials:** _____
- Ensure that the counseling student intern will have a sufficient caseload to meet direct hour requirement.
 - Practicum: 40 direct hours, 60 indirect hours **Supervisor Initials:** _____
 - Internship I or Internship II: 120 direct hours, 180 indirect hours **Supervisor Initials:** _____
 - Students on-site for the entire academic semester **Supervisor Initials:** _____
- Provide a minimum of one hour of individual supervision weekly. **Supervisor Initials:** _____
- Allow audio/video recording of clients to be used in individual and group supervision. **Supervisor Initials:** _____

What interests you about this site and this supervisor?

Are there any special requirements of this site (time commitment, availability, training, background check)?

What are possible challenges or concerns about the site?

What are possible challenges or concerns about the site supervisor?

STUDENT PREFERENCE FORM for PRACTICUM/INTERNSHIP PG 5

Name: _____

Fourth Preferred Site (RSA Scholar, Internship I)

Site Name: _____ Date of Interview: _____

Site Supervisor Name & Credentials: _____

Site Supervisor Signature & Date: _____

Site Supervisor Phone: _____

Site Supervisor Email: _____

Population(s) Served: _____

Site Address: _____

Web address (if applicable): _____

The site supervisor meets the following criteria and agrees to:

- Master’s degree in counseling or related field; 2 years post-masters work.
- License in a clinical mental health field.
- Attend site supervisor orientation and training provided by LSUHSC.
- Ensure that the counseling student intern will have a sufficient caseload to meet direct hour requirement.
 - Practicum: 40 direct hours, 60 indirect hours
 - Internship I or Internship II: 120 direct hours, 180 indirect hours
 - Students on-site for the entire academic semester
- Provide a minimum of one hour of individual supervision weekly.
- Allow audio/video recording of clients to be used in individual and group supervision.

Supervisor Initials: _____

What interests you about this site and this supervisor?

Are there any special requirements of this site (time commitment, availability, training, background check)?

What are possible challenges or concerns about the site?

STUDENT PREFERENCE FORM for PRACTICUM/INTERNSHIP PG 6

Name: _____

Fifth Preferred Site (RSA Scholar, Internship I)

Site Name: _____ Date of Interview: _____

Site Supervisor Name & Credentials: _____

Site Supervisor Signature & Date: _____

Site Supervisor Phone: _____

Site Supervisor Email: _____

Population(s) Served: _____

Site Address: _____

Web address (if applicable): _____

The site supervisor meets the following criteria and agrees to:

- Master’s degree in counseling or related field; 2 years post-masters work.
- License in a clinical mental health field.
- Attend site supervisor orientation and training provided by LSUHSC.
- Ensure that the counseling student intern will have a sufficient caseload to meet direct hour requirement.
 - Practicum: 40 direct hours, 60 indirect hours
 - Internship I or Internship II: 120 direct hours, 180 indirect hours
 - Students on-site for the entire academic semester
- Provide a minimum of one hour of individual supervision weekly.
- Allow audio/video recording of clients to be used in individual and group supervision.

Supervisor Initials: _____
Supervisor Initials: _____

What interests you about this site and this supervisor?

Are there any special requirements of this site (time commitment, availability, training, background check)?

What are possible challenges or concerns about the site?

**LSUHSC Department of Clinical Rehabilitation & Counseling
Practicum (REHAB 6641), Internship (REHAB 6643), & Internship II (REHAB 6645)**

SAMPLE of a WORKING CONTRACT for PRACTICUM or INTERNSHIP

Contracts should be individualized to take advantage of the agency's specific goals, programs, and opportunities and to reflect the student's interests, needs, and career intentions. The statements listed in the General Requirements and Professional Work Behaviors sections are requirements of the LSUHSC Department of Clinical Rehabilitation and Counseling and shall be included in every student contract.

[Sample] Practicum [or Internship] Contract

(DO NOT COPY – DESIGN YOUR OWN CONTRACT TO DEFINE THE ROLES AND RESPONSIBILITIES OF YOUR FACULTY SUPERVISOR, SITE SUPERVISOR, AND SELF)

Student Intern: Jane Doe
Site Supervisor: Irby Hornsby, MHS, CRC
Site: Louisiana Rehabilitation Services
 3101 W. Napoleon Ave.
 Suite 150
 New Orleans, La. 70015
 Tel: (504) 555-6901 Fax: (504) 555-5706
ihornsby@lrs.dss.state.org

Duration: Date to Date
Work Schedule: Mondays 8 a.m.-12 p.m.
 Wednesdays 8 a.m.-5 p.m.
Site Supervision: Mondays 9 a.m.-10 a.m.

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

- A.** My Rehabilitation / Clinical Mental Health Practicum (Internship) will average a minimum of 10 (20) hours per week, for not less than 100 (300) hours total. It will run for the full semester, including finals week. Practicum hours cannot be completed in less than 10 weeks. Internship cannot begin until Practicum is successfully completed.
- B.** I will receive a minimum of 40 (120) hours of direct client contact that contributes to the development of rehabilitation counseling/ clinical mental health counseling skills and that will be facilitated by my site supervisor to insure fulfillment of this requirement.
- C.** Practicum (Internship) will consist of direct services to clients. These services will include the following: individual and group counseling, intake interviewing, case management, client assessment/evaluation, client advocacy, client assistance, documentation, other related services, and attendance at the various agency-specific meetings conducted throughout the semester.
- 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.** 100 (300) hours will be completed by [date]: _____.

Professional Work Behavior:

- A. I will conduct myself in a professional manner at all times.
- B. I will adhere to the CRC Code of Professional Ethics for Rehabilitation Counselors (2010) and ACA Code of Ethics (2014) at all times.
- C. I will follow all policies and procedures of the agency.
- D. I will carry out all duties to the best of my ability.
- E. I will contact my faculty supervisor and/or placement coordinator immediately if I feel I am unable to fulfill my commitment as stated in this contract.

STUDENTS

It is the responsibility of students to follow established procedures for application, enrollment, and completion in practicum and internship coursework, as well as to be familiar with site policies for clinical placements and requirements. Students are responsible for complying with all policies, procedures, rules, regulations, and other information published by LSUHSC and their placement sites. 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 relevant ethical codes.
- Adhere to all of the provisions listed in this manual.

Fieldwork allows the student the opportunity to acquire a wide range of experiences in clinical rehabilitation and clinical mental health counseling. Students should aim to use this opportunity to acquire practice or embellish their experience with varied clientele, settings, duties, and co-worker professionals. Specific student responsibilities are:

- Maintain hours throughout the semester to secure completion of requirements for the course. It is the responsibility of the student to develop a plan that takes into consideration the hours of operation and the holiday schedules of the fieldwork agency, and the semester calendar of LSUHSC, so that the required number of fieldwork hours are obtained before the end of the semester. Holidays do not count toward required hours.
- Attendance based upon the working contract is mandatory. Students should treat fieldwork experience as a professional experience. The student must request advanced permission from the faculty and site supervisor if it is anticipated that the student's schedule would deviate from the schedule agreed upon in the contract. Students should not be tardy for fieldwork and should communicate with their site supervisor should an issue develop, such as illness or an emergency. If students must miss a scheduled day, students must also make arrangements to make sure their clients' needs are met.
- Students must maintain client records in accordance with their sites and ethical standards.
- Students are required to obtain informed consent from their clients and/or parent/guardian consent for minors or dependent adults. Students must receive signed permission to audio/video tape counseling sessions and need to provide their clients with the program's informed consent document and verbally explain that they are in training and ensure clients understand what they are signing.
- Meet with site supervisor face to face for a minimum of 1 hour at regularly scheduled supervision meetings each week. A student must receive an hour of supervision for each week the student is on-site.
- Attend group supervision with the assigned faculty member on campus for at least 1.5 hours per week. If a second group supervision is missed, the student will not be able to count hours for that week.
- Meet with the faculty supervisor for a minimum of 4 hours for practicum and 2 hours for internship throughout the semester to discuss fieldwork, professionalism, and progress. It is the student's responsibility to contact the faculty supervisor to schedule these meetings; half of the hours should be completed before the mid-term deadline as stated in the course syllabi.
- Maintain weekly logs, and a mid-term and final clinical experience log of practicum/internship activities. Students will submit to the faculty supervisor typed and signed weekly logs at group

supervision for his/her student file. The student is responsible to keep copies of weekly logs for personal records. At mid-term and final, students will submit an excel spreadsheet that captures an overview of the student's direct and indirect obtained hours.

- Attend appropriate meetings for your site (staff meetings, case staffing, training sessions, family conferences, etc.).
- The student should inform the faculty supervisor of any unethical behavior or expectations on the part of the site that the student observes.
- Facilitate the faculty member's site visit to the agency.
- Facilitate evaluations by the site supervisor at mid-term and final.
- Complete and submit signed evaluation paperwork at mid-term and final by the student, site supervisor, and faculty supervisor in an envelope with the appropriate coversheet. Paperwork is submitted by the appropriate deadlines, per the course syllabus, to the faculty supervisor.
- A student must provide an audible audio or videotape of at least two 50-minute counseling sessions each to the faculty supervisor for evaluation. A tape can be no less than 30 minutes; however, if a tape is 30 minutes then a student must submit two tapes totaling 1 hour. Tapes should be of individual counseling sessions where students are able to apply their theory and counseling skills. Students must obtain informed consent for recording. When turning in recordings, students must include a case presentation of the session that includes transcription.
- Audio or video recordings may only be submitted through the LSUHSC-NO Secure Files Transfer Portal. Audio or video recordings should never be emailed or placed on unsecure devices due to the confidential nature of the recordings.

CONTRACTUAL DUTIES

If the minimum 100 hours of practicum or minimum 300 hours of Internship I or II are completed before the end of the semester, students need to adhere to their semester contracts with their sites and participate in all levels of direct and indirect hours for the remaining of the semester, including supervision. Students may not abandon their clients or their sites due to meeting the minimum hours requirement.

SITE SUPERVISORS

The site supervisor is an extremely important person in the training and development of the student. The site supervisor shares in the teaching mission of the department and is expected to be an exemplary role model and mentor for the students in their development as future professionals. Site supervisors have the responsibility of assisting supervisees through the process of gaining self-awareness, and assisting them in their growth of gaining new knowledge, skills, and abilities as a counselor. Supervisor responsibilities include professional development and evaluation of the student, as well as protecting the welfare of the student and clients at the site. The specific requirements of site supervisors are:

- On-site supervisors must hold a minimum of a master's degree from a regionally accredited university in counseling or a closely related field such as social work or psychology. On-site supervisors must hold a minimum of two years post-master's pertinent professional experience.
- For counseling identity purposes site supervisors are required to be licensed (LRC, LPC, LMFT, LCSW, etc.), as well as are encouraged to have appropriate credentials (etc. CRC, NCC).
- On-site supervisors must provide the student with a copy of their resume, which includes graduate degrees, majors, certifications, licenses held, professional work experience, supervisor experience, and professional association memberships.
- Site supervisors will be required to complete a mandatory LSUHSC Site Supervisor Orientation each semester they supervise an LSUHSC student intern. Furthermore, if the site supervisor does not have a designated supervisory credential, the site supervisor will be required to complete training in counseling supervision provided by the department. Knowledge of the program's expectations, requirements, and student, supervisor, and site evaluation procedures is required.

- Coordinate all aspects of the student's agency experience, including an orientation of the student to the organization. The orientation should include program components, policies and procedures, introduction to staff and their role, identification of expectations for interns, confidentiality and due process procedures, risk assessment, and the Code of Professional Ethics for Rehabilitation Counselors or the ACA Code of Ethics.
- A contract that defines the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship should exist, be signed, and on file with the site supervisor, the student, and the placement coordinator.
- Provide appropriate, on-going training and practice activities for the students, with expansion of the activities and responsibilities as the student's independence within the organization develops. These activities should include a variety of professional activities in addition to direct service (e.g. record keeping, assessment instruments, supervision, provision of information and referral).
- Provide suitable workspace for the student.
- Ensure the student has the opportunity to accumulate the required number of direct and indirect hours and ensure the student has opportunities for individual and group work with clients.
- Ensure that either the site supervisor, or another licensed mental health clinician is on-site at all times when a student is on-site. Students may not be at their site unsupervised.
- Facilitate the opportunity for the student to develop appropriate audio/video recordings for use in supervision and/or provide live supervision of his or her interactions with clients.
- Review student's audio/video recordings to help skills development and to evaluate skills.
- Provide regularly, scheduled face-to-face individual supervision for a minimum of one hour per week in an environment that supports confidentiality and learning.
- Verify, sign, and date students' weekly logs to verify direct and indirect hours gained at the site, as well as the mid-term and final log sheets.
- Provide access to staff meetings and client staffing, when applicable.
- Provide on-going evaluations and feedback to the student and the faculty supervisor. It is essential that supervisors engage in ongoing assessment of a student's performance.
- Complete formal written evaluations of the student at mid-term and at the end of the semester. Forms will be provided by the student. Supervisors are expected to review their evaluations with students before deadlines. At mid-term, supervisors and students will be expected to evaluate students' progress and make any necessary adjustments to the goals and objectives that were developed at the start of the field experience.
- Consult with the faculty supervisor regarding student progress throughout the semester through email, phone conference, and face-to-face meetings.
- If there are any problems with the student's performance, the supervisor is expected to communicate this to the student and his or her faculty supervisor as soon as possible. The faculty, if needed, will develop a remediation plan. If a remediation plan is developed, the faculty supervisor should be provided with verbal and/or written feedback from both the student and the supervisor on a bi-weekly basis as to the student's progress.
- Attend, if available, the department's "Partner Day" or other sponsored events by LSUHSC Department of Clinical Rehabilitation and Counseling.

FACULTY SUPERVISORS

The faculty supervisor responsibilities are:

- To notify the placement coordinator immediately if a site change needs to take place during the semester for a particular student, assuming all other interventions have been exhausted.
- To meet regularly with students in an on-campus supervision seminar. These seminars should meet weekly or biweekly and are designed to be interactive in small groups. The ratio of students to faculty will not exceed 6 to 1 with a maximum of 10 students per group.

- To consult with the site supervisor regarding student progress throughout the semester through email, phone conference, and face-to-face meetings, and to provide consultation to the site supervisor as needed.
- To visit each student's site at least once a semester and document visit through Site Visit Evaluation Form.
- To meet individually with practicum students a minimum of 4 hours and internship students a minimum of 2 hours during the semester to discuss fieldwork experiences and progress. To provide additional individual supervision to a student as needed.
- To complete formal written evaluations of the student at mid-term and at the end of the semester. Forms will be provided by the placement coordinator.
- To provide ongoing evaluation of student progress, including grading the student's practicum or internship experience on a pass/fail basis. The faculty supervisor will take into account the student's performance based on the student's self-evaluation, the site supervisor's evaluation, the faculty supervisor's evaluation, and general professionalism at site and in group supervision in making this determination.
- To collect student's logs on a weekly basis and review student's direct and indirect hours.
- To provide copies of the student's evaluation of the site to the placement coordinator.
- To provide written procedures for responding to students who do not demonstrate satisfactory practicum or internship knowledge and/ or clinical skills.

PLACEMENT COORDINATOR

The placement coordinator responsibilities are:

- To provide an informational session for students entering into practicum or internship in the semester before enrolled in fieldwork.
- To provide guidance in the selection of sites. The ultimate responsibility for the placement coordinator is to ensure that the training site meets a student's training needs.
- To meet with site supervisors in scheduled on-campus training meetings, as required by CORE and/or CACREP.
- To provide site supervisors with a site supervisor orientation before the beginning of each semester.
- To ensure affiliation agreements are active between the site and the university.
- To visit each newly contracted site.
- To collect, review, and approve all application materials and contracts for practicum and internship.

RSA PRINCIPAL INVESTIGATOR

To ensure that RSA scholars meet the specific RSA standards for practicum and internship, the RSA Principal Investigator will meet with RSA scholars, as well as meet with the placement coordinator(s) to review RSA scholar fieldwork placement.

Expected Activities: (Specific to agency and experience, to be performed after observation and supervised practice)

- A. Co-facilitate 3 groups per week.
- B. Maintain a minimum of 3 consistent clients for individual counseling.
- C. Conduct intakes.
- D. Connect clients to appropriate services based upon cognitive, emotional, and circumstantial needs after completion of intake process.
- E. Develop and implement a job-seeking skills group to be held 5 times in the semester.

- F. Document activities according to the agency's protocol.
- G. Attend and eventually facilitate the following agency meetings:
 - a. Transition brokerage (1 per month)
 - b. Technical assistance to providers (1 per month)
- H. Learn to navigate the Internal Tracking System (ITS) and then participate in the update process 4 times during the last week on site.

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

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

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

Jane Doe
Student Intern
Signature & Date

Irby Hornsby, MHS, CRC
Site Supervisor
Signature & Date

Kellie Camelford, Ph.D., LPC-S
Placement Coordinator
Signature & Date

Krystal Vaughn, Ph.D., LPC-S
RSA Principal Investigator
Signature & Date
(If on grant and at a rehab site)

Erin Dugan, Ph.D. LPC-S, CRC
Rehabilitation Placement
Coordinator
Signature & Date
(If at a rehab site)

FIELDWORK TRACKING

Clinical Logs

Students must use the approved forms for logging direct, indirect, and supervision hours. Logs must be typed, not handwritten, with no whiteout or crossed off marks. Be sure to keep good logs of hours and have the appropriate original signatures from supervisors (photocopy or scanned logs will not be accepted). Students should always keep copies of their logs for reference.

Students will turn in weekly logs, a mid-term log, and an end-of-semester log. Due dates are provided on the course syllabus. Instructions for log completion and summaries of code descriptions are provided. The faculty supervisor will provide additional clarification, as needed. An example weekly log is provided with one blank form in the handbook.

Clinical Logs Instructions

1. Time frames 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 the faculty supervisor's signature, the log must be complete with all totals typed and entered and signatures/dates of the student and the on-site supervisor.
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 track more easily missing sheets, dates, weekends, holiday, 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 _____ at the top of each page. This is another way to help keep logs in order at all times and provides 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 the activity code, 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 A.1 (1) (See sample log).
6. Log direct and indirect hours in 15 minute increments: .25, .50, .75, 1, etc.
7. 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, your comment might note that you spent the hour discussing job-search issues by noting: A.2 – job-search issues. Do NOT put on the comment line the definition of the code assigned. Thus, for an A.3 you would not put "group Tx" as a comment but something like "anger management" or "community rules"; and for an A.5 not "family conference" but perhaps "nursing home options." (See sample log).

Activity Code Descriptions

CACREP defined direct service as "the 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." In addition to individual counseling skills, CACREP requires that during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

All codes are broken down into three areas: 1) direct services benefitting clients, 2) services indirectly benefitting the client, and 3) supervision. 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 Codes: Direct Services Benefitting Clients: Direct client hours include any contact you have directly with client including: individual client sessions, play therapy sessions, family therapy sessions, group counseling sessions, psychoeducational lessons for school counselors, and phone contact with clients such as scheduling appointments and phone intakes. This area captures all direct service provided to clients in person. It is not to be used when you merely observe an “A” code performed by another person. It may be used if you co-delivered services. It is used only when care is provided directly to a client or family member. It does not include activities such as job analysis, a service provided to an employer, assisting school age students with disabilities in testing (such as reading a test to a student), and role playing with volunteers or actors.

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.

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 the 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 (often with other professionals) conduct a meeting with the client and/or his/her family members.

A.6 – Psycho-educational Lessons. This code is used when students are placed in schools and are providing guidance lessons to students in a group format related to academic, social, and/or developmental topics.

A.7 – Other (Specify). This code is to be used by the counselor when a direct service is provided that is not 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 spent in such an activity that involved substantial direct service). It may also include phone calls to clients. Phone counseling should not be occurring unless the student is at an approved site that requires phone counseling, such as a suicide hotline. Phone contact is limited to 10% of required direct hours. Practicum students may not clock more than 4 direct hours from phone contact and Internship students no more than 12 hours.

B Codes: Services Indirectly Benefitting a Client

Indirect client hours include any other hours spent at your site including: staffing, consultation, processing, maintaining case notes, research, preparation for clients, and observations. You may collect indirect hours doing research outside of your site; however, these hours must be in excess of the 10 hour weekly on-site requirement for practicum and the 20 hour weekly on-site requirement for internship. You may not collect indirect hours at home instead of going to your site. This area includes codes that are indirect and capture activities that counselors usually perform in association with face-to-face service activities. These are activities directly related to client care or case management functions.

B.1 – Research. This code includes activities 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.2 – Correspondence/Report/Case Notes. This code includes any and all correspondence or formal report writing related to a client’s file, including case notes.

B.3 – 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.4 – 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

B.5 – In-service (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.

B.6 – Conference/Workshop. This code would include any longer training, conducted on-site or off-site, that the student has been approved by the site supervisor and the faculty supervisor to attend and to count as fieldwork hours.

B.7 – Case Consultation. This code involves activities in which the student is in discussion with other service providers outside of their site, regarding a client’s care.

B.8 – Case Management. This code may include activities related to overseeing a client’s case through contact with client, client’s family, or other professionals. It may include phone calls, scheduling, following up on arrangements, etc.

B.9 – Case Preparation. This code is used when conceptualizing clients, creating treatment plans, or preparing activities or interventions for client sessions.

B.10 – Other (Specify). This code is used to include any other training or educational activities not captured in the above codes. This code is also to be used by the counselor when a service is provided for a client that is not captured by the above codes. This may be dependent on what sites call the activity.

C Codes: Supervision (Indirect)

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 – Site—Individual Supervision. 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 also includes consultation activities that occur on an as-needed basis. It can also include individual supervision provided by more than one supervisor together. 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 – Faculty—Individual Supervision. This code includes any and all individual supervision received from 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. This code is intended to include any informal supervision activities that occur on an as-needed basis.

C.3 – Site—Group Supervision. 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 – University Group Supervision. 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.

CLINICAL EXPERIENCE LOGS

Students will submit an excel spreadsheet capturing all direct, indirect, and supervision hours at mid-semester and end-of-semester. The site supervisor will initial by each week and sign and date the bottom of the excel spreadsheet, and the faculty supervisor will sign the clinical experience log as well.

LICENSURE CONSIDERATIONS

For Clinical Rehabilitation Counseling Track: The Louisiana LRC Board of Examiners does not define a direct hour, yet requires the completion of the following core areas for licensure: Counseling and Interviewing, Foundations and Philosophy of Rehabilitation, Client Assessment, Occupational Information and Job Analysis, Job Development and Placement, Disability Insurance Compensation Systems, Forensic Rehabilitation Applications, Cost Containment and Resources Acquisition, Planning Service Delivery, Participants and Service Applications within Disability Insurance Systems, Service Delivery, Concepts of Tests and Measurement, Rehabilitation Service Programs, Interviewing and Communication Principles, Differential Diagnosis and exposure to Various Disabilities and Medical Aspects, Development of Life Care Plans, and weekly face-to-face supervision.

For Clinical Mental Health Counseling Track: The Louisiana LPC Board of Examiners approves hours of students graduating from a CACREP-accredited program. For licensure, the Louisiana LPC Board of Examiners defines a direct hour as an individual directly providing a mental health service with a client face-to-face.



School of Allied Health Professions

Department of Clinical Rehab & Counseling
 Clinical Experience Log: Practicum, Internship I, or Internship II (circle one)
 Student Name: _____

Semester: _____ Site Name: _____
 Faculty Supervisor: _____ Site Supervisor: _____

Week of Date	Weekly Direct Contact Hours by Type							Ttl DC Hours	Supv Hours							Ttl Supv Hours	Other Indirect Hours										Ttl ID Hours	Week Total	SUPV initial
	A.1	A.2	A.3	A.4	A.5	A.6	A.7		C.1	C.2	C.3	C.4	B.1	B.2	B.3		B.4	B.5	B.6	B.7	B.8	B.9	B.10	Total					
1								0.00																			0.00		
2								0.00																				0.00	
3								0.00																				0.00	
4								0.00																				0.00	
5								0.00																				0.00	
6								0.00																				0.00	
7								0.00																				0.00	
8								0.00																				0.00	
9								0.00																				0.00	
10								0.00																				0.00	
11								0.00																				0.00	
12								0.00																				0.00	
13								0.00																				0.00	
14								0.00																				0.00	
15								0.00																				0.00	
16								0.00																				0.00	
17								0.00																				0.00	
18								0.00																				0.00	
sem tot	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Student's Signature/Date: _____

Faculty Signature/ Date: _____

Site Supervisor/ Date: _____

**LSUHSC Department of Clinical Rehabilitation & Counseling
Practicum (REHAB 6641), Internship (REHAB 6643), & Internship II (REHAB 6645)**

Invitation and Authority for Client Participation in LSUHSC Clinical Rehabilitation and Counseling Practicum and Internship

An invitation to: Prospective Clients and/or Parent(s)/Guardian(s) of Prospective Clients

BACKGROUND INFORMATION

Louisiana State University Health Sciences—New Orleans Department of Clinical Rehabilitation and Counseling requires graduate students enrolled in Practicum and Internship courses to perform services of a professional counselor under supervision by the student's placement site and the university. The program is recruiting individuals who are interested in and/or in need of personal, social, educational, or vocational counseling. This document represents an invitation for the client to actively engage in a confidential counseling relationship with the counselor-in-training. All counselor-in-training graduate students meet weekly with a site supervisor provided by the agency and with the faculty supervisor and other counselor-in-training graduate students in a classroom setting. Audio/Video-taping the student-client's counseling session is necessary for both supervisory purposes and in-class learning discussions about the counseling experience.

CONDITIONS OF AGREEMENT FOR THE PROVISION OF COUNSELING SERVICES TO CLIENTS

1. Written consent of the client must be secured for every counselor-in-training/client relationship. This consent authorizes all parties to engage in the counseling relationship.
2. For the purposes described above, namely counselor-in-training supervision, audio/ video-taping is necessary. However, the client has the right to turn off the tape recorder if he/ she desires to do so. When these taped conversations are used in the university setting, to be heard by the faculty supervisor and graduate students enrolled in the course, the identity of the client shall not be disclosed to the class.
3. The counseling process is not viewed as a legal process and the client should not view the counseling relationship as making a confession or providing admissible evidence. However, confidentiality is limited where the client represents a danger to self, others, or in the case of child or elder abuse.
4. The university and the Department of Clinical Rehabilitation and Counseling reserve the right to determine if counseling services will be provided to prospective clients based upon relationship variables, problem areas, and available time and graduate students enrolled in the course.
5. The university and the Department of Clinical Rehabilitation and Counseling may terminate the counseling relationship at any time and for any reason. Efforts will be made to provide appropriate referrals for clients. The client may terminate the counseling relationship at any time and for any reason.

AUTHORITY FOR CLIENT PARTICIPATION

Having read the above program background and conditions of agreement, the undersigned hereby give their consent to enter into a counseling relationship through LSUHSC—New Orleans Clinical Rehabilitation and Counseling Practicum and Internship program.

Client Name

Client Signature

Date

Graduate Student Name

Graduate Student Signature

Date

Faculty Supervisor Name

Faculty Supervisor Signature

Date

Department Chair Name

Department Chair Signature

Date

**LSUHSC Department of Clinical Rehabilitation & Counseling
Practicum (REHAB 6641), Internship (REHAB 6643), & Internship II (REHAB 6645)**

P/I CASE PRESENTATIONS

The Case Presentation Paper will be based on a 40-minute video clip of a client that will be submitted to the faculty supervisor for evaluation and feedback. Please be sure to disguise information so that the client's identity will be properly protected. APA formatting should be utilized for headers, references, etc. Please note that all students will present a minimum of 2 case presentations per fieldwork experience. The student is required to select a different client for each case presentation to maximize their learning.

For the Case Presentation, students are required to upload their recording through the LSUHSC Health Files (File Sharing Solution). Students are required to submit a copy of their recording to their faculty supervisor through this system before the day of their case presentation. In addition, the day of the case presentation, students are responsible to download the recording and have the recording queued before the start of class.

Case Presentation Format:

- Overview of the Session
 - Presenting Problem
 - Goals for Taped Session
- Background Information on the Client
 - Identifying Data (Remember to disguise personal information for confidentiality)
 - Relevant Client History
 - Environmental factors: stressors and supports, recent changes
 - Personality dynamics: cognitive, emotional, behavioral factors
 - Interpersonal style
 - Related historical background: family history, related issues, previous counseling)
 - Client strengths: personal, relational/social, spiritual
 - Diversity: resources and limitations based on age, gender, sexual orientation, etc.
- Diagnostic Assessment & Impression (include DSM-5 citations)
- Theoretical Framework (include citations)
 - Identify Your Theory of Choice
 - Connect Your Client to Your Theory
 - Psychodynamic: defense mechanisms, object relational patterns, psychosocial developmental stages, Adlerian style of life themes
 - Humanistic/existential: expressions of authentic self, sources of life meaning or themes, satisfaction, Gestalt contact boundary disturbances
 - CBT: baseline of symptomatic behavior, ABC analysis of irrational beliefs, Beck's schema analysis
 - Family Systems: life cycle stage, boundaries (enmeshed, clear, disengaged), triangles/coalitions, hierarchy between self and parent/child, complementary patterns, intergenerational patterns
 - SFBT/ Postmodern: solutions and unique outcomes, identify narratives, evaluation of discourses
- Treatment Plan: Future Goals and Interventions (include citations)
 - Identify therapeutic relationship phase: initial, working, termination
 - Monitoring of Progress
 - Client Goals—short-term and long-term
 - Interventions
- Observations About Self (Self-Reflection)
 - Strengths from Session
 - Areas to Development or Improve from Session

- 5 Minute Verbatim
 - Counselor/ Client Comments
 - Alternate Responses, rephrasing your statements, opening questions, etc.
- Consultation Questions (minimum of 3 questions)
- References (minimum of 3 additional references besides the DSM-5)

Steps for Uploading and Sharing Recordings Securely:

- LSUHSC has a specifically designed application to transmit secure, confidential records outside the LSUHSC network that is similar to Dropbox entitled “LSU Health FileS (File Sharing Solution).” The link to LSU Health FileS is located on the LSUHSC Information Technology website under “User Resources.”
- Click on the link on webpage or enter: <https://files.lsuhs.edu/>. Students can save the link in their “Favorites” browser section to gain quick future access. Once on the webpage, enter the LSUHSC e-mail address, network password, and press login.
- For basic operations, the file sharing solution works like an e-mail system and is similar to a Microsoft Outlook message. You will need to enter the e-mail address for each recipient in the “To” field. You may use the “Add CC” and/or “Add BCC” buttons to add recipient e-mail addresses. File(s) are attached using the “Add Files” button or using the “Drag and Drop” function. The system can handle large files up to 25MB.
- To the right of the screen, there are additional tools available for specializing your file. Default settings to maintain when using the system include: 1) require authentication to access/download and 2) access restricted to specified recipients. In addition, students should set a message expiration date for two weeks and limit the number of downloads to 2 downloads per recipient. Finally, it is recommended that you send a copy of the message to yourself as you will need to use this system to review your videos in class.
- To obtain a file from an outside source, click the request file button on the upper right portion of the screen. This will send an e-mail to the person requesting the file/s and will provide a link to the file sharing utility. The link can be used only once.



Department of Clinical
Rehabilitation & Counseling

**SITE VISIT FORM
FACULTY SUPERVISOR MEETING WITH SITE SUPERVISOR**

Student Information

Name:		Semester:	
Site Name:		Date/ Time of Visit:	
Site Supervisor:		Faculty Supervisor:	

Evaluation

SITE SUPERVISOR OVERALL IMPRESSIONS/CONCERNS:

SITE SUPERVISOR'S COMMENTS REGARDING COUNSELING STUDENT'S BEHAVIORS/ AREAS NEEDING IMPROVEMENT:

ADDITIONAL COMMENTS/ INFORMATION:

Faculty Signature:		Date:	
Site Supervisor Signature:		Date:	

COMMUNICATION

Between the Clinical Sites and the Department of Clinical Rehabilitation and Counseling.

Ongoing and timely communication is vital to develop a close and collaborative relationship between the academic and clinical facilities. This communication fosters the interchange of ideas and stimulates growth as each facility has unique perspective on the clinical education process, student, and academic program. Effective communication is achieved formally and informally by on-site visits, phone calls, letters, emails, and meetings between the placement coordinator, the faculty supervisor, the site supervisor, and the student.

On-site visits are performed to:

- Evaluate and establish the clinical facility as a clinical affiliation site.
- Discuss the progress and performance of the student.
- Discuss the problems or potential problems the student or facility may encounter. This may involve talking to the student to assess the situation and develop an appropriate plan.
- Evaluate the clinical site with an emphasis on any personnel or administrative changes that may have occurred since the previous visit.
- Gather feedback from the site supervisor on the strengths and weaknesses of the academic curriculum at LSUHSC- Department of Clinical Rehabilitation and Counseling and clinical faculty needs.

Telephone Communication

The telephone communication provides the method for spontaneous or emergency communication between the student, clinical, and academic facilities. Clinicians and/or students are encouraged to contact the faculty supervisor at any time before, during, or after the affiliation. Telephone communication will be used as a substitute for on-site visits should distance and time considerations preclude an on-site visit.

Email Communication

Email communication provides another method for communication between student, clinical, and academic facilities. Clinicians and/or students are encouraged to contact the faculty supervisor at any time before, during, and after the affiliation.

Between the Site and the Student.

Once a site placement has been confirmed for the student, the student is required to make a phone call to the site supervisor to obtain information about work hours, dress code, and type of clinical experiences offered. During the affiliation, it is expected that communication between the student and the site supervisor will be ongoing, mutual, and constructive. The site supervisor has the responsibility to continuously assess student performance and recognize when the performance is at the correct level, above the expected level, or below the expected level. In the event, the site supervisor determines that there is a problem; an early warning system will give the student an opportunity to improve.

If the site supervisor has specific concerns or complaints about the program, the supervisor is requested to contact the faculty supervisor.

It is expected that students will take the responsibility to develop a good working relationship with their site supervisor. Students and site supervisors are recommended to set aside time during the day to discuss client issues and progress.

Between the Student and the School during Affiliations.

Students are expected to call or email the faculty supervisor and placement coordinator if they have any concerns or problems related to the clinical affiliation. Students are encouraged to contact the department when they identify potential problems. If a student does not want to discuss the issues while at the clinical site, the student should contact the faculty supervisor. Then a time can be determined to discuss the issues. Students are required to notify the faculty supervisor of any absences or emergencies that result in loss of any clinical time. During site visits and phone conferences, students are expected to provide open and honest feedback about their clinical education experiences.

VII. SAFETY POLICIES & PROCEDURES

Students are expected to practice in a manner that minimizes risks to patients/clients, self, and others. Students who put safety of clients at risk may be removed from the clinical affiliation and receive a grade of “Fail” for the affiliation. Student who put their own safety at risk may be removed from the clinical affiliation and receive a grade “Fail” for the affiliation.

Safety at risk may include, but is not limited by:

- Failure to observe health, safety, and emergency regulations
- Failure to follow HIPPA standards regarding client information
- Failure to maintain a safe work environment
- Failure to observe client treatment contraindications or precautions
- Failure to recognize, monitor and/or adjust treatments according to client responses
- Failure to use appropriate assistance of others
- Failure to use appropriate techniques for safe handling for clients
- Failure to maintain safety for self (body mechanics, environment, etc.)

If the student demonstrates safety concerns in the affiliation, the site supervisor should write an accurate and clear statement regarding the safety concerns. The site supervisor should notify the faculty supervisor as soon as possible. The faculty supervisor will determine if the safety concerns warrant one of the following:

- A written plan of action or remediation to help the student adhere to safety standards.
- Immediate removal from the clinical affiliation and a grade of “Fail” for the clinical affiliation.

Note: The University is not responsible for the student’s safety during travel to and from the clinical affiliation.

STUDENT CONDUCT

During the academic and clinical portions of the program, all LSUHSC - New Orleans Clinical Rehabilitation and Counseling students are required to abide by LSUHSC – New Orleans School of Allied Health Professions “Policy and Procedures Related to Student Conduct” (see link to document below). Students are provided this document at new student orientation. All students are expected to review this document and must sign a form stating that they have done so.

<https://alliedhealth.lsuhs.edu/admin/docs/professionalconduct.pdf>

SUBSTANCE ABUSE

All students at LSUHSC – New Orleans are required to adhere to Chancellor’s Memorandum 23 (CM-23)-LSU Health Sciences Center New Orleans Drug Free Workplace and Workforce. Please see the link below to CM-23 document. Students are required to complete annual compliance training annually in the following to areas:

- • The Drug-Free Workplace Policy & Drug Testing Program

Department of Clinical Rehabilitation & Counseling
Louisiana State University Health Sciences Center

- • Drug Free Schools and Communities
Students are also subject to the substance abuse policies set forth by their External Clinical Practicum site. <http://www.lsuhs.edu/administration/cm/cm-23.pdf>

CAMPUS ASSISTANCE PROGRAM (CAP)

Offers problem assessment, short-term counseling, and community referral information, as well as a 24-hour crisis line for students and their immediate family members. CAP services are free of charge and confidential. For the crisis line or to make an appointment call (504) 568-8888.

STUDENT HEALTH SERVICES

The Louisiana State University Student Health Clinic offers a variety of health services. Physicians in the Student Health Clinic are board certified. For more information on student health insurance, please see <http://www.lsuhs.edu/orgs/studenthealth/insurance>. Nurse only appointments may be scheduled for immunizations by calling (504) 412-1366. For additional information, see the Student Health Handbook.

OFFICE OF COMPLIANCE

As part of enrollment at LSUHSC - New Orleans, students are required to complete training in accordance with federal and state laws and regulations in the following areas: Code of Conduct, HIPAA Privacy, HIPAA Security, Quarterly Safety Meetings, Security and Confidentiality, FERPA, The Breach Notification Rule, Compliance Update, Bloodborne Pathogens, The Drug-Free Workplace Policy & Drug Testing Program, Drug Free Schools and Communities

EMERGENCY DISASTER PLAN

All students are required to abide by the policies and procedures of the clinical sites to which they are assigned. Emergency plans are reviewed as part of a student's orientation to the facility.

AT-RISK/ CRISIS INCIDENTS, ILLNESS AND INJURY

All students should report any of these instances to their site supervisor as soon as possible. Students are required to abide by the policies and procedures of the clinical sites to which they are assigned. These policies and procedures are reviewed as part of a student's orientation to the facility.

VIII. ASSIGNMENT OF GRADES

Practicum and internship courses are graded Pass/Fail, based on the student's demonstration of professionalism, participation on-site and in the group supervision seminar, and careful completion of all assignments, including obtaining the minimum amount of direct and indirect hours required. Grades are based on participation in class activities, assignments, site supervisor's evaluations (mid-term and final), faculty supervisor's evaluations (midterm and final), as well as the ability to show competencies in counseling skills, openness to the supervision process, and displaying developmental growth over the course of the semester. Please be assured that any identified deficiencies will be discussed with you as soon as they are identified. The midterm evaluations are an effective tool for judging student progress. Students may freely discuss progress with their site supervisor and/or faculty supervisor whenever there are questions or concerns.

At mid-term, if a student receives any score below a 2—At-Level (therefore receives a 0—Not evident and/or 1—Below level) in one or more areas of the ratings section or has concerning remarks in the evaluation section on the student's mid-term site supervisor and/or faculty supervisor evaluations a remediation plan will be

developed in order to best support the student for his/her overall successful completion of the course. The remediation meeting will include the student, site supervisor, and the faculty supervisor, and address the deficient area(s) highlighted from the supervisor evaluation(s). If the remediation plan is not successfully completed and/or passed successfully by a date before the final evaluation(s), the student will receive a non-passing grade in the course.

Additionally, if a student receives on their final evaluation any score below a 2—At-Level (therefore receives a 0—Not evident and/or 1—Below level) in one or more areas of the ratings section or has concerning remarks in the evaluation section on the student's final site supervisor and/or faculty supervisor evaluations the student will receive a non-passing grade in the course and a remediation plan will be developed.

IX. TIPS FOR SUCCESS

STUDENTS

In addition to developing clinical competencies, an important part of the fieldwork experience is the development of professional behaviors. The following qualities have been determined essential to the position of counselors-in-training and reflect the expectations for acceptable performance.

1. Responsibility - demonstrates independent initiative and readily assumes responsibility; demonstrates consistent dependability and reliability in fulfilling responsibilities; is conscientious in meeting responsibilities, demonstrating attention to routine responsibilities.

- a) Ask questions when in doubt.
- b) Be punctual and prepared.
- c) Recognize and act on personal responsibility for learning during the fieldwork experience (e.g., finding answers to questions, providing feedback to supervisor, utilizing opportunities for observational learning experiences, i.e., other therapists, disciplines).
- d) Take initiative.

2. Organizational Skills - is punctual in fulfilling responsibilities and requirements of the position, including adhering to schedules, meeting deadlines, etc.

3. Flexibility - effectively adjusts to changes in schedules, policies, and procedures; is able to adjust priorities according to needs of the program, department, and others.

- a) Develop an attitude of flexibility - expect changes to occur.
- b) Utilize time effectively.
- c) Help out and offer assistance to others.

4. Interpersonal Skills - is able to establish effective interpersonal relationships with clients and their families, staff members, students, and members of other disciplines; is sensitive to and considerate of others; is able to work and relate effectively with a wide range of diagnoses and disabilities (clients), socioeconomic, age, and ethnic groups (clients, their families, and other personnel).

- a) Maintain professional relationship with supervisor and others.
- b) Regard feedback as a learning tool.
- c) Be aware of how your behavior affects others.
- d) Consider timing of questions (e.g., when approaching staff).
- e) Respect personal space and time of others.
- f) Explore situations before responding - make informed interpretations and decisions.

5. Communication Skills - shows effective, appropriate (timing content, and method) communication with intra- and extra-departmental personnel at all levels; oral and written professional communication should

reflect the standards established for the department; communication at all levels should be appropriate in timing, open and direct; important for staff to independently initiate communication whenever the need and to maintain consistent feedback to appropriate personnel; discretion and confidentiality; open lines of communication should be maintained with the chief occupational therapist and supervisor at all times.

- a) Expect and respect differences in professional opinions. Open-mindedness allows opportunity to explore different theories and techniques of management.
- b) Be aware of nonverbal behavior, tone of voice, etc., and the effect these can have upon your relationships with others.
- c) Take time to organize your thoughts and make notes before reporting or contacting others.
- d) Follow established guidelines and documentation standards for note writing.

6. Concern for Professional Development - is receptive to guidance and regards constructive feedback as a learning tool; actively assesses, recognizes, and expresses personal needs for further professional development; demonstrates interest and actively participates in continuing education activities; is willing to share professional knowledge and experience with others.

- a) Assume responsibility for learning.
- b) Be resourceful in finding answers to your questions.
- c) Actively seek learning experiences.
- d) Realize that as a counselor-in-training you have valuable information and experiences to share with others. Be willing to share information.

7. Problem-Solving Abilities - demonstrates effective problem-solving skills in approach to client treatment, and overall functioning within department; readily identifies and communicates problems impacting upon client care and department functioning to appropriate individuals; maintains an open, objective attitude in assessing and confronting problem situations; appropriately acts upon decisions and maintains communication and effective follow-up and feedback.

- a) Be resourceful. Use common sense and think things through before asking someone else for the answer.
- b) Utilize resources to help find answers to questions and suggestions for client treatment.
- c) Utilize student manual.
- d) Recognize and act on need to contact other disciplines.
- e) Make yourself aware of material resources available at your site.

8. Remember that you are a representative of the department and the profession.

Through personal demonstration of professional attitudes and appearance, support and contribute to the professional image of the department.

SUPERVISORS

Anderson (1988) discussed three types of supervision. The three types, by their nature, require students to progressively function at an increasingly higher level. Note: Some beginning students may be able to function at higher levels, at least with some clients. Clinicians should be encouraged to function at as high a level as possible, but not expected to function at a higher level than their experience can support.

Direct Active Style of Supervision.

Stated very simplistically, this style involves an exchange in which the supervisor tells the student what to do and the student does it; the supervisor then provides feedback on student performance, gives another directive and the cycle repeats. This style is appropriate when time constraints and/or quality of client care demands it. This style is very time-efficient; however, it does not promote independent thought on the part of the clinician and, therefore, is not the best for higher-level students.

Collaborative Style of Supervision

This style places more responsibility on the clinician for independent thought. The clinician is

expected to come to supervisor/clinician meetings having already done problem-solving and ready to make suggestions concerning client care. The supervisor may need to ask questions that lead the clinician to think in the right direction; however, considerable opportunity is provided for the student to state his/her thoughts before the supervisor discusses relevant factors in the situation.

Consultative Style of Supervision

In this style, the clinician and supervisor relate more as colleagues. The clinician is responsible for problem-solving and decision-making “as if” he/she were a licensed and certified professional. The supervisor, as much as is reasonable, refrains from intervening in order to see if the clinician will recognize those situations in which he/she needs to consult.

APPENDIX A

1. Bylaws and Regulations of the Board of Supervisors for Louisiana State University and Agricultural and Mechanical College <http://www.lsuhs.edu/administration/subscriptions/>
2. LSU System Permanent Memoranda <http://www.lsuhs.edu/administration/pm/>
3. LSUHSC-New Orleans Chancellor Memoranda <http://www.lsuhs.edu/administration/cm/>
4. Office of Compliance Programs <http://www.lsuhs.edu/no/administration/ocp/>

APPENDIX B

LSUHSC Calendar – PM 5: <http://www.lsuhs.edu/administration/pm/>

SAHP Academic Calendar: <http://alliedhealth.lsuhs.edu/Admin/academicaffairs.aspx>

APPENDIX C

LSUHSC Department of Clinical Rehabilitation & Counseling Practicum (REHAB 6641), Internship (REHAB 6643), & Internship II (REHAB 6645)

P/I Manual Acknowledgement Statement and Informed Consent:

The Clinical Rehabilitation and Counseling Program at Louisiana State University Health Sciences—New Orleans is charged with the task of preparing individuals to become clinical rehabilitation counselors and/or clinical mental health counselors in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty and supervisors continuously evaluate students based on their academic abilities, clinical skills, and professional competence. Additionally, student progress in the program may be interrupted for failure to comply with ethical standards, or when interpersonal or professional competence interferes with education and training requirements for self or others. In order to ensure proper training and client care, a P/I student must be able to demonstrate professional character, the ability to communicate well and convey warmth, genuineness, respect, and empathy in interactions with others, including clients, classmates, staff, and faculty. Counseling students are expected to be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility for their actions, express emotions appropriately, resolve conflicts, and demonstrate professional judgement in decision-making. As a counselor-in-training in the LSUHSC—New Orleans Clinical Rehabilitation and Counseling Program, I am required to acknowledge my participation by affirming the following statements:

1. I have read through and consent to comply with all policies and procedures as outlined in this *Practicum & Internship Handbook*.
2. I understand that it is my responsibility to seek advising from the placement coordinator and/or my faculty advisor should an issue or question arise with regard to my ability or commitment to comply with the policies and procedures stated herein.
3. I agree to abide by the professional ethical codes and will practice my counseling in accordance with these standards. Any breach of these ethics or any unethical behavior on my part will result in my removal from P/I, a failing grade, and documentation of such behavior will become part of my permanent record.
4. I agree to adhere to the administrative policies, rules, standards, and practices of the P/I site and the university.
5. I understand that I am responsible for keeping my P/I supervisor(s) informed regarding my P/I experiences.
6. I agree to participate in the ongoing evaluations, including self-evaluations, as described in the manual.

My signature below indicates that I have read and thoroughly understand the Practicum and Internship Handbook and I agree to abide by the stated standards.

Signature

Printed Name

Date