

**Department of Clinical Rehabilitation & Counseling**  
**Student Handbook**  
**2017-2018**

**School of Allied Health Professions**  
**Louisiana State University Health Sciences Center**  
**New Orleans**

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## INTRODUCTION

Welcome to the LSUHSC School of Allied Health Professions, Department of Clinical Rehabilitation and Counseling. We are proud of our 35+ year history that started with educating highly qualified rehabilitation counselors who strive to better the lives of people with disabilities, and now has transitioned into tracks for both clinical rehabilitation counseling and clinical mental health counseling.

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 /certification. The program is dually 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.

Students are eligible to sit for the Certified Rehabilitation Counselor (CRC) examination and/or the National Counseling Examination (NCE) as early as their final semester in the program. They are also eligible, with additional post-graduate supervision, to apply to become a Licensed Professional Counselor (LPC) and a Licensed Rehabilitation Counselor (LRC). Additionally, students are eligible for additional licensures and certifications such as the Certified Clinical Mental Health Counselor (CCMHC), the Master Addictions Counselor (MAC) and the National Certified School Counselor (NCSC).

Students interested in a career in counseling that requires a doctoral degree will be presented with a variety of opportunities to engage in scholarly activities, under the supervision of a faculty member, often leading to publication in professional journals and/or presentations at national, state, and local professional conferences. Such activities are highly valued by doctoral programs admissions committees.

Students are able to apply and practice what has been taught in the classroom in real-life clinical settings through the Practicum and Internship components of the program. Students will receive a separate Practicum and Internship Handbook. Because of this hands-on experience, our graduates are sought after by many prospective employers. In fact, some students are offered jobs before graduation.

The purpose of this *Student Handbook* is to provide information about the policies, procedures, and objectives of the Department of Clinical Rehabilitation and Counseling (CRC). We have done our best to make this handbook reflect current policies; however, policies are always subject to change. This student handbook does not constitute a contract, and the department reserves the right to amend it at any time. Future policies and changes will be added as necessary to update this handbook. In addition to this handbook, the Louisiana State University Health Sciences Center (LSUHSC) publishes a Catalog/Bulletin. All students are required to be familiar with and abide by the requirements in the Catalog/Bulletin. This handbook contains information about the MHS-CRC program, including the fieldwork program requirements. Students are expected to know and comply with the information contained in this handbook. You will find the SAHP Student Handbook and the LSUHSC-NO General Catalog/Bulletin to be the official source of student related policies and procedures. You can access this information at the following sites:

<http://alliedhealth.lsuhs.edu/Admin/docs/StudentHandbook.pdf?version1.8817>

<http://catalog.lsuhs.edu/>

## I. GENERAL PROGRAM DESCRIPTION

The Master of Health Sciences in Clinical Rehabilitation and Counseling prepares counselors to assume the full range of professional responsibilities required in the variety of community rehabilitation agencies and clinical mental health settings. A career in Rehabilitation Counseling and/or Clinical Mental Health Counseling is extremely flexible, allowing graduates to select employment that best suits their personality, skills, and interests. Counselors find work in a variety of work settings, such as community agencies, group homes, vocational workshops, acute care hospitals, psychiatric institutions, private practice, schools and universities, and state and federal rehabilitation agencies. They provide individual counseling, group counseling, evaluation/assessment, advocacy, and case management. Counselors work with a wide variety of clients on issues related to physical, developmental, cognitive, social, and emotional disabilities.

Rehabilitation counseling is a process that focuses on the vocational and personal development of people with disabilities. Rehabilitation counselors are concerned with maximizing the potential of people with disabilities. Assisting persons with disabilities to cope constructively with their disabilities is often a part of the process. Rehabilitation Counseling is unique in integrating a diverse range of treatment approaches and the utilization of community resources relative to an individual's life needs and status.

Based on the definition by the American Mental Health Counselors Association, mental health counseling is a distinct profession whereby counselors combine traditional psychotherapy with practical, problem-solving approaches to create a dynamic and efficient path for change. Counselors provide a wide-range of services, including: assessment, diagnosis, psychotherapy, treatment planning, and crisis management.

The Master of Health Sciences in Clinical Rehabilitation and Counseling is designed to meet, and in most cases exceed, national credentials. The program welcomes both full-time and part-time students. The curriculum offers students opportunities to acquire specific skills, as well as improve their academic and professional competence. Students in the program have the opportunity to interact with professionals working in counseling settings and to be mentored by faculty experienced in research and practice. The program encourages and facilitates student research and publication.

The Master of Health Sciences in Clinical Rehabilitation and Counseling Program is dually accredited by the Council on Rehabilitation Education (CORE) and the Council on Accredited Counseling and Related Education Programs (CACREP).

### *Program Outcome Measures*

Each year, the Department of Clinical Rehabilitation and Counseling publishes a report for its program, faculty, students, graduates/alumni, supervisors, advisory board members, affiliates, community partners and prospective students. The report is available on the department's website:

<http://alliedhealth.lsuhsu.edu/crc/performanceasures.aspx>

## II. MISSION STATEMENT AND PROGRAM OBJECTIVES

### *Mission*

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, social, 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.

### *Program Objectives*

The Master of Health Sciences degree in Clinical Rehabilitation and Counseling program seeks:

1. To educate counselors who demonstrate sound knowledge and strong skills in:
  - a. Foundations and orientation to the counseling profession;
  - b. Medical and psychosocial aspects of disability;
  - c. Counseling approaches and principles;
  - d. Counseling, prevention, and intervention;
  - e. Social and cultural diversity, advocacy, and accommodation;
  - f. Assessment and diagnosis;
  - g. Human growth and development;
  - h. Research and evaluation;
  - i. Employment, career and vocational counseling;
  - j. Individual, group work and family counseling;
  - k. Case management and job placement;
2. To foster professionalism among students and faculty and facilitate their involvement in professional organizations and activities;
3. To foster an awareness of the needs and resources within our client communities, meaningful involvement of faculty, and students in addressing these needs;
4. To offer and support opportunities for students and faculty to collaborate on research projects in the spirit of the scientist -practitioner model;
5. To provide continuing education and consultation opportunities responsive to the needs of counseling and rehabilitation professionals.

### ***Faculty***

**Erin M. Dugan, Ph.D., LPC-S, NCC, Registered Play Therapist Supervisor (Associate Professor)** is the Associate Dean of Academic Affairs in the School of Allied Health Professions, the Interim Department Head of the Department of Clinical Rehabilitation and Counseling, a faculty member in the Department of Clinical Rehabilitation and Counseling, and also serves as the Director of the LSUHSC Child & Family Counseling Clinic. The LSUHSC Child & Family Counseling Clinic is an outpatient mental health center designed to provide mental health related services to children, adolescents, and their families. Dr. Dugan earned her doctorate degree from the University of Mississippi. She serves on various committees, associations, and boards in the counseling profession. Dr. Dugan's scholarly activities include book chapters, publications, national presentations, and workshops. Her current research interests include intergenerational attachment patterns, play therapy and filial therapy research, and the development and enhancement of child-parent relationships.

**Kimberly N. Frazier, Ph.D., LPC, LMFT, NCC**, received her Ph.D. is an Associate Professor in the Department of Clinical Rehabilitation & Counseling at the Louisiana State University Health Sciences Center-New Orleans (LSUHSC-NO). She received her doctorate in Counselor Education from the University of New Orleans. She holds licensure in the state of Louisiana as licensed professional counselor, licensed marriage and family therapist, and certification as a nationally certified counselor. Dr. Frazier has published articles on cultured centered counselling with pediatric populations and families, the use of culturally based counselling with children and families experiencing trauma and crisis. Her research published works on these topics counseling pediatric populations, cultured centered counseling interventions and training, systemic oppression and trauma can be found in the *Journal of Multicultural Counseling and Development*, the *Journal of Counseling and Professional Psychology*, as well as other national journals and book chapters. Dr. Frazier has participated in several podcasts and webinars state-wide and internationally. Dr. Frazier has served on the editorial board of the *Journal of Multicultural Counseling and Development*, served as the Association of Multicultural Counseling and Development Representative on the American Counseling Association Governing Council and the chair of the Association of Multicultural Counseling and Development Mentoring Program. Most recently Dr. Frazier served as president for the Association of Multicultural Counseling and Development for the 2016-2017 year. She is most proud of the work she does mentoring students at the masters and doctoral level.

**George W. Hebert, Ph.D.** is an Assistant Professor in the Department of Interdisciplinary Human Studies with faculty appointments in the Department of Clinical Rehabilitation and Counseling (CRC) and in the Physician Assistant's Program (PA). Prior to these faculty appointments, Dr. Hebert served as the training director for the Louisiana School Psychology Internship Consortium (LAS\*PIC) here at the LSU Health Sciences Center. He earned his doctoral degree in School Psychology from the Louisiana State University in Baton Rouge. Previously, Dr. Hebert served eight years providing psychological services and/or directing an outpatient mental health clinic for children and adolescents in Louisiana. Additionally, he served a total of six years as a school psychologist in both rural and urban settings in Louisiana. Dr. Hebert also taught as a part-time faculty member in the psychology department at the University of New Orleans for many years. Dr. Hebert is a former president of the Louisiana School Psychological Association (LSPA) and is currently the Louisiana delegate for the National Association of School Psychologists (NASP). His primary research interests

include the use of Curriculum Based Measurement (CBM) in a Response to Intervention (RtI) framework.

**Kellie Giorgio Camelford, Ph.D., LPC-S, NCC** is an Assistant Professor in the Department of Clinical Rehabilitation and Counseling. Dr. Camelford earned her doctorate degree from the University of New Orleans, and has previous counseling experience in secondary school counseling and private practice. In addition, Dr. Camelford taught as a part-time faculty member in the department of counseling at Loyola University New Orleans before joining the faculty at LSUHSC. Currently, Dr. Camelford is a clinician in the LSUHSC Child and Family Counseling Clinic specializing primarily in adolescents and adult counseling. Dr. Camelford serves on the Louisiana Association for Counselor Education and Supervision (LACES) as the President-Elect-Elect, as well as other various professional and community organizations. Her primary research interests include ethics in counseling, self-harm in adolescents, school counseling, and counselor education.

**Krystal Vaughn, PhD LPC-S, NCC** is a Licensed Professional Counselor-Supervisor and Registered Play Therapy Supervisor specializing in children ages 2-12. As an Assistant Professor at Louisiana State University Health Sciences Center – New Orleans she enjoys teaching as well as providing clinical services. Her research interests are supervision, play therapy, and mental health consultation. Dr. Vaughn has extensive experience providing mental health consultation in childcare centers, private schools, and local charter school systems. Dr. Vaughn also provides supervision to counselor interns seeking licensure as professional counselors. She received specialized training in the fields of infant and early childhood mental health and play therapy, which she presents on locally and nationally. Additionally, she serves on numerous boards and committees to promote professionalism in the fields of play therapy and clinical supervision.

### III. GENERAL DEPARTMENT POLICIES

All department faculty must adhere to the LSUHSC policies and procedures on such matters as promotion, tenure, and renewal of contract as described in the LSUHSC Faculty Handbook. In addition, the School of Allied Health professions has policies relating to peer review, faculty goal setting and mid and year-end reviews, as described in the School of Allied Health Professions Faculty Handbook. Certain other policies are departmental and are listed below:

**Class Meeting Policy** - All scheduled classes during the semester should be held. If a class cannot be held due to extenuating circumstances a substitute activity should be arranged. Classes should meet through the end of the semester and final exams should be given during final exams week.

**Use of Departmental Conference Room** - The departmental conference room (room 301) is available for use during business hours, 8-5, Monday – Friday for faculty only.

**Use of Department Student Resource/Library Room** - The departmental resource room is available for use during business hours, 8-5, Monday – Friday for students, faculty, and staff.

**Employment** - Fulfillment of the requirement for the MHS degree in rehabilitation counseling requires a serious commitment of time and effort. Students are encouraged to carefully weigh their options of home, school, work, and etc. while in the program. Students who are employed in a mental

health related agency should fully disclose to the program their employment in order to prevent conflict of interest.

**Text Messaging Alert System** - In the event of an emergency, LSUHSC can alert students via text messaging. Go to <http://www.lsuhs.edu/alerts/> for further information, as well as instructions as to how to sign up for this service.

## IV. MHS-CRC ADMISSION REQUIREMENTS

The following are the general requirements for admission to the MHS Program in Clinical Rehabilitation and Counseling.

- Bachelor's degree from an accredited college or university.
- An Undergraduate grade point average of 2.5 (in a 4.0 system).
- A Graduate Record Examination score within the last 5 years
- References from one academician is required; additional letters of recommendation can be from other professors or employers familiar with your work and character.
- Background in behavioral science or social services preferred , but not required
- Written essay
- Interview with faculty

The department is interested in admitting a committed, qualified, and diverse group of students for each class. For example, a substantially higher GPA than that required may be used to offset a lower GRE score. Frequently, the applicant pool has more competitive GPA's than GRE scores. The admissions committee will consider all three General Test sections of the GRE (Verbal, Quantitative, and Analytical Writing), as each section provides insight into a different aspect of the prospective student. The department will continue to require the GRE and utilize other criteria, as stated above, to determine admissions decisions.

### *Admissions Procedures - School of Allied Health Professions Policy*

Any student meeting all requirements of admission is granted unconditional acceptance. Applicants who fail to meet all qualifications, but who show promise for successful graduate work, may be considered for conditional admission on the merits of individual cases. Conditional –admission status is reviewed each semester, and must be removed at least two semesters prior to graduation.

Applications who want to take courses without being admitted to the formal degree program may enroll as special students.

\*All students are required to attend an orientation which will be held prior to the beginning of their first semester.

## V. STUDENT ADVISEMENT POLICIES

The department head will assign each student to a faculty advisor. The advisor will assist the student with tasks such as developing a plan of study, pre-registration, and consultation regarding other academic training and professional issues. The student will routinely meet with his/her advisor during the pre-registration period of each semester and may also contact the advisor at any other time as necessary.

The assignment of a faculty advisor is generally permanent; however, a change can be initiated either by the student or the advisor. Any change must be approved by the department head. During the student's first semester, the student shall initiate a meeting with his/her advisor to develop a comprehensive plan of study which meets program requirements and the particular needs of the student. Program requirements are described in this manual, and the Individualized Curriculum Planning (IPC) form will serve as the student's copy of the plan of study that has been arranged with the advisor.

Students are required to take all required coursework offered by the department. Online and other coursework offered by another institution may not be substituted for LSUHSC courses. Students who wish to augment their program of study by taking a course that is not offered by the department may petition the department head for permission to do so. Students who choose to do so are responsible for all expenses associated with such courses. Only courses in which a grade of A or B was assigned will be accepted for credit toward graduation.

### *Transfer Credit*

As many as 12 credit hours may be accepted for credit toward graduation from students who transfer from a CORE and/or CACREP accredited institution (excluding Practicum 6641, Internship I 6643, and Internship II 6645).

1. Documentation in the form of a syllabus or course catalog description must be provided.
2. Transfer credit may be accepted for courses in which a grade of B or higher was recorded.
3. Transfer of credit must meet the approval of the Department Head and Dean.

Note: All students who transfer credit any number of credit hours from another institution **MUST** pass the department's comprehensive examination based on the course(s) taught at LSUHSC.

### *Technological Competence*

No specific technological competence is required for admission to the department. Students should possess basic knowledge of Microsoft Office. Additionally, students will be required to record mock and clinical sessions in classes as well as their fieldwork sites. Students will need access to technologies with recording capabilities for these sessions. Students will use Moodle for their academic courses which houses course documents, discussion forums, and examinations. The School of Allied Health Professions has an Office of Technology Services. Students may contact the IT office at (504) 556-3410. Students are free to utilize these services as needed.

## **VI. SCHOLASTIC PROCEDURES**

The following requirements apply to all students enrolled in the MHS-CRC program in the Department of Clinical Rehabilitation and Counseling. These requirements are in addition to those appearing in the LSUHSC School of Allied Health Professions Student Handbook and the LSUHSC Catalog/Bulletin.

1. Maintain a grade point average which is consistent with the graduate scholastic standards of the School of Allied Health Professions. A minimum cumulative GPA of 3.0 is required for graduation.

2. The minimum scholastic requirement for course work is a grade of "C." However, no more than 6 credit hours of C grades may be counted toward a degree unless otherwise established by the department. In courses designated Pass/Fail or Satisfactory/Unsatisfactory a grade of Pass or Satisfactory is required.
3. The grade of "I" (Incomplete) indicates that the student has not completed the course for some unavoidable reason which has been approved by the faculty. A grade of "I" will be converted to "F" unless it is removed prior to the deadline for adding courses for credit for the next semester as published in the School calendar. Extensions may be granted in special circumstances with the approval of the Associate Dean for Graduate Studies.
4. Satisfactorily complete all required departmental course work required for graduation in not more than six calendar years.
5. In order for a student to be eligible for placement in practicum, the student must have satisfactorily completed all preceding coursework (refer to page 17 of the Student Handbook for "Statement of satisfactory academic progress.>").  
[http://alliedhealth.lsuhsu.edu/crc/docs/Practicum\\_Internship\\_Handbook.pdf](http://alliedhealth.lsuhsu.edu/crc/docs/Practicum_Internship_Handbook.pdf)
6. In order for a student to be eligible for placement in internship, the student must have satisfactorily completed 42 of the 46 non-internship credit hours (refer to page 17 of the Student Handbook for "Statement of satisfactory academic progress.>"). In addition, the student must have successfully passed the department's comprehensive exam.
7. All fieldwork experiences MUST be sites where you are not currently working and/or have previously been employed.
8. Students who wish to take a leave of absence for any reason, at any point during their semester of study or program, must apply to do so with the department head. The department head will give final approval/denial to such situations.
9. Students who choose to seek approval for a leave of absence for more than one semester, must reapply to the program.

### ***Probation***

A student who has a cumulative grade-point average below 3.0 will be placed on probation. Those students who are on probation for two consecutive semesters may be subject to dismissal. Continuation in the program in a second probationary semester must be approved by the department head.

### ***Attendance***

Attendance at all classes is mandatory. Any absence must be remediated, at the discretion of the course instructor (see course attendance policies for each course). Arrangements for remediation will be made with the course instructor. In clinical courses three or more absences results in a grade of "F" or "U".

### ***Degree Requirements***

The Clinical Rehabilitation and Counseling curriculum requires a minimum of 60 semester hours. This includes Practicum and Internship hours. Students must also pass a comprehensive examination.

## VII. CURRICULUM TRACKS

The Master of Health Science degree program in Clinical Rehabilitation and Counseling offers tracks in both Clinical Mental Health Counseling and Clinical Rehabilitation Counseling.

### A. Curriculum Sequence for the Masters of Health Sciences Degree in Clinical Rehabilitation & Counseling - *Clinical Mental Health Track*

#### First Semester Fall

REHAB 5601 Foundations in Counseling 3  
 REHAB 5612 Development across the Life Span 3  
 REHAB 5614 Professional Practicum in Counseling 1  
 REHAB 5650 Crisis Counseling Intervention 3  
 REHAB 6611 Counseling Theories and Practices 3

#### Second Semester Spring

REHAB 5614 Professional Practicum in Counseling 1  
 REHAB 5654 Mental Health Diagnosis and Treatment Planning 3  
 REHAB 6612 Counseling Techniques and Process 3  
 REHAB 6630 Vocational Counseling/ Career Development 3  
 REHAB 6634 Ethics in Counseling 3

#### Third Semester Summer

REHAB 5614 Professional Practicum in Counseling 1  
 REHAB 6614 Group Process and Counseling 3  
 REHAB 6641 Practicum in Counseling 3  
 REHAB 6640 Research Design and Methodology 3

#### Fourth Semester Fall

REHAB 6632 Assessment in Counseling 3  
 REHAB 5603 Multicultural and Psychosocial Aspects of Counseling 3  
 REHAB 6643 Internship in Counseling I 6  
 REHAB \*\*\*\* CMH Course 3

#### Fifth Semester Spring

REHAB 6645 Internship in Counseling II 6  
 REHAB \*\*\*\* CMH Course 3

**Total: 60 Credit Hours**

**B. Curriculum Sequence for the Masters of Health Sciences Degree in  
Clinical Rehabilitation & Counseling - *Clinical Rehabilitation Counseling  
Track***

First Semester Fall

- REHAB 5601 Foundations in Counseling 3
- REHAB 5602 Medical Aspects of Disability 3
- REHAB 5612 Development across the Life Span 3
- REHAB 5614 Professional Practicum in Counseling 1
- REHAB 6611 Counseling Theories and Practices 3

Second Semester Spring

- REHAB 5614 Professional Practicum in Counseling 1
- REHAB 5654 Mental Health Diagnosis and Treatment Planning 3
- REHAB 6612 Counseling Techniques and Process 3
- REHAB 6630 Vocational Counseling/ Career Development 3
- REHAB 6634 Ethics in Counseling 3

Third Semester Summer

- REHAB 5614 Professional Practicum in Counseling 1
- REHAB 6614 Group Process and Counseling 3
- REHAB 6640 Research Design and Methodology 3
- REHAB 6641 Practicum in Counseling 3

Fourth Semester Fall

- REHAB 5603 Multicultural and Psychosocial Aspects of Counseling 3
- REHAB 6632 Assessment in Counseling 3
- REHAB 6643 Internship in Counseling I 6
- REHAB \*\*\*\* CRC Course 3

Fifth Semester Spring

- REHAB 6645 Internship in Counseling II 6
- REHAB \*\*\*\* CRC Course 3

**Total: 60 Credit Hours**

### **C. Curriculum Sequence for the Masters of Health Sciences Degree in Clinical Rehabilitation & Counseling – *Alternative Curriculum Plan***

#### First Semester Spring

REHAB 5654 Mental Health Diagnosis and Treatment Planning **3**  
 REHAB 6630 Vocational Counseling/ Career Development **3**  
 REHAB 5614 Professional Practicum **1**  
 REHAB 6634 Ethics in Counseling **3**

#### Second Semester Summer

REHAB 5614 Professional Practicum **1**  
 REHAB 6640 Research Design and Methodology **3**

#### Third Semester Fall

REHAB 5614 Professional Practicum **1**  
 REHAB 5601 Foundations in Counseling **3**  
 REHAB 5602 Medical Aspects of Disability **3**  
 REHAB 5612 Development across the Life Span **3**  
 REHAB 6611 Counseling Theories and Practices **3**  
 REHAB 5603 Multicultural and Psychosocial Aspects of Counseling **3**

#### Fourth Semester Spring

REHAB 6612 Counseling Techniques and Process **3**  
 REHAB \*\*\*\* Elective Course **3**  
 REHAB \*\*\*\* Elective Course **3**

#### Fifth Semester Summer

REHAB 6641 Practicum in Counseling **3**  
 REHAB 6614 Group Process and Counseling **3**

#### Sixth Semester Fall

REHAB 6643 Internship in Counseling **6**  
 REHAB 6632 Assessment in Counseling **3**

#### Seventh Semester Spring

REHAB 6645 Internship in Counseling II **6**

**Total: 60 Credit Hours**

**\*ELECTIVES: (6 credits are required; more may be taken. Other electives may be offered, if there is enough student interest.)**

REHAB 5605 Counseling Special Populations 3  
 REHAB 5606 Child and Adolescent Psychopathology 3  
 REHAB 5607 Advanced Multicultural Counseling 3  
 REHAB 5608 Community Counseling 3  
 REHAB 5609 Counseling Children and Adolescent 3  
 REHAB 5610 Introduction to School Counseling 3  
 REHAB 5613 Advanced Play Therapy 3  
 REHAB 5616 Play Therapy Theory, Skills & Techniques 3  
 REHAB 5618 Filial Therapy & Child-Parent Relationship Therapy 3  
 REHAB 5619 Group Play/Activity Therapy 3  
 REHAB 5620 Advanced Skills in Counseling 3  
 REHAB 5640 Family & Couples Counseling 3  
 REHAB 5645 Child-Parent Relationship Therapy 3  
 REHAB 5650 Crisis Counseling Intervention 3  
 REHAB 5651 Supervised Project in Counseling 1-6  
 REHAB 5653 Human Behavior Management 3  
 REHAB 5658 Substance Abuse in Counseling 3  
 REHAB 5659 Professional Communications 3  
 REHAB 5660 Contemporary Issues in Counseling 1-6  
 REHAB 5661 Introduction to Play Therapy 3  
 REHAB 5664 Advanced Professional Communication 1-3  
 REHAB 5665 Grant Writing in Counseling 1-3  
 REHAB 6650 Counseling Research Practicum 1-6

**\*\*CRC Only Electives:**

REHAB 5652 Supervised Project in Vocational Evaluation 1-3  
 REHAB 5655 Benefits Counseling in Rehabilitation Counseling 1-3  
 REHAB 5656 Case Management in Rehab Counseling 1-3  
 REHAB 5662 Private Sector Rehabilitation Counseling 3

## **VIII. COMPREHENSIVE EXAMINATIONS**

Students are required to pass a comprehensive examination before entering the internship II portion of their academic program. This examination is designed to assess students' proficiency in all the foundation areas (twelve sections: REHAB 5601, 5602 or 5650 dependent on chosen track, 5603, 5612, 5654, 6611, 6612, 6614, 6630, 6632, 6634, and 6640. of Clinical Rehabilitation and Counseling. The test will be administered in two parts over the course of one day. Three hours will be allowed for each of the morning and afternoon sessions. Questions will cover the core body of knowledge and practice of Clinical Rehabilitation and Counseling. In order to sit for the comprehensive examination, the student must have completed (or be currently enrolled in) the

following courses: REHAB 5601, 5602 or 5650 dependent on chosen track, 5603, 5612, 5654, 6611, 6612, 6614, 6630, 6632, 6634, 6640, 6641, and 6643.

For full-time students, the comprehensive examination will be administered in the semester prior to enrollment in Internship II REHAB 6645. Students who do not follow the standard program sequence, but have met the course requirements to sit for the comprehensive examination, must make arrangements with their faculty advisor to schedule a meeting to discuss scheduling their examination. The faculty advisor will discuss with the departmental faculty the request and an examination date will be provided, upon approval from the department head. Grading is on a Pass or Fail basis. Students who do not receive a passing grade on each of the twelve sections, will be given a second opportunity to pass the exam, approximately two weeks after the administration of the first examination. Students who do not pass the second examination will be given a third and final opportunity to pass the examination. The final opportunity will be scheduled at the discretion of the faculty. Students who do not pass on the third attempt will be dismissed from the program.

The examination is based on the content of the department's courses related to the following knowledge domains in Clinical Rehabilitation and Counseling established by CACREP/CORE:

1. Foundations
2. Professional Identity and Ethical Behavior
3. Medical Aspects of Disability or Crisis Intervention dependent on chosen track (CRC or CMH)
4. Human Growth and Development
5. Employment and Career Development
6. Counseling Approaches and Principles
7. Group Work and Family Dynamics
8. Assessment
9. Diagnosis
10. Research and Program Evaluation
11. Multicultural and Psychosocial Aspects of Counseling
12. Theories in Counseling

## **IX. INDEPENDENT STUDY/ RESEARCH ELECTIVE**

All students have the opportunity to participate in scholarly activity with a selected faculty member. Each student is encouraged to participate in faculty directed research activities. Faculty assumes responsibility for ensuring that the conditions of the student's scholarship experience are met. There are strict limitations on the type of activities in which student scholars may engage. Appropriate activities might include: conceptualization of a research project, library research concerning a research topic, stimulus material design, data collection, data entry, data analysis, and writing tasks relevant to the research. Faculty members will make every effort to make sure the scholars' tasks and activities are meaningful. In addition, faculty should include the student scholar as a participant in any product (e.g., convention presentation or published paper) that their joint activities has produced. The nature of student credit will of course be based on the amount of their contribution to a project.

Appropriate activities do not include: any type of general clerical work, or work stimulated by the faculty member's teaching responsibilities. Prohibited activities would include grading papers, teaching, research to prepare a class lecture, or any activity associated with the faculty member's teaching responsibilities.

### ***Fieldwork***

Students will receive an additional, separate, handbook once they have completed the requirements to apply for Practicum and Internship. The handbook is available:

[http://alliedhealth.lsuhscc.edu/crc/docs/Practicum\\_Internship\\_Handbook.pdf](http://alliedhealth.lsuhscc.edu/crc/docs/Practicum_Internship_Handbook.pdf)

### ***Departmental 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.

### ***Professional Development***

Throughout the year, the department conducts training activities for students, faculty, and clinical affiliates. Attendance at these training activities is mandatory. Students unable to attend a training activity for legitimate reasons such as accident, illness, or death in the family must meet with the department head to agree upon an alternative assignment which is the equivalent of the missed opportunity. These activities include, but are not limited to, the following:

- a. The Department's Partner Day;
- b. Fieldwork Site Presentations
- c. Events organized by the Department Head and/or Dean and announced as required;
- d. Professional conferences and seminars announced as required.

### ***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, ethical decision making, discipline, and respect. For example, students are expected to check their LSUHSC e-mail account daily to ensure that they are in regular communication to receive announcements or instructions from the faculty and school. Cell phones should be turned off during all departmental classes, meetings, and events. Any activity should be avoided or postponed that distracts a student or fellow participants from attending to the speaker and purpose of a class or other department-sponsored event.

Unprofessional conduct of any kind, including cheating on an examination, 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.lsuhschool.edu/Admin/docs/professionalconduct.pdf>

### ***Policy on Providing Accommodations for Students with Disabilities***

Students who require disability-related academic accommodations must comply with LSUHSC School of Allied Health Professions Policy for Students with Disabilities. See

<http://alliedhealth.lsuhschool.edu/Admin/docs/ADAPolicy.pdf>

It is the responsibility of the student to inform the faculty if the student believes that he or she has a disability which requires accommodation for each particular class. Students requesting accommodations (classroom or otherwise) are required to provide the appropriate documentation verifying their disability, in order to assist in determining the necessity and appropriate type of accommodation. Requests for accommodations should be made well in advance in order to allow time for: 1) documentation of the disability, 2) determination of appropriate accommodation, if needed, and 3) implementation of the accommodation. Examples of accommodations that are available to students include, but are not limited to, alternate application process, approval of reduced course load, classroom and examination accommodations (e.g., padded chair, extended time), and use of auxiliary learning aids. Finally, accommodation is based upon student need and specific impact of their disability.

### ***Individualized Curriculum Plan of Study (ICP)***

Students must meet with their academic advisor on a regular basis. Students **MUST** meet with their academic advisor prior to registration each semester so that they can submit and discuss their Individualized Curriculum Plan (ICP) of Study. This plan, ICP is developed by the student based on the Curriculum Sequence outlined in the student handbook. This plan needs to be signed off by both the student and his/her advisor each semester at the very least.

### ***Technical Standards***

<http://alliedhealth.lsuhschool.edu/Admin/academicstandards.aspx>

### ***I Grades***

A grade of temporary significance which may be issued by a department but which is not recorded on the student's permanent record is Incomplete. A grade of I (Incomplete) is assigned when, for reasons beyond the student's control or because of some acceptable circumstance, the student has been unable to complete the course requirements in the usual time or manner. This grade does not imply a deficiency on the part of the student. On completion of the required course work, the grade of I will be changed to an appropriate grade as described above.

Students with Incomplete status in a course must finish all required work in a manner specified by the department involved. In general, this should be done in a reasonably short period of time after the regular termination date of the course. The department may allow a longer period of time for reasons which are considered appropriate. A student cannot be promoted until all incomplete grades have been removed. Unless there is an acceptable reason for further delay, an incomplete grade which is not removed by the date for registration for the next school year will be recorded on the record as F.

### ***Compliance***

As part of your enrollment at LSUHSC-NO, you are required to complete Continuing Compliance Education training in accordance with federal and state laws and regulations.

### ***HIPAA***

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) (P.L. 104-191) is an amendment to the Social Security Act. Its primary purpose is to place restrictions on what can be categorized as pre-existing conditions when an employee moves from one job to another. However, Title II of the Act, entitled Administrative Simplification, sets new requirements for healthcare providers, payers and clearinghouses in the areas of privacy, information security, and electronic data interchange.

### ***FERPA***

What is FERPA? The Family Educational Rights and Privacy Act (FERPA) of 1974 (also known as the Buckley Amendment) is a Federal law that protects the privacy of a students' education records. The Act applies to LSUHSC-NO as the institution is a recipient of federal funds. FERPA affords students certain rights with respect to their educational records.

### ***Code of Professional Ethics***

Ethics are the principles of conduct governing a profession. The practice of the profession of Clinical Rehabilitation and 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 both codes.

<http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

<http://www.crc certification.com/filebin/pdf/CRCCodeOfEthics.pdf>

### ***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. The following guidelines have been approved by the LSUHSC School of Allied Health Professions Student Government Association with the approval of the Dean.

Students who are in the Allied Health Buildings and the Medical Education Building during regular working hours (8am-5pm) will not wear tank tops, halter tops, short pants, clothing with holes, cut-offs or "short" shorts, flip-flop sandals.

Jeans are permitted but should not have holes, patches, or ragged, frayed bottom edges. Mini-skirts are not permitted. If tennis shoes are worn, they need to be clean and without holes.

Whenever a student has direct contact with clients, his or her appearance should be that of a professional. Therefore, in addition to the guidelines above, those having client contact should observe the following:

Men are encouraged to wear sports/dress shirts and all shirts should have collars.

Women are encouraged to wear dresses (not "cocktail" dresses) or pants and blouses.

## **X. Departmental Systematic Evaluation Procedures**

The Department of Clinical Rehabilitation and Counseling engages in a number of systematic evaluation procedures to insure that the department is meeting its mission and objectives. These procedures, as outlined below, are designed to provide feedback which allows modifications in

curriculum, policies, services, and research initiatives, as well as in the department's mission and objectives themselves. This plan was approved by the department's advisory board. While components of this plan may occur more frequently, the overall evaluation will be conducted every four years.

***Student Evaluations:***

- **Student Evaluation of Course and Instructor** – At the end of each semester, the School of Allied Health Professions will provide students the opportunity to evaluate each course and instructor through Moodle. Instructors will encourage and remind students to complete the anonymous evaluation; however they will not have access to the evaluation results until after grades are submitted and the semester is completed. These evaluations are reviewed by individual instructors with the department head. These evaluations will be used by the instructor to make needed modifications in course content, and to help the department to evaluate curriculum offerings. – see Appendix A.
- **Student Evaluation of Practicum and Internship Sites** – At the end of the Practicum and Internship experiences, students evaluate their experience using the Final Student Evaluation of Site and Site Supervisor as a requirement for final paperwork of the practicum and internship courses. – see Appendix H.
- **Graduate Evaluation of Curriculum** – Upon graduation of the program, graduates complete an evaluation of all aspects of the completed curriculum. This evaluation will be used to make modifications and additions to the departmental curriculum – see Appendix E.
- **Student Feedback Survey from the Department Head** – Each semester the department head will send an electronic communication with 1<sup>st</sup> and 2<sup>nd</sup> year students to review their progress and to provide an opportunity for feedback regarding the department, the program, and the curriculum.
- **Alumni Update** - Each year, the alumni will be sent an electronic communication requesting updated information for the Department files. This form will provide alumni with an opportunity to send the Department feedback on its program as well as enhance our resource databank for community contacts – see Appendix O.

***Other Department Evaluations:***

- **Faculty Review of Curriculum** – Faculty will review components of the department curriculum each semester and academic school year to assess appropriateness and timeliness. In addition, all new courses proposed for the curriculum must be approved by the faculty.
- **Annual Faculty Performance Review** – Every year all untenured faculty and all tenured faculty, will follow the peer-review procedures outlined in the School of Allied Health Professions Faculty Handbook to complete a performance review. This review covers teaching, service, and research, and culminates in Faculty and Department Head recommendations for each faculty member's professional growth and development.

- **Advisory Board Review** – The Department is committed to using the talents and resources of our Advisory Board by holding biannual, in-person meetings and engaging in ongoing networking to strengthen its mutually beneficial relationship with these partners from the community. Part of each meeting’s agenda is to obtain their formative evaluation and recommendations for program improvement. Additionally, the Advisory Board will evaluate the program’s mission and objectives, content and design of the curriculum, student’s practicum/internship experiences and evaluation procedures, recruitment/retention procedures, program recognition, support and resources, and lastly, faculty composition, qualifications, performance and expertise. The collective members of the Advisory Board have enormous experience, both personally and professionally, with a variety of counseling services. The Department of Clinical Rehabilitation and Counseling makes every effort to ensure that the Advisory Board members are certified and licensed professionals.
- **Employer Review** – Supervisors in organizations that employ our graduates are periodically surveyed for their evaluation of and recommendations for improvement of our program, based on their experience with our graduates’ performance in their setting. A copy of the Employer Evaluation Form is included in Appendix D.
- **Program Recognition, Support, and Resources Review** - Department faculty serve on appropriate policy-setting and program review bodies of the School of Allied Health Professions (SAHP) and communicate pertinent decisions and actions of these respective bodies to the entire department faculty. The Department Head participates on the Executive Committee of the SAHP and, through this committee, communicates support service needs of faculty and students, including reasonable access to financial resources, facilities, and necessary technology.

### *Student Services for Health, Wellness, Counseling, and Support*

Confidential counseling and other supportive and health-related services are available to students free of charge. For information about these services, contact your faculty advisor, the Campus Assistance Program (CAP) at (504) 568-8888, or Student Health Services at (504) 525-4839. For appointments, there are two off-campus health clinics. Their telephone numbers are 412-1366 and 412-1705. The Wellness Center (504-568-3700) offers free programs and exercise facilities.

### *Student Organizations*

<http://alliedhealth.lsuhsu.edu/Admin/docs/PoliciesProceduresFormStudentOrganizations.pdf>

### *Honor Society*

Chi Sigma Iota (CSI): Counseling, Academic, and Professional Honor Society International - Rho Chi Chapter is an international honor society that values academic and professional excellence in counseling. The mission of CSI is to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. The LSUHSC Rho Chi Chapter is one of 270 active chapters. Each year deserving students are invited to submit a proposal to join and become initiated into the society. Additional information about membership may be obtained by contacting a faculty member.

#### Membership Requirements:

1. Students must have completed at least one semester of full-time graduate coursework in a counselor education degree program, have earned a grade point average of 3.5 or better on a 4.0 system, and be recommended for membership in CSI by the chapter. Criteria include capacity to represent the best about professional counseling, appropriate professional behavior, ethical judgment, emotional maturity, and attitudes conducive to working to advocate for wellness and human dignity for all.
2. Faculty and alumni of the program shall have met the overall G.P.A. requirement as graduates of a counselor education program and be recommended to CSI by the chapter.
3. The primary identity of these persons shall be as professional counselors including evidence of a state or national credential as a professional counselor.
4. Students, who have obtained an average of 3.5 or better on a 4.0 system, will be invited to submit a proposal documenting their interests in developing a project for the upcoming semester(s) to be participated in by all members.

#### ***Membership in Professional Organizations***

Affiliation with national professional organizations provides many opportunities for professional growth. In addition to evidencing support for your profession, organizational membership brings the student in contact with current literature in the organizations' journals provided to members; with national, regional, state, and local issues and news; and, through conferences and seminars, with the leaders of the profession. Most professional organizations offer student memberships at a greatly reduced rate. Membership in various professional organizations enhances the individual student's specific career interests, as well as lends general support to the student's chosen profession of Clinical Rehabilitation and Counseling. The primary Clinical Rehabilitation and Counseling professional organizations may be contacted, at the addresses below, for membership applications.

##### American Counseling Association (ACA)

5999 Stevenson Avenue  
 Alexandria, VA 22304-3300  
 (800) 347-6647 Ext. 222  
[www.counseling.org](http://www.counseling.org)

##### American Rehabilitation Counseling Association (ARCA)

[www.arcaweb.org](http://www.arcaweb.org)

##### International Association of Rehabilitation Professionals (IARP)

3540 Soquel Avenue, Suite A  
 Santa Cruz, CA 95062  
 831-464-4892 or 800-240-9059  
[www.rehabpro.org](http://www.rehabpro.org)

##### National Rehabilitation Association (NRA)

633 South Washington St.  
 Alexandria, VA 22314-4109  
 (888) 258-4295 or (703) 836-0850  
[www.nationalrehab.org](http://www.nationalrehab.org)

##### National Rehabilitation Counseling Association (NCRA)

Post Office Box 4480

Manassas, VA 20108  
 (703) 361-2077  
[info@ncra-net.org](mailto:info@ncra-net.org)

Louisiana Counseling Association  
 353 Leo Avenue Shreveport, Louisiana, 71105  
 Phone: 318 861-0657  
 Fax: 318 868-3341  
 Email: [lca\\_austin@bellsouth.net](mailto:lca_austin@bellsouth.net)

### ***Certification and Licensure***

Upon completing the MHS-CRC program, it is recommended that students apply for one or more professional certification and licensure options. The choice of which option(s) to pursue depends on the interests of each student. Many of the certifications and licenses stipulate work experience after obtaining the Master's degree as a requirement for eligibility. Some of the possible options are listed below. Contact the specific organization of interest for further information on their stipulations. Except for the CRC certification, the department's curriculum and graduation requirements do not guarantee eligibility for any credential. It is the student's responsibility to become informed and proactive about planning for desired certification and licensure options.

Certified Rehabilitation Counselor (CRC)  
 Commission on Rehabilitation Counselor Certification  
 300 N. Martingale Road, Suite 460  
 Schaumburg, Illinois 60173  
 847-944-1325 [www.crccertification.com](http://www.crccertification.com)

Council for Accreditation of Counseling & Related Educational Programs  
 1001 North Fairfax Street, Suite 510  
 Alexandria, VA 22314  
 phone (703) 535-5990  
 fax (703) 739-6209  
[www.cacrep.org](http://www.cacrep.org)

Licensed Rehabilitation Counselor (LRC)  
 Louisiana Licensed Professional Vocational Rehabilitation Counselors Board of Examiners  
 P.O. Box 41594  
 Baton Rouge, LA 70835-1594  
 (225) 922-1435/ (225) 922-1352 Fax  
[www.lrcboard.org](http://www.lrcboard.org)

Licensed Professional Counselor (LPC)  
 Louisiana Licensed Professional Counselors Board of Examiners  
 8631 Summa Avenue, Suite A  
 Baton Rouge, LA 70809  
 (225) 765-2515  
[www.lpcboard.org](http://www.lpcboard.org)

Licensed Addiction Counselor (LAC) and Certified Addiction Counselor (CAC)  
 Louisiana Association of Substance Abuse Counselors and Trainers  
 P.O. Box 80235  
 Baton Rouge, LA 70898-0235  
 Phone: 225-766-2992/Fax 225-766-8552  
[www.lasact.org](http://www.lasact.org)

Certified Vocational Evaluator (CVE)  
Commission on Certification of Work Adjustment and Vocational Evaluation Specialists (CCWAVES)  
300 N. Martingale Road, Suite 460  
Schaumburg, IL 60173  
Phone: (847)944-1340/Fax: (847)944-1346  
[www.CCWAVES.org](http://www.CCWAVES.org)

National Certified Counselor (NCC)  
National Board for Certified Counselors  
PO Box 77699  
Greensboro, North Carolina 27417-7699  
(336) 547-0017  
[www.nbcc.org](http://www.nbcc.org)

## ***Department Clinical Operations***

### ***LSUHSC Child & Family Counseling Clinic (CFCC)***

The LSUHSC Child & Family Counseling Clinic is an outpatient mental health clinic designed to provide mental health services to children, adolescents, and their families. It is affiliated with the Louisiana State University Health Sciences Center and is housed in the School of Allied Health Professions in the Department of Clinical Rehabilitation and Counseling as a teaching, training, and research facility.

The clinic provides testing/assessment, individual, group, and family therapy including play therapy, filial therapy, and child-parent relationship therapy. In addition, the clinic provides consultation services to caregivers and professional training to students and post-graduates seeking to earn continuing education hours toward licensure and certification.

### ***Department Professional Trainings***

The LSUHSC Clinical Rehabilitation and Counseling is currently a provider of Continuing Education Units for those holding CRC licensure. In addition the department and clinic both offer workshop opportunities year around for students and post graduates. Questions and additional inquiries about the workshops can be emailed to the department at [crc@lsuhsc.edu](mailto:crc@lsuhsc.edu).

The Child and Family Clinic offers workshops in provides testing/assessment, individual, group, and family therapy including play therapy, filial therapy, and child-parent relationship therapy to provide training to students and practicing clinicians seeking to earn continuing education hours towards licensure and certification.

The department offers the Tigers and Stripes Workshop series that offers continuing education towards licensure and certification for those interested in training on topics that are focused on rehabilitation counseling and clinical mental health counseling.

## Student's Informed Consent of Adherence:

I, \_\_\_\_\_, have read through and consent to comply with all policies and procedures as outlined in this *Student Handbook*. I understand that it is my responsibility to seek advising from my assigned advisor, should an issue or question arise with regard to my ability or commitment to comply with the policies and procedures stated herein.

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**Signature**

---

**Printed Name**

---

**Date**

## HELPFUL WEBSITES & CONTACT INFORMATION

| Site                                | Location   | Telephone  | Website   |
|-------------------------------------|--|--|---|
| Bookstore                           | <b>433 Bolivar Street</b><br><br><b>New Orleans, LA 70112</b>  | <b>Phone: (504) 568-2504</b><br><br><b>Fax: (504) 568-2121</b> | <a href="http://www.lsuhscc.edu/administrator/ae/hsb.aspx">http://www.lsuhscc.edu/administrator/ae/hsb.aspx</a>                                       |
| Bulletin/Catalogue                  |  |  | <a href="http://www.lsuhscc.edu/catalog/">http://www.lsuhscc.edu/catalog/</a>   |
| Associate Dean for Academic Affairs | <b>Dr. Erin Dugan</b><br><br><b>411 S. Prieur Street</b><br><br><b>Room 411</b><br><br><b>HDC Building</b>                   | <b>504-556-3403</b>  | E-mail: <a href="mailto:emart3@lsuhscc.edu">emart3@lsuhscc.edu</a>  |
| Office of Student Affairs           | <b>Ms. Yudi Delgado,</b><br><b>Director</b>  | <b>504-568-4253</b>  | Email: <a href="mailto:ydelga@lsuhscc.edu">ydelga@lsuhscc.edu</a>   |
| CAP                                 | <b>8th Floor of the Clinical Education Building, Office 866</b><br><b>1542 Tulane Avenue</b><br><b>New Orleans, LA 70112</b> | <b>504-568-8888</b>  | <a href="http://www.lsuhscc.edu/no/organizations/CampusHealth/ceap.htm">http://www.lsuhscc.edu/no/organizations/CampusHealth/ceap.htm</a>             |
| APRIL                               |  |  | <a href="http://www.lsuhscc.edu/administration/academic/">http://www.lsuhscc.edu/administration/academic/</a>   |
| Student Housing                     | <b>Residence Hall</b><br><b>2<sup>nd</sup> fl. Rm. 210</b>   | <b>504-568-6262</b>  | <a href="http://www.lsuhscc.edu/administration/ae/housing.aspx">http://www.lsuhscc.edu/administration/ae/housing.aspx</a>                             |
| Registrar                           | <b>Resource Center Bldg.</b><br><b>Room 401C</b>   | <b>504-568-4829</b>  | <a href="http://www.lsuhscc.edu/registrar/">http://www.lsuhscc.edu/registrar/</a>   |
| Student Financial Aid               | <b>Resource Center Bldg.</b><br><b>suite 215</b>   | <b>504-568-4820</b>  | <a href="http://www.lsuhscc.edu/alerts/">http://www.lsuhscc.edu/alerts/</a>   |
| Student Health                      | <b>2820 Napoleon Ave suite 890</b>   | <b>504-412-1366</b>  | <a href="http://www.lsuhscc.edu/no/organizations/campushealth/studenthealth/">http://www.lsuhscc.edu/no/organizations/campushealth/studenthealth/</a> |

|                   |  |   |  |
|-------------------|--|---|--|
|                   |  | <b>AFTER HOURS: 504-412-1366</b>            |  |
| AHEC              | Louisiana Area Health Education Center                                 | 568-4437                                    | <a href="http://www.selahec.org/">http://www.selahec.org/</a><br><a href="http://www.lahealthcareers.com/">http://www.lahealthcareers.com/</a><br><a href="http://www.swlahec.com/">http://www.swlahec.com/</a>                                    |
| Wellness Center   | Stanislaus Hall 3 <sup>rd</sup> Floor                                  | 504-568-3700                                | <a href="http://www.lsuhscc.edu/administration/wellness/">http://www.lsuhscc.edu/administration/wellness/</a>  |
| Parking Office    | Clinical Sciences Research Bldg. Rm. 265                               | 504-568-4884                                | <a href="http://www.lsuhscc.edu/administration/ae/parking.aspx">http://www.lsuhscc.edu/administration/ae/parking.aspx</a>  |
| Human Resources   | 433 Bolivar Street, 6th Floor, New Orleans, LA 70112.                  |   | <a href="http://www.lsuhscc.edu/no/administration/hrm/">http://www.lsuhscc.edu/no/administration/hrm/</a>  |
| Library           | Resource Center Bldg. 3 <sup>rd</sup> Floor                            | 504-568-6100                                | <a href="http://www.lsuhscc.edu/library/">http://www.lsuhscc.edu/library/</a>  |
| PAY PAW           |  |   | <a href="http://www.lsuhscc.edu/administration/ae/paypaw.aspx">http://www.lsuhscc.edu/administration/ae/paypaw.aspx</a>  |
| IT Help           |  | New Orleans Campus Helpdesk: (504) 568-HELP | IT Support group email <a href="mailto:ahnopcsupport@lsuhscc.edu">ahnopcsupport@lsuhscc.edu</a>  |
| NOPD              | 1300 Perdido St, New Orleans, 70112                                    | Phone (504) 658-4000                        | <a href="http://www.nola.gov/GOVERNMENT/NOPD">http://www.nola.gov/GOVERNMENT/NOPD</a>  |
| EMERGENCY         | University Police 425 S. Roman Street, Room 301 New Orleans, La. 70112 | EMERGENCY 568-8999 (Downtown Campus)        | <a href="http://www.lsuhscc.edu/alerts/">http://www.lsuhscc.edu/alerts/</a><br><a href="http://www.lsuhscc.edu/administration/vcaca/emergency.aspx">http://www.lsuhscc.edu/administration/vcaca/emergency.aspx</a><br>Non-emergency (504) 568-8270 |
| Medical Emergency |  | 911   | After being released by the 911 operator, call the University Police at 568-8999   |
| Weather Emergency |  |   | <a href="http://www.lsuhscc.edu/alerts/">http://www.lsuhscc.edu/alerts/</a><br><a href="http://www.lsuhscc.edu/no/administration/cm/cm-51.aspx">http://www.lsuhscc.edu/no/administration/cm/cm-51.aspx</a>   |

|   |  |                       |  |
|---|--|-----------------------|--|
| Dr. Erin Dugan  | <b>411 S. Prieur Street, Room 411</b>  | <b>(504) 556-3403</b> | <b>Emart3@lsuhsc.edu</b>                             |
| Dr. Kellie Camelford                                  | <b>411 S. Prieur Street, Room 319</b>  | <b>(504) 556-7546</b> | <b>kcamel@lsuhsc.edu</b>                             |
| Dr. Kimberly Frazier                                  | <b>411 S. Prieur Street, Room</b>      | <b>(504) 556-</b>     | <b>Kfraz1@lsuhsc.edu</b>                             |
| Dr. George Hebert                                     | <b>411 S. Prieur Street, Room</b>      | <b>(504) 556-7566</b> | <b>gheber@lsuhsc.edu</b>                             |
| Dr. Krystal Vaughn                                    | <b>411 S. Prieur Street, Room 318</b>  | <b>(504) 556-7547</b> | <b>kvaugh@lsuhsc.edu</b>                             |
| Ms. Diana Valeary<br>Child & Family Counseling Clinic | <b>411, S. Prieur Street, Room 307</b> | <b>(504) 556-3451</b> | <a href="mailto:cfcc@lsuhsc.edu">cfcc@lsuhsc.edu</a> |
| Jeri Brumfield  | <b>411 S Prieur Street, room 308</b>   | <b>504-556-3453</b>   | <b>jbrumf@lsuhsc.edu</b>                             |

## APPENDICES

- A. Course and Instructor Evaluation Forms
- B. Description of Space and Resources
- C. Departmental Library Resources and Procedures
- D. Employer Evaluation Survey
- E. Graduating Student Evaluation Survey
- F. Student Individualized Curriculum Planning (IPC) Form
- G. Clinical Rehabilitation and Counseling Curriculum and Course Descriptions
- H. Student Fieldwork Site Evaluation Forms
- I. Student Recruitment Activity Form
- J. Comprehensive Examination Evaluation Survey
- K. Informational Session Form
- L. Informational Session Follow Up Letter
- M. Informational Session Evaluation
- N. Alumni Update Form
- O. Department Head Semester Survey

**Appendix A**  
**Course and Instructor Evaluation Forms**

*Course & Faculty evaluations are sent out each semester by administration. Students are encouraged to complete these surveys in order to provide course and instructors feedback.*

**Appendix B**  
**CRC Description of Space and Resources**

## Description of Resources

**General Description:** The Department of Clinical Rehabilitation and Counseling occupies the left wing of the third floor of the LSUHSC Human Development Center. In addition, the School of Allied Health shares classroom space with the remainder of the Health Sciences Center~ approximately 25 classrooms and lecture halls.

1. **Support Staff:** The department has a full-time Coordinator of Academic-Area.
2. **Administrative Space:** The department has a main office with document storage. In addition, the department has a conference room, a lunchroom, and an additional room for storage.
3. **Faculty Offices:** The department has five separate faculty offices. No faculty share offices.
4. **Counseling Rooms** -The department has 6counseling rooms and 1 group counseling room. Each individual counseling room has an adjoining observation room equipped with one-way viewing facilities and video recording equipment for supervision of individual and group counseling.
5. **Student Resource Room and Computer Room** is available to all CRC graduate students Monday – Friday from 8am to 10pm. There are several large work tables, comfortable chairs, and 3 computers available for student use.
6. **Resources and Equipment:** All full-time faculty and administrative staff have a computer and laser printer at their desks. In addition, all computers are hardwired to the School of Allied Health Profession’s network. The department has video-recording equipment and playback units with monitors. The Department has a large collection of counseling related books, journals, and video-tapes.
7. **Support Personnel:** All departmental faculty and staff have access to computer support and statistical consultation from the LSU School of Allied Health Professions.

**Appendix C**

**Departmental Library Procedures**

### Departmental Library Procedures

The departmental library is a resource that should be available to all faculty and students on a convenient basis. In order to insure proper utilization of the library the following procedures will be established:

Library hours are from 8AM- 10PM Monday thru Friday.

The library will be available for student and faculty use during these hours. Priority will be given to departmental business. Other use will include research meetings and access to library materials.

In order to manage the use of the library a sign up procedure will be used. A sign-up log will be kept by the departmental administrative assistant. An individual or group of individuals who wishes to use the library for any reason must sign-in on the log. Although not required, advanced sign-up is recommended.

To the extent that it is possible, the library will be used as an "equal opportunity" resource. However, there are likely to be occasions where it may be necessary to 'bump' an individual or group due to some priority activity.

Library checkout procedure. Most of the materials in the library will be available for limited check-out. Unless otherwise noted, check-out will be limited to overnight checkout -out after 12 noon on one day, and back by 9a.m. the next day. **Students or faculty who check items out should do so with the coordinator of the academic area.**

**Appendix D**  
**CRC Employer Evaluation Survey**

## CRC Employer Survey Spring 2016

\* 1. What is your name?

\* 2. What is the name of your company/ employer?

3. What type of agency do you work in?

- Private for-profit
- Private not-for-profit
- Community agency
- State agency
- Federal agency
- School
- Hospital

4. As part of our ongoing continuous and systematic program evaluation, would you please complete the following survey. Rate our graduate(s), whom you now employ, on the degree to which she/he is prepared in each of the following areas. Base your ratings on your experience with the graduate. Knowledge of:

|   | Not at all prepared   | Minimally prepared    | Moderately prepared   | Highly prepared       | Very highly prepared  |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The history and philosophy of rehabilitation.   | <input type="radio"/> |
| The legislation affecting individuals with disabilities.                              | <input type="radio"/> |
| Terminology and concepts of medical and vocational rehabilitation.                    | <input type="radio"/> |
| The organizational structure and services of the public vocational rehabilitation.    | <input type="radio"/> |
| The organizational structure and services of private for-profit rehabilitation.       | <input type="radio"/> |
| The organizational structure and services for not-for-profit service delivery system. | <input type="radio"/> |
| The ethical standards and decision making for rehabilitation counselors.              | <input type="radio"/> |

|  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Society issues, trends, and developments as they related to rehabilitation.  | <input type="radio"/> |
| Group counseling theories and practices.   | <input type="radio"/> |
| Family counseling theories and practices.  | <input type="radio"/> |
| Individual counseling theories and practices.  | <input type="radio"/> |
| Behavior and personality theory.   | <input type="radio"/> |
| Human growth and development.  | <input type="radio"/> |
| Gender and multicultural counseling issues.  | <input type="radio"/> |
| Attitudinal and environmental barriers for individuals with disabilities.  | <input type="radio"/> |
| The case management process, including case finding, service coordination, referral and utilization of other disciplines, and client advocacy. | <input type="radio"/> |
| Planning for the provisions of independent living services with clients.   | <input type="radio"/> |
| Planning for vocational rehabilitation services with clients.  | <input type="radio"/> |

|  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Financial resources and community services for rehabilitation planning.                    | <input type="radio"/> |
| Computer applications and technology in rehabilitation counseling.                         | <input type="radio"/> |
| Theories of career development and work adjustment.  | <input type="radio"/> |
| Vocational implications of various disabling conditions.                                   | <input type="radio"/> |
| Occupational and labor market information.   | <input type="radio"/> |
| Medical implications and resources for various disabling conditions.                       | <input type="radio"/> |
| The psycho-social and cultural impact of disabilities on the individual and family.        | <input type="radio"/> |
| The psycho-social and cultural impact of disabilities on the individual and family.        | <input type="radio"/> |
| Administration and interpretation techniques for assessing clients' needs and resources.   | <input type="radio"/> |
| Procedures for assessing the effectiveness of rehabilitation services and outcomes.        | <input type="radio"/> |
| Job analysis, modification, and accommodation techniques.                                  | <input type="radio"/> |
| Strategies for job placement, supported employment and employer development.               | <input type="radio"/> |
| Employer practices and services for hiring and retention of individuals with disabilities. | <input type="radio"/> |
| Client job seeking and job retention skills development.                                   | <input type="radio"/> |
| Workers' compensation practices, expert testimony, and life care planning.                 | <input type="radio"/> |
| Employer-based disability prevention and management strategies.                            | <input type="radio"/> |

|  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Substance abuse and treatment.   | <input type="radio"/> |
| Social security benefits and techniques for evaluating earnings capacity and loss. | <input type="radio"/> |
| Rehabilitation techniques for individuals with psychological disabilities.         | <input type="radio"/> |
| School to work transition for students with disabilities.                          | <input type="radio"/> |
| Transferable skills analysis.  | <input type="radio"/> |
| Marketing techniques for rehabilitation services.                                  | <input type="radio"/> |
| the workplace culture and environment.   | <input type="radio"/> |
| Techniques for working effectively across disciplines.                             | <input type="radio"/> |

**\* 5. Please use the space below to suggest areas of the program that need to be modified:**

**\* 6. Please use the space below to suggest content that needs to be added to the program.**

**Appendix E**  
**CRC Graduating Student Evaluation Survey**

## Graduating Student Evaluation Survey

- 1 Mark each box of your evaluation of the MHS-CRC Program. 1= Not at all prepared to  
9=Very Highly Prepared

|   | 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     | 8                     | 9                     |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The history of Rehabilitation.  | <input type="radio"/> |
| The philosophical foundation of rehabilitation.   | <input type="radio"/> |
| The legislation of laws affecting individuals with disabilities.                              | <input type="radio"/> |
| The rehabilitation terminology and concepts.  | <input type="radio"/> |
| The organizational structure of the public vocational rehabilitation service delivery system. | <input type="radio"/> |
| The organizational structure of private for-profit vocational systems.                        | <input type="radio"/> |
| The organizational structure of not-for-profit service delivery systems.                      | <input type="radio"/> |
| The ethical standards for rehabilitation counselors.  | <input type="radio"/> |

|   |                       |                       |                       |                                  |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Societal issues, trends, and developments as they relate to rehabilitation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Group counseling theories.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Group counseling practices and interventions.                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Family counseling theories.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |

|   |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Family counseling practices and interventions.  | <input type="radio"/> |
| Individual counseling theories.   | <input type="radio"/> |
| Individual counseling practices and interventions.  | <input type="radio"/> |
| Behavior and personality theory.  | <input type="radio"/> |
| Human growth and development.   | <input type="radio"/> |
| Multi-cultural counseling issues.   | <input type="radio"/> |
| Gender issues as they relate to counseling and rehabilitation services.   | <input type="radio"/> |
| Environmental barriers for individuals with disabilities.   | <input type="radio"/> |
| Attitudinal barriers for individuals with disabilities.   | <input type="radio"/> |
| The services available for a variety of rehabilitation populations, including persons with multiple disabilities.                                 | <input type="radio"/> |
| Rehabilitation services in diverse settings.  | <input type="radio"/> |
| The case management process, including case finding, service coordination, referral to and utilization of other disciplines, and client advocacy. | <input type="radio"/> |
| Planning for the provision of independent living services with clients.   | <input type="radio"/> |
| Planning for vocational rehabilitation services with clients.   | <input type="radio"/> |

**Appendix F**

**Student Individualized Curriculum Planning (ICP) Forms**

**Curriculum Tracking Form**  
**Master of Health Science Degree**  
**Clinical Rehabilitation and Counseling**  
*Clinical Rehabilitation Counseling Track*

Student Name: \_\_\_\_\_

Semester Started: \_\_\_\_\_

Date: \_\_\_\_\_

|   | Grade | Semester<br>Completed |
|---|-------|-----------------------|
| REHAB 5601 Foundations in Counseling 3                            | _____ | _____                 |
| REHAB 5602 Medical Aspects of Disability 3                        | _____ | _____                 |
| REHAB 5603 Multicultural and Psychosocial Aspects of Counseling 3 | _____ | _____                 |
| REHAB 5654 Mental Health Diagnosis and Treatment Planning 3       | _____ | _____                 |
| REHAB 5612 Development across the Life Span 3                     | _____ | _____                 |
| REHAB 6611 Counseling Theories and Practices 3                    | _____ | _____                 |
| REHAB 6612 Counseling Techniques and Process 3                    | _____ | _____                 |
| REHAB 6614 Group Process and Counseling 3                         | _____ | _____                 |
| REHAB 6630 Vocational Counseling/ Career Development 3            | _____ | _____                 |
| REHAB 6632 Assessment in Counseling 3                             | _____ | _____                 |
| REHAB 6634 Ethics in Counseling 3                                 | _____ | _____                 |
| REHAB 6640 Research Design and Methodology 3                      | _____ | _____                 |
| REHAB 6641 Practicum in Counseling 3                              | _____ | _____                 |
| REHAB 6643 Internship in Counseling I 6                           | _____ | _____                 |
| REHAB 6645 Internship in Counseling II 6                          | _____ | _____                 |
| <br>  |       |                       |
| REHAB      CRC Course 3 _____                                     | _____ | _____                 |
| REHAB      CRC Course 3 _____                                     | _____ | _____                 |
| REHAB 5614 Professional Practicum 1                               | _____ | _____                 |
| REHAB 5614 Professional Practicum 1                               | _____ | _____                 |
| REHAB 5614 Professional Practicum 1                               | _____ | _____                 |

\_\_\_\_\_ Promoted to Practicum (6611, 6612, 6634, 5614 (3 cr. Hours total); 27 of 33 required hours).

\_\_\_\_\_ COMPS (6641, 5601, 5602, 5603, 5612, 5654, 6611, 6612, 6614, 6630, 6632, 6634, 6640.)

\_\_\_\_\_ Promoted to internship (6641, Successful completion of COMPS; 45 credit hours earned)

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

Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Comments:**

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Advisor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Comments:**

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Advisor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Comments:**

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Advisor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Comments:**

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Advisor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Comments:**

**Curriculum Tracking Form**  
**Master of Health Science Degree**  
**Clinical Rehabilitation and Counseling**  
*Clinical Mental Health Track*

Student Name: \_\_\_\_\_

Semester Started: \_\_\_\_\_

Date: \_\_\_\_\_

|   | Grade | Semester<br>Completed |
|---|-------|-----------------------|
| REHAB 5601 Foundations in Counseling 3                            | _____ | _____                 |
| REHAB 5650 Crisis Counseling Intervention 3                       | _____ | _____                 |
| REHAB 5603 Multicultural and Psychosocial Aspects of Counseling 3 | _____ | _____                 |
| REHAB 5654 Mental Health Diagnosis and Treatment Planning 3       | _____ | _____                 |
| REHAB 6634 Ethics in Counseling 3                                 | _____ | _____                 |
| REHAB 5612 Development across the Life Span 3                     | _____ | _____                 |
| REHAB 6611 Counseling Theories and Practices 3                    | _____ | _____                 |
| REHAB 6630 Vocational Counseling/ Career Development 3            | _____ | _____                 |
| REHAB 6612 Counseling Techniques and Process 3                    | _____ | _____                 |
| REHAB 6614 Group Process and Counseling 3                         | _____ | _____                 |
| REHAB 6632 Assessment in Counseling 3                             | _____ | _____                 |
| REHAB 6640 Research Design and Methodology 3                      | _____ | _____                 |
| REHAB 6641 Practicum in Counseling 3                              | _____ | _____                 |
| REHAB 6643 Internship in Counseling I 6                           | _____ | _____                 |
| REHAB 6645 Internship in Counseling II 6                          | _____ | _____                 |
| <br>  |       |                       |
| REHAB CMH Course 3 _____  | _____ | _____                 |
| REHAB CMH Course 3 _____  | _____ | _____                 |
| REHAB 5614 Professional Practicum in Counseling 1                 | _____ | _____                 |
| REHAB 5614 Professional Practicum in Counseling 1                 | _____ | _____                 |
| REHAB 5614 Professional Practicum in Counseling 1                 | _____ | _____                 |

\_\_\_\_\_ Promoted to Practicum (6611, 6612, 6634, 5614 (3 cr. Hours total); 27 of 33 required hours).

\_\_\_\_\_ COMPS (6641, 5601, 5602, 5603, 5612, 5654, 6611, 6612, 6614, 6630, 6632, 6634, 6640.)

\_\_\_\_\_ Promoted to internship (6641, Successful completion of COMPS; 45 credit hours earned)

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

Date: \_\_\_\_\_

**Advisor Signature:** \_\_\_\_\_  
**Comments:**

**Date:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_  
**Advisor Signature:** \_\_\_\_\_  
**Comments:**

**Date:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_  
**Advisor Signature:** \_\_\_\_\_  
**Comments:**

**Date:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_  
**Advisor Signature:** \_\_\_\_\_  
**Comments:**

**Date:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_  
**Advisor Signature:** \_\_\_\_\_  
**Comments:**

**Date:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**Appendix G**  
**CRC Curriculum and Course Description**

## Curriculum and COURSE DESCRIPTIONS

### DESCRIPTIONS OF COURSES OF INSTRUCTION

#### REQUIRED COURSES

**REHAB 5601. Foundations in Counseling. 3 cr.** This course provides a comprehensive introduction to clinical rehabilitation and counseling as a health profession, a multi-faceted process for increasing the ability of persons with a disability or other challenges to participate in all aspects of life, and a philosophy for promoting social justice and quality of life through support, information, advocacy, skill-building and equal opportunity. The course includes an exploration of the history, philosophy, trends, and practices of mental health counseling; the roles and functions of mental health counselors across practice settings; methods and models of clinical supervision; professional organizations, preparation standards, and credentials; and other related professional issues.

**REHAB 5602. Medical Aspects of Disability. 3 cr.** Technical knowledge and interpersonal understanding of the medical and functional implications of a wide variety of disabilities are acquired. Curriculum components include learning medical terminology and the use of medical information for facilitating the vocational rehabilitation and independent living of people with physical, sensory, emotional, and cognitive disabilities. The medical, vocational, and psychosocial issues as well as the individual and community resources typically associated with treating and managing these conditions are reviewed. Emphasis is placed on assessing, discussing, and resolving the personal, functional, and environmental challenges each disability presents.

Note: This course is a required course for students on the Clinical Rehabilitation (CRC) track.

**REHAB 5603. Multicultural and Psychosocial Aspects of Counseling. 3 cr.** This course will explore a variety of multicultural and psychosocial issues related to the knowledge, skills, and attitudes of counselors. Topics such as ethnicity, race, class, gender, and physical difference as they affect counselors, clients, and the counseling relationship will be discussed. The psychological, cultural, political, and sociological issues associated with disability and their impact on vocational rehabilitation, community living, and social perception will also be introduced. The course will analyze the living with a disability, including: environmental and attitudinal barriers and resources.

**REHAB 5612. Development across the Life Span. 3 cr.** This course studies the processes underlying human growth and development across the lifespan from conception through childhood, adolescence, adulthood, and aging to death. The interaction of biological, cultural, and environmental factors will be considered in studying the physical, intellectual, social, emotional and moral development of a person. This course will present the normal range of responses, reactions and behaviors of age-related development along with interdisciplinary opportunities of treatment planning.

**REHAB 5614. Professional Practicum in Counseling. 1cr.** Students acquire experience and first-hand knowledge of the purposes, functions, services and clientele of numerous agencies and community services. Additionally, students will gain experiences of the scientific community by participating in research projects and attending professional meetings and/or conferences. Ongoing supervision is provided by various members of the faculty.

**REHAB 5650. Crisis Counseling and Intervention. 3cr.** This course presents theories, strategies, and skills and an overall introduction to clinical crisis intervention. Models for assessing and responding to crises are presented. Topics such as medical and psychological traumas, post-traumatic stress disorder and professional burnout will be part of the curriculum. Theoretical and ethical implications will be addressed. Special emphasis is given to disaster psychology, natural disasters, terrorism, school violence, and suicidology.

Note: This course is a required course for students on the Clinical Mental Health (CMH) track.

**REHAB 5654. Mental Health Diagnosis and Treatment Planning. 3 cr.** This course provides instruction for appropriate procedures for the diagnosis of mental conditions which lead to meaningful treatment plans. Models of assessment and intervention in mental health settings are reviewed. Emphasis is placed on various diagnostic techniques, treatment options, increasing skills and resource management, natural supports and community integration.

**REHAB 6611. Counseling Theories and Practices. 3 cr.** An examination of the generic model of the counseling process and a detailed critical review of several major counseling theories relevant to Clinical Rehabilitation and Counseling are conducted. Special attention is given to the counseling needs of diverse special populations and cultural groups. An ultimate goal of the course is to enable students to develop a theoretically-based personal approach to counseling.

**REHAB 6612. Counseling Techniques and Process. 3 cr.** Students are instructed in basic counseling and communication skills. This lab oriented class uses videotaped role plays to help students learn basic communication and counseling skills. Students receive individualized feedback from the faculty instructor as well as their peers. Prerequisite: REHAB 6611.

**REHAB 6614. Group Process and Counseling. 3 cr.** The dynamics of group interactions are examined from both theoretical and practical perspectives. Topics addressed include types of groups (including peer, support, and problem/issue groups), marriage and family concerns, leadership styles, counselor roles, and models of problem resolution. The student acquires practical experience as both a member and a leader of groups. Prerequisites: REHAB 6611, REHAB 6612.

**REHAB 6630. Vocational Counseling/Career Development. 3 cr.** Vocational, career, and occupational resources and systems and how to access and utilize them are taught to students. This course includes a discussion of state of the art practices in areas such as supported employment, proprietary rehabilitation, and computerized vocational instruments. Students learn career development theories and how to apply them to counseling individuals with disabilities. Students make field site visits to identify community vocational resources and gain exposure to occupational classifications within local businesses and industries.

**REHAB 6632. Assessment in Counseling. 3 cr.** This course covers basic testing and measurement concepts, construct evaluation, and assessment strategies are explored. Students receive instruction in and practice using measurement techniques including: psychometric tests (such as intelligence, achievement, aptitude, interest, and personality tests), behavioral assessment, situational assessment, ecological assessment, and work samples. Students learn how to apply assessment data gathered to formulate reports and service plans for people with varying disabilities. Issues related to diversity for assessment purposes are emphasized. Prerequisite: REHAB 6640.

**REHAB 6634. Ethics in Counseling. 3 cr.** This course is designed to provide the graduate student with an overview of current legal, ethical, and professional issues related to the practice of counseling. The course focuses on providing the students with a point of reference from which to define acceptable professional behavior based upon the Code of Professional Ethics for Counselors, on helping students understand the problems, issues and concerns confronting rehabilitation practitioners, and on developing an ethical awareness and problem solving mindedness that cuts across job functions and work settings.

**REHAB 6640. Research Design and Methodology. 3 cr.** This course is designed to provide rehabilitation counselors with the knowledge and skills that will allow them to draw meaningful conclusions from research. A systematic investigation of factors and procedures relevant to rehabilitation counselors is conducted.

**REHAB 6641. Practicum in Counseling. 3 cr.** Students acquire field counseling experience and firsthand knowledge of the purpose, function, services, and clientele of an agency. Students apply knowledge learned in

didactic courses and achieve specific competencies in counseling during the course of their off-site placement in a rehabilitation or mental health setting. Supervision is provided by a professional in the facility or program, and by the departmental faculty. Prerequisites: REHAB 6611, REHAB 6612. Permission of Department Head.

**REHAB 6643. Internship in Counseling I. 6 cr.** A part-time placement in a rehabilitation or mental health setting is provided. Students are placed in a setting that is related to their career goals. The student is expected to take on the full complement of duties expected by a professional counselor in that setting. These include, but will not be limited to, individual counseling, case management, and utilization of community resources, advocacy, and client assessment. Supervision is provided by a professional in the facility or program and by the departmental faculty on both counseling and case conceptualization. This course includes a weekly group meeting with the faculty supervisor in which case conceptualization and counseling process issues are reviewed. Prerequisites: Students must have completed at least 42 of the 48 non-internship hours (including REHAB 6611, REHAB 6612, REHAB 6614, and REHAB 6641) and have successfully passed the departmental comprehensive exam. Permission of department.

**REHAB 6645. Internship in Counseling II. 6 cr.** A part-time placement in a rehabilitation or mental health setting is provided. Students are placed in a setting that is related to their career goals. The student is expected to take on the full complement of duties expected by a professional counselor in that setting. These include, but will not be limited to, individual counseling, case management, and utilization of community resources, advocacy, and client assessment. Supervision is provided by a professional in the facility or program and by the departmental faculty on both counseling and case conceptualization. This course includes a weekly group meeting with the faculty supervisor in which case conceptualization and counseling process issues are reviewed. Prerequisites: Students must have completed at least 42 of the 48 non-internship hours (including REHAB 6611, REHAB 6612, REHAB 6614, REHAB 6641, and REHAB 6643) and have successfully passed the departmental comprehensive exam. Permission of department.

## ELECTIVE COURSES

**REHAB 5605. Counseling Special Populations. 3cr.** Seminar course focusing on issues encountered by school and counseling mental health counselors. Issues include, but are not limited to, substance abuse, sexuality, single parent and blended families, bilingual children, and clients with physical or mental disabilities.

**REHAB 5606. Child and Adolescent Psychopathology. 3cr.** This course covers the history and treatment of childhood disorders including learning, behavioral, and emotional problems. Psychopathology is presented using an integrative approach including the biological, psychological, social, cultural, familial, and political forces that currently define abnormal behavior. Utilizes an eclectic approach to the study of causes and diagnoses of childhood psychopathology. Definitions, concepts and theories of childhood psychopathology are covered. Emphasis will be on the current Diagnostic and Statistical Manual (DSM).

**REHAB 5608. Community Counseling. 3cr.** This course examines the relevant theoretical and practical information necessary for providing community and agency based counseling services. A variety of delivery methods, ethical considerations, agency and community based procedures, treatment considerations, and the importance of collaboration among mental health professionals will be explored.

**REHAB 5609. Counseling Children & Adolescents. 3 cr.** This course examines the relevant theories and techniques as they apply to counseling children and adolescents. Students are expected to develop a thorough understanding of mental health concerns and appropriate application of counseling interventions for children and adolescents, including those with physical disabilities.

**REHAB 5610. Introduction to School Counseling. 3cr.** This course provides an introduction to the historical, philosophical, psychological, and sociological bases of guidance and counseling in the schools. It is also an overview of the role and function of the school counselor as advocate, leader, counselor, collaborator, change agent, and researcher.

**REHAB 5613. Advanced Play Therapy. 1-3 cr.** This course is intended as an Advanced Play Therapy in counseling when working with children, adolescents and their caregivers. Students will be presented with an overview of play therapy, its varying models, principles, goals & objectives, as well as rationale for play therapy, and basic practice skills. Additionally, this course will provide students with an overview of integrating field knowledge of play, development, and theory into the advanced play therapist's knowledge base; working with difficult situations, such as limit-setting, aggression, and parents; addressing modern work concerns like measuring progress, data accountability, and treatment planning; differentiating play therapy practice in school and community settings; and addressing complicated skills, such as theme work, group play therapy, and supervision. Introduction to Play Therapy is a prerequisite course. Permission by the course director is required.

**REHAB 5616. Play Therapy Theory, Skills & Techniques. 3cr.** This purpose of this lecture-experiential course is to teach play therapy theory, techniques, and practice to graduate students who have completed the required course prerequisites. Students will learn about the rationale behind the use of play therapy, various theoretical approaches to play therapy, and the techniques used for effective child-centered play therapy.

**REHAB 5618. Filial Therapy & Child-Parent Relationship Therapy. 3cr.** This course will teach students how to actively engage parents as partners in the therapeutic process in working with minors in a counseling setting. A variety of parenting approaches will be explored, with heavy emphasis on van Fleet's Filial Therapy and Landreth's 10-week filial therapy modality, entitled Child Parenting Relationship Enhancement training (CPR-T). Students will also get exposure to various parenting issues, including developmental concerns, DSM diagnoses, resistance, and external circumstances affecting the parent-child relationship.

**REHAB 5619. Group Play/Activity Therapy. 3cr.** This course is designed to assist those who work with children in understanding a philosophy and rationale for group work with children and preadolescents. The course will focus on the goals of group play/activity therapy, the role of the play therapist, screening and selection of group members, the developmentally responsive use of play and other expressive/creative arts and activities with children and pre-adolescents, planning and structuring of sessions with emphasis on principles as well as application of methods and skills. Adaptation of the use of play/activity therapy with adolescents and families will also be explored.

**REHAB 5620. Advanced Skills in Counseling. 3cr.** This course is designed to build on the counseling skills gained during the Techniques (6612) course. Supervised experiences in counseling through role-playing, recorded interviews, observation analysis, and evaluation of interviewing techniques will be demonstrated and performed. Prerequisite: REHAB 6612.

**REHAB 5640. Family and Couples Counseling. 3cr.** The purpose of this course is to provide students with an introduction to family and couple counseling theory, perspectives of family therapy along with issues of diversity. The basic models of family therapy will be presented in order to assist students in their understanding of family and couple dynamics. Students will have an opportunity to apply these models in family therapy role-play. This course will also address issues relative to diversity in families and couples.

**REHAB 5645. Child-Parent Relationship Therapy. 3cr.** This course will teach students how to actively engage parents as partners in the therapeutic process in working with minors in a counseling setting. A variety of parenting approaches will be explored, with heavy emphasis on van Fleet's Filial Therapy and Landreth's 10-week filial therapy modality, entitled Child Parenting Relationship Enhancement training (CPR-T).

Students will also get exposure to various parenting issues, including developmental concerns, DSM diagnoses, resistance, and external circumstances affecting the parent-child relationship.

**REHAB 5651. Supervised Project in Counseling. 1-6 cr.** Students participate in research, community activities, resource development and special projects requiring literature reviews, report preparation, skill demonstrations, and public education. Credit is assigned depending on the amount of time spent on the project per week. A contract is developed between the student and faculty member before the course starts. Permission of Instructor Required.

**REHAB 5652. Supervised Project in Vocational Evaluation. 1-3 cr.** Students participate in an advanced practicum in vocational evaluation with emphasis on interview techniques, vocational plan development, measurement issues, and the coordination and use of various tests and work samples. The course emphasizes actual practice in determining current levels of client functioning in order for a student to gain a basic competency level in the area of diagnostic and prognostic procedures. Permission of Instructor Required. .

**REHAB 5653. Human Behavior Management. 3 cr.** Principles of human behavior and techniques for managing this behavior in a variety of rehabilitation settings are reviewed. Students learn to design and manage behavior change via application of applied behavior programming and behavior change techniques to rehabilitation settings and clientele. Special emphasis is placed on the rehabilitation professional's role in the management of behavioral problems and the incorporation of behavior change in the rehabilitation process.

**REHAB 5656. Case Management in Rehabilitation Counseling. 1-3 cr.** Basic theories, research, practices, knowledge, and skills pertinent to successful case management by rehabilitation counselors are further explored in this course. Best practices of case management knowledge and skills in a variety of rehabilitation counseling practice settings (e.g., forensic rehabilitation, life care planning, public rehabilitation, private rehabilitation) will be explored. Prerequisite REHAB 5601. Permission by the Instructor.

**REHAB 5658. Substance Abuse in Counseling. 3 cr.** This course explores issues of a variety of substance abuse-related disabilities. Emphasis is placed on the 8-core competencies that counselors would practice in a substance abuse treatment setting. Each counseling core competency is highlighted with an examination of various theories and types of substance abuse counseling interventions. Other topics covered include the psychopharmacology of commonly abused drugs and issues accompanying a co-existing substance related disability and other disability. Lastly, policy issues pertaining to the services provided to individuals with substance abuse-related disabilities are examined.

**REHAB 5659. Professional Communication. 3 cr.** Professional-level oral and written communication skills germane to success as a rehabilitation counselor are further developed in this course. Learning resources, including student assignments, focus upon the organization, content, and style of professional writing and professional presentation activities across a spectrum of Clinical Rehabilitation and Counseling responsibilities and opportunities.

**REHAB 5660. Contemporary Issues in Counseling. 1-6 cr.** This course examines current issues and research in the field of counseling. Emphasis is on interdisciplinary collaborative practice and facilitating models of service delivery that emphasize integrated, comprehensive services that are mutually planned by the client and counselor. Topics may include problem solving, substance abuse, death and dying, chronic pain, and program evaluation. Topics may vary from semester to semester.

**REHAB 5661. Introduction to Play Therapy. 3 cr.** This course is intended as an Introduction to Play Therapy in counseling when working with children. Students will be presented with the history of play therapy, its varying models, as well as rationale for play therapy, and basic practice skills.

**REHAB 5662. Private Sector Rehabilitation Counseling. 3 cr.** This course will provide an in-depth look into the private sector of the vocational rehabilitation field, including aspects of Workers' Compensation, third party litigation, Social Security hearings, and Life Care Planning with an emphasis on Licensure and Certification. This course will provide detailed information, resources and professional contacts in the industry, thereby preparing students for future career opportunities. This course will also prepare counselors to serve people with disabilities and assume a full range of responsibilities required in a variety of rehabilitation agencies and organizations, as well as contribute to scholarship and service in the rehabilitation community.

**REHAB 5664. Advanced Professional Communication. 1-3 cr.** Professional-level oral and written communication skills germane to service as a rehabilitation counselor are further explored in this course. Students will participate in the writing of professional manuscripts to be submitted for publication and in the development and delivery of professional conference presentations. Prerequisite REHAB 5659. Permission by Instructor.

**REHAB 5665. Benefits Counseling in Rehabilitation Counseling. 1-3 cr.** Basic tenets of benefits counseling in rehabilitation counseling will be further explored in this course. Students will gain knowledge and skills in working competently with the Social Security Administration Benefits/Work Incentives System (e.g., SSDI, SSI, PASS Plans, Trial Work Period, Ticket to Work, and Extended Period of Eligibility), the Medicaid Waiver Program, Special Needs Trusts, and the Veterans Administration Pension/Benefits System. The ethical application of benefits counseling skills and resources in rehabilitation counseling serves as a core component of this course. Prerequisite REHAB 5601. Permission by the Instructor.

**REHAB 5665. Grant Writing in Counseling. 1-3 cr.** Grant writing skills, processes, resources, and opportunities in the mental health field are explored. Students receive instruction and practice in understanding and utilizing various grant writing templates, and understanding and applying pertinent concepts such as needs assessment, meta-analysis, knowledge translation, logic models, funding, evaluation, submission, and management. Permission of Instructor Required.

**REHAB 6650. Counseling Research Practicum. 1-6 cr.** The research practicum is designed to involve students with ongoing research in counseling. Students are involved in a variety of research activities with a designated faculty member that include: conceptualization of a research project, library research concerning a research topic, stimulus material design, data collection, data entry, data analysis, writing tasks relevant to the research, presentation of findings, and publication of research articles. Students are assigned to a faculty member. The specific nature of the student's activities will be determined in consultation with the faculty member and formalized in a research practicum contract signed by both the student and faculty member. Credits may be taken in increments of 1 to 6 credits in any semester. A one-credit load is the equivalent of three hours per week of student activity. Students must accumulate a minimum of 3 credits of research practicum. Although students may take research practicum hours in addition to the 3 required, any such additional hours cannot be used to take the place of a program elective or special topics course. Permission of instructor is required.

**Appendix H**

**CRC Student Practicum/Internship Site Evaluation Forms**

**CRC Student Fieldwork Site Evaluation Forms**

## FINAL EVALUATION STUDENT EVALUATION OF SITE & SITE SUPERVISOR

### Student Information

|                         |  |                            |  |
|-------------------------|--|----------------------------|--|
| <b>Name &amp; Date:</b> |  | <b>Semester:</b>           |  |
| <b>Site Name:</b>       |  | <b>Course:</b><br>(circle) | Practicum    Internship I<br>Internship II |
| <b>Site Supervisor:</b> |  | <b>Faculty Supervisor:</b> |  |

### 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 |  |
|-------------------|--|------|--|

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

**Student Information**

|                         |  |                            |  |
|-------------------------|--|----------------------------|--|
| <b>Name &amp; Date:</b> |  | <b>Semester:</b>           |  |
| <b>Site Name:</b>       |  | <b>Course:</b><br>(circle) | Practicum    Internship I<br>Internship II |
| <b>Site Supervisor:</b> |  | <b>Faculty Supervisor:</b> |  |

**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 |  |

## 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: |  |
|--------------------|--|-------|--|

**MID-TERM CLINICAL REHABILITATION COUNSELING  
STUDENT EVALUATION BY SITE SUPERVISOR**

**Student Information**

|                         |  |                            |  |
|-------------------------|--|----------------------------|--|
| <b>Name &amp; Date:</b> |  | <b>Semester:</b>           |  |
| <b>Site Name:</b>       |  | <b>Course:</b><br>(circle) | Practicum    Internship I<br>Internship II |
| <b>Site Supervisor:</b> |  | <b>Faculty Supervisor:</b> |  |

**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: |  |
|--------------------|--|-------|--|

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

**Student Information**

|                         |  |                            |  |
|-------------------------|--|----------------------------|--|
| <b>Name &amp; Date:</b> |  | <b>Semester:</b>           |  |
| <b>Site Name:</b>       |  | <b>Course:</b><br>(circle) | Practicum    Internship I<br>Internship II |
| <b>Site Supervisor:</b> |  | <b>Faculty Supervisor:</b> |  |

**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**

|                             |  |                                |  |
|-----------------------------|--|--------------------------------|--|
| <b>Name &amp; Date:</b>     |  | <b>Semester:</b>               |  |
| <b>Site Name:</b>           |  | <b>Course:<br/>(circle)</b>    | Practicum    Internship I<br>Internship II |
| <b>Site<br/>Supervisor:</b> |  | <b>Faculty<br/>Supervisor:</b> |  |

**Ratings**

|   | 0 = Not evident          | 1 = Below-level          | 2 = At-level             | 3 = Exceeds              | N – No opportunity to observe |
|---|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------|
| <b>Clinical Skills</b>  |                          |                          |                          |                          |                               |
| 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"/>      |
| <b>Professional Responsibilities &amp; Professionalism</b>  |                          |                          |                          |                          |                               |
| 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"/>      |
| <b>Student Competencies &amp; Knowledge based on CACREP Curriculum</b>  |                          |                          |                          |                          |                               |
| 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 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------|
| <b>Supervision</b>  |                          |                          |                          |                          |                               |
| 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"/>      |
| <b>Summary</b>  |                          |                          |                          |                          |                               |
| 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 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 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|
| <b>Clinical Skills</b>  |                          |                          |                          |                          |                              |
| 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, time limits.   | <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, measurable outcomes for goals.                            | <input type="checkbox"/>     |
| F. Individualizes intervention strategies for each client taking into account the client's culture.   | <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"/>     |
| <b>Professional and Classroom Responsibilities and Professionalism</b>   |                          |                          |                          |                          |                              |
| 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 relationships.   | <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 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"/>     |
| 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 counselor phrases.  | <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 goals.  | <input type="checkbox"/>     |
| <b>Student Competencies &amp; Knowledge based on CACREP Curriculum</b>   |                          |                          |                          |                          |                              |
| 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 barriers.  | <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 lifespan. | <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"/>     |

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|---|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|
| 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 strategies.   | <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 checklists.  | <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 supervision.                                     | <input type="checkbox"/> |
| D. Vulnerability—demonstrates willingness to share with supervisor counselor's own reactions about clients, supervision, and factors that may influence counseling effectiveness.                       | <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 effectiveness.                | <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"/> |

**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 |
|-------------------|------|



Department of Clinical Rehabilitation & Counseling

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 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|
| <b>Clinical Skills</b>  |                          |                          |                          |                          |                              |
| 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, time limits.   | <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 client’s culture.   | <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 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"/>     |
| <b>Professional Responsibilities &amp; Professionalism</b>   |                          |                          |                          |                          |                              |
| 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 relationships.   | <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"/>     |
| <b>Student Competencies &amp; Knowledge based on CORE Curriculum</b>   |                          |                          |                          |                          |                              |
| 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 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"/>     |

**CRC Student Handbook**

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|---|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|
| 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 evaluation of function.   | <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 for special populations; current technology. | <input type="checkbox"/>     |
| <b>Supervision</b>  |                          |                          |                          |                          |                              |
| 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 supervision.   | <input type="checkbox"/>     |
| D. Vulnerability—demonstrates willingness to share with supervisor counselor’s own reactions about clients, supervision, and factors that may influence counseling effectiveness.   | <input type="checkbox"/>     |
| <b>Summary</b>  |                          |                          |                          |                          |                              |
| 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**

|                         |  |                            |  |
|-------------------------|--|----------------------------|--|
| <b>Name &amp; Date:</b> |  | <b>Semester:</b>           |  |
| <b>Site Name:</b>       |  | <b>Course: (circle)</b>    | Practicum    Internship I    Internship II |
| <b>Site Supervisor:</b> |  | <b>Faculty Supervisor:</b> |  |

**Ratings**

|   | 0 = Not evident          | 1 = Below-level          | 2 = At-level             | 3 = Exceeds              | N –No opportunity to observe |
|---|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|
| <b>Clinical Skills</b>  |                          |                          |                          |                          |                              |
| 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"/>     |
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| 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, time limits.   | <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 client's culture.   | <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"/>     |

**CRC Student Handbook**

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|--|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|
| D. Summarizing—integrate and reflect content, thoughts, feelings, and meaning.   | <input type="checkbox"/>     |
| E. Genuineness and intentional in responses.   | <input type="checkbox"/>     |
| <b>Professional and Classroom Responsibilities &amp; Professionalism</b>   |                          |                          |                          |                          |                              |
| 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 relationships.   | <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 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"/>     |
| 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 counselor phrases.  | <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 goals.  | <input type="checkbox"/>     |
| <b>Student Competencies &amp; Knowledge based on CORE Curriculum</b>   |                          |                          |                          |                          |                              |
| 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"/>     |

## CRC Student Handbook

|   | 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 evaluation of function.   | <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 for special populations; current technology. | <input type="checkbox"/>     |
| <b>Supervision, Self-Evaluation, &amp; Constructive Feedback</b>  |                          |                          |                          |                          |                              |
| 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 supervision.   | <input type="checkbox"/>     |
| D. Vulnerability—demonstrates willingness to share with supervisor counselor's own reactions about clients, supervision, and factors that may influence counseling effectiveness.   | <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 effectiveness.  | <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"/>     |
| <b>Summary</b>  |                          |                          |                          |                          |                              |
| 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 |
|-------------------|------|



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 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|
| <b>Clinical Skills</b>   |                          |                          |                          |                          |                              |
| 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 encouragers. | <input type="checkbox"/>     |
| Information gathering and questioning skills are demonstrated: closed vs. open ended questions, appropriate vocabulary, assessment skills, identify themes, formulate diagnostic impressions, appropriate interventions.   | <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"/>     |
| Demonstrates empathetic skills—reflection of feeling, summarizing, genuineness and intentional in responses.   | <input type="checkbox"/>     |
| <b>Professionalism &amp; Classroom Responsibilities</b>  |                          |                          |                          |                          |                              |
| 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 phrases.  | <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 goals.  | <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 university group and the faculty supervisor.   | <input type="checkbox"/>     |
| Maintains appropriate personal appearance and dress code for the classroom.  | <input type="checkbox"/>     |

**CRC Student Handbook**

|   | 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"/>      |
| <b>Constructive Feedback &amp; Self-Evaluation</b>  |                          |                          |                          |                          |                               |
| 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"/>      |
| <b>Supervision</b>  |                          |                          |                          |                          |                               |
| Is on-time for supervision meetings and completes tasks assigned by faculty supervisor in a timely manner.  | <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 evaluations to discuss.         | <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 effectiveness.                       | <input type="checkbox"/>      |
| <b>Summary</b>  |                          |                          |                          |                          |                               |
| 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 |  |
|-------------------|--|------|--|

**Appendix I**

**CRC Student Recruitment Activity Form**

## Student Recruitment Activity Form

**Date:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Completed by:** \_\_\_\_\_

**Institution/Setting/Event**

\_\_\_\_\_  
\_\_\_\_\_

**Address**

\_\_\_\_\_  
\_\_\_\_\_

**Contact Person** \_\_\_\_\_

**Telephone #** \_\_\_\_\_

**E-mail address** \_\_\_\_\_

**Describe population (e.g., 35 Social Science Majors)**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Additional comments (include faculty present)**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Appendix J**

**CRC Comprehensive Examination Evaluation Form**

## **Comprehensive Examination Evaluation Form**

**Were questions clear and unambiguous?**

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**Did questions represent the content areas that you were exposed to in your classes?**

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**How would you change the comprehensive examination?**

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---

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**Now that you have completed the comprehensive examination, do you feel that the faculty adequately prepared you? Yes \_\_\_\_\_ No \_\_\_\_\_**

**Please explain:**

---

---

---

**Appendix K**

**CRC Informational Session Form**

## INFORMATIONAL SESSIONS (example)

The Department of Clinical Rehabilitation and Counseling provides prospective applicants an opportunity to meet the faculty, ask questions, and learn about the field, program, and career opportunities.

Please check by the ***Clinical Rehabilitation & Counseling Informational Session*** you will be attending:

\_\_\_\_\_ **September 15, 2017**  
\_\_\_\_\_ **November 10, 2017**

\_\_\_\_\_ **September 29, 2017**  
\_\_\_\_\_ **December 1, 2017**

Time: 1pm

Location: School of Allied Health Professions, Human Development Center Building  
411 S. Prieur Street, Room 301, New Orleans, LA 70112  
Phone: (504) 556-3453  
Email: CRC@lsuhsc.edu

Student Name: \_\_\_\_\_

University Currently Attending: \_\_\_\_\_

Contact Information: (email/phone #): \_\_\_\_\_

**I am interested in applying for:**

**Fall 2017** \_\_\_\_\_

**Fall 2018** \_\_\_\_\_

**Other** \_\_\_\_\_

**Academic Year in College:** \_\_\_\_\_

**Please email this form to [crc@lsuhsc.edu](mailto:crc@lsuhsc.edu) or direct mail to:**

**Clinical Rehabilitation & Counseling**  
**411 S. Prieur St.**  
**Room 320**  
**New Orleans, LA 70112**

**Appendix L**

**CRC Informational Session Follow Up Email**

**Informational Session Follow-up Email**

Date:

Dear \_\_\_\_\_:

Thank you for your interest in the profession of Clinical Rehabilitation and Counseling. It was a pleasure to have had the opportunity to meet you and provide you with information about our Master of Health Science degree program in Clinical Rehabilitation and Counseling.

We are very proud of our program and our graduates. We believe that clinical rehabilitation and clinical mental health counseling are exciting and personally rewarding profession. Our graduates, over the years, report great satisfaction with their career choice.

Please know that we remain available to answer any questions you may have about the program and the profession, so feel free to call upon us at any time.

Sincerely,

**Appendix M**

**CRC Informational Session Evaluation**

**The Department of Clinical Rehabilitation and Counseling  
LSU Health Sciences Center  
School of Allied Health Professions**

**Informational Session Evaluation**

|  | <b>Low/Not Met</b> |          |          | <b>High/Met</b> |          |
|--|--------------------|----------|----------|-----------------|----------|
| <b>Informative Material</b>                      | <b>1</b>           | <b>2</b> | <b>3</b> | <b>4</b>        | <b>5</b> |
| <b>Well Organized Session</b>                    | <b>1</b>           | <b>2</b> | <b>3</b> | <b>4</b>        | <b>5</b> |
| <b>Quality of Handouts</b>                       | <b>1</b>           | <b>2</b> | <b>3</b> | <b>4</b>        | <b>5</b> |
| <b>Increased Awareness of Program</b>            | <b>1</b>           | <b>2</b> | <b>3</b> | <b>4</b>        | <b>5</b> |
| <b>Faculty Answered Questions/Concerns</b>       | <b>1</b>           | <b>2</b> | <b>3</b> | <b>4</b>        | <b>5</b> |
| <b>Overall, the session was beneficial to me</b> | <b>1</b>           | <b>2</b> | <b>3</b> | <b>4</b>        | <b>5</b> |

**How did you learn about this program?**

- School counselor**
- Webpage**
- School newspaper**
- Friend/Relative**
- Other** \_\_\_\_\_

**Comments:**

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**Appendix N**  
**CRC Alumni Update Form**

Alumni Update Form

Name: \_\_\_\_\_ Phone#: \_\_\_\_\_ Email: \_\_\_\_\_

Address: \_\_\_\_\_ Graduation Year: \_\_\_\_\_

Name & Address of Current Employer & Dates of Employment:

Job Title/ Position: \_\_\_\_\_ Employer email: \_\_\_\_\_

Type of Employment Setting:

- State-VR settings (VR, Agency for the blind, etc.)
- Non-for-profit rehabilitation facility or community-based rehabilitation programs (Goodwill Industries, Easter Seals, etc.)
- Employed in a federal agency working with veterans, active military, retired military or family of military: VR&E
- Employed in a federal agency working with veterans
- Active military, retired military or family of military: Counseling
- Employed in a federal agency working with veterans
- Active military, retired military or family of military
- Private for-profit rehabilitation settings
- Employed in a for-profit or non-profit agency providing mental health counseling
- Private practice – rehabilitation
- Employed in a substance abuse treatment program
- Private practice - mental health counseling
- Unemployed
- Studying for advanced degree in rehabilitation
- Studying for an advanced degree in a field other than rehabilitation (counselor education, counseling psychology, etc.)
- Employed in a school system
- Employed in other setting: \_\_\_\_\_

Please check if you hold the following Licensures: LPC \_\_\_\_\_ LRC \_\_\_\_\_ NCC \_\_\_\_\_ CRC \_\_\_\_\_ NCM (HCE) \_\_\_\_\_ Other \_\_\_\_\_

Please list Professional Affiliations:

Professional Organizations/Honor Societies:

Please feel free to make any comments/suggestions that you believe would strengthen the Clinical Rehabilitation and Counseling program at LSU Health. Please email this form back to CRC@lsuhsc.edu or mail to:

Department of Clinical Rehabilitation and Counseling  
Louisiana State University Health Sciences Center  
School of Allied Health Professions  
411 S. Prieur St. Room 308  
New Orleans, LA 70112

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

**Appendix O**  
**Department Head Survey Form**

Department Head Survey

1. What are the program's overall strengths?

2. What are the program's overall areas of growth and/or challenges?

3. Rate how well the program prepared you to:

|   | <b>Poorly</b>   |  |  |  | <b>Very Well</b>   |  |
|---|---|--|--|--|--|--|
| <b>Explain what "rehabilitation counseling" is and is not.</b>  | <input type="radio"/> Explain what "rehabilitation counseling" is and is not. Poorly  | <input type="radio"/> Explain what "rehabilitation counseling" is and is not.  | <input type="radio"/> Explain what "rehabilitation counseling" is and is not.  | <input type="radio"/> Explain what "rehabilitation counseling" is and is not.  | <input type="radio"/> Explain what "rehabilitation counseling" is and is not.  | <input type="radio"/> Explain what "rehabilitation counseling" is and is not. Very Well  |
| <b>Apply a working knowledge of theories, models of practice, and frames of reference used in rehabilitation counseling practice.</b> | <input type="radio"/> Apply a working knowledge of theories, models of practice, and frames of reference used in rehabilitation counseling practice. Poorly | <input type="radio"/> Apply a working knowledge of theories, models of practice, and frames of reference used in rehabilitation counseling practice. | <input type="radio"/> Apply a working knowledge of theories, models of practice, and frames of reference used in rehabilitation counseling practice. | <input type="radio"/> Apply a working knowledge of theories, models of practice, and frames of reference used in rehabilitation counseling practice. | <input type="radio"/> Apply a working knowledge of theories, models of practice, and frames of reference used in rehabilitation counseling practice. | <input type="radio"/> Apply a working knowledge of theories, models of practice, and frames of reference used in rehabilitation counseling practice. Very Well |
| <b>Administer appropriate assessment tools.</b>   | <input type="radio"/> Administer appropriate assessment tools. Poorly   | <input type="radio"/> Administer appropriate assessment tools.   | <input type="radio"/> Administer appropriate assessment tools. Very Well   |
| <b>Collaborate with clients, their families, and other team members to plan intervention.</b>   | <input type="radio"/> Collaborate with clients, their families, and other team members to plan intervention. Poorly   | <input type="radio"/> Collaborate with clients, their families, and other team members to plan intervention.   | <input type="radio"/> Collaborate with clients, their families, and other team members to plan intervention.   | <input type="radio"/> Collaborate with clients, their families, and other team members to plan intervention.   | <input type="radio"/> Collaborate with clients, their families, and other team members to plan intervention.   | <input type="radio"/> Collaborate with clients, their families, and other team members to plan intervention. Very Well   |

|  | <b>Poorly</b>  |   |   |   | <b>Very Well</b>  |   |
|--|--|---|---|---|---|---|
| <b>Implement rehabilitation counseling based intervention plans.</b>   | <input type="radio"/> Implement rehabilitation counseling based intervention plans. Poorly   | <input type="radio"/> Implement rehabilitation counseling based intervention plans.   | <input type="radio"/> Implement rehabilitation counseling based intervention plans.   | <input type="radio"/> Implement rehabilitation counseling based intervention plans.   | <input type="radio"/> Implement rehabilitation counseling based intervention plans.   | <input type="radio"/> Implement rehabilitation counseling based intervention plans. Very Well   |
| <b>Maintain practice related records.</b>  | <input type="radio"/> Maintain practice related records. Poorly  | <input type="radio"/> Maintain practice related records.  | <input type="radio"/> Maintain practice related records. Very Well  |
| <b>Exhibit professional work behaviors (e.g., punctuality, time management, respectful treatment of others).</b> | <input type="radio"/> Exhibit professional work behaviors (e.g., punctuality, time management, respectful treatment of others). Poorly | <input type="radio"/> Exhibit professional work behaviors (e.g., punctuality, time management, respectful treatment of others). | <input type="radio"/> Exhibit professional work behaviors (e.g., punctuality, time management, respectful treatment of others). | <input type="radio"/> Exhibit professional work behaviors (e.g., punctuality, time management, respectful treatment of others). | <input type="radio"/> Exhibit professional work behaviors (e.g., punctuality, time management, respectful treatment of others). | <input type="radio"/> Exhibit professional work behaviors (e.g., punctuality, time management, respectful treatment of others). Very Well |
| <b>Appropriately use professional literature to make practice decisions.</b>                                     | <input type="radio"/> Appropriately use professional literature to make practice decisions. Poorly                                     | <input type="radio"/> Appropriately use professional literature to make practice decisions.                                     | <input type="radio"/> Appropriately use professional literature to make practice decisions.                                     | <input type="radio"/> Appropriately use professional literature to make practice decisions.                                     | <input type="radio"/> Appropriately use professional literature to make practice decisions.                                     | <input type="radio"/> Appropriately use professional literature to make practice decisions. Very Well                                     |
| <b>Demonstrate ethical behavior.</b>   | <input type="radio"/> Demonstrate ethical behavior. Poorly   | <input type="radio"/> Demonstrate ethical behavior.   | <input type="radio"/> Demonstrate ethical behavior. Very Well   |

Other (please specify) Please comment on what you think would enhance the curriculum.

**4. According to CORE (Council on Rehabilitation Education), it is recommended that programs prepare rehabilitation counselors to demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the rehabilitation counseling context. How well did you feel the program prepared you with learning in the following domains:**

|   | <b>Poorly</b>   |  |  | <b>Very Well</b>   |  |
|---|---|--|--|--|--|
| <b>Professional Identity and Ethical Behavior</b> | <input type="radio"/> Professional Identity and Ethical Behavior Poorly | <input type="radio"/> Professional Identity and Ethical Behavior Very Well |

|   | <b>Poorly</b>   |  |  | <b>Very Well</b>   |  |  |
|---|---|--|--|--|--|--|
| <b>Foundations</b>                                    | <input type="radio"/> Foundations Poorly                                    | <input type="radio"/> Foundations                                    | <input type="radio"/> Foundations                                    | <input type="radio"/> Foundations                                    | <input type="radio"/> Foundations                                    | <input type="radio"/> Foundations Very Well                                    |
| <b>Medical and Psychosocial Aspects of Disability</b> | <input type="radio"/> Medical and Psychosocial Aspects of Disability Poorly | <input type="radio"/> Medical and Psychosocial Aspects of Disability | <input type="radio"/> Medical and Psychosocial Aspects of Disability | <input type="radio"/> Medical and Psychosocial Aspects of Disability | <input type="radio"/> Medical and Psychosocial Aspects of Disability | <input type="radio"/> Medical and Psychosocial Aspects of Disability Very Well |
| <b>Human Growth and Development</b>                   | <input type="radio"/> Human Growth and Development Poorly                   | <input type="radio"/> Human Growth and Development                   | <input type="radio"/> Human Growth and Development Very Well                   |
| <b>Employment and Career Development</b>              | <input type="radio"/> Employment and Career Development Poorly              | <input type="radio"/> Employment and Career Development              | <input type="radio"/> Employment and Career Development Very Well              |
| <b>Counseling Approaches and Principles</b>           | <input type="radio"/> Counseling Approaches and Principles Poorly           | <input type="radio"/> Counseling Approaches and Principles           | <input type="radio"/> Counseling Approaches and Principles Very Well           |
| <b>Group Work and Family Dynamics</b>                 | <input type="radio"/> Group Work and Family Dynamics Poorly                 | <input type="radio"/> Group Work and Family Dynamics                 | <input type="radio"/> Group Work and Family Dynamics Very Well                 |
| <b>Counseling, Prevention, and Intervention</b>       | <input type="radio"/> Counseling, Prevention, and Intervention Poorly       | <input type="radio"/> Counseling, Prevention, and Intervention       | <input type="radio"/> Counseling, Prevention, and Intervention Very Well       |
| <b>Diversity, Advocacy, and Accommodation</b>         | <input type="radio"/> Diversity, Advocacy, and Accommodation Poorly         | <input type="radio"/> Diversity, Advocacy, and Accommodation         | <input type="radio"/> Diversity, Advocacy, and Accommodation Very Well         |
| <b>Assessment and Diagnosis</b>                       | <input type="radio"/> Assessment and Diagnosis Poorly                       | <input type="radio"/> Assessment and Diagnosis                       | <input type="radio"/> Assessment and Diagnosis Very Well                       |
| <b>Research and Evaluation</b>                        | <input type="radio"/> Research and Evaluation Poorly                        | <input type="radio"/> Research and Evaluation                        | <input type="radio"/> Research and Evaluation Very Well                        |
| <b>Career/Vocational</b>                              | <input type="radio"/> Career/Vocational Poorly                              | <input type="radio"/> Career/Vocational                              | <input type="radio"/> Career/Vocational                              | <input type="radio"/> Career/Vocational                              | <input type="radio"/> Career/Vocational                              | <input type="radio"/> Career/Vocational Very Well                              |

|   |   |  |  |  |  |
|---|---|--|--|--|--|
|   | <b>Poorly</b>   |  |  |  | <b>Very Well</b>   |
| <b>Rehabilitation Services, Case Management, and Related Services</b> | <input type="radio"/> Rehabilitation Services, Case Management, and Related Services Poorly | <input type="radio"/> Rehabilitation Services, Case Management, and Related Services | <input type="radio"/> Rehabilitation Services, Case Management, and Related Services | <input type="radio"/> Rehabilitation Services, Case Management, and Related Services | <input type="radio"/> Rehabilitation Services, Case Management, and Related Services Very Well |
| <b>Clinical Experience</b>  | <input type="radio"/> Clinical Experience Poorly  | <input type="radio"/> Clinical Experience  | <input type="radio"/> Clinical Experience  | <input type="radio"/> Clinical Experience  | <input type="radio"/> Clinical Experience Very Well  |

Other (please specify)

**5. What is your level of overall satisfaction related to coursework taken in the program?**

|   |                                    |  |                                 |  |
|---|------------------------------------|--|---------------------------------|--|
| <b>Completely Dissatisfied</b>                | <b>Dissatisfied</b>                | <b>Neither Dissatisfied nor Satisfied</b>                | <b>Satisfied</b>                | <b>Completely Satisfied</b>                |
| <input type="radio"/> Completely Dissatisfied | <input type="radio"/> Dissatisfied | <input type="radio"/> Neither Dissatisfied nor Satisfied | <input type="radio"/> Satisfied | <input type="radio"/> Completely Satisfied |

Other (please specify). Please add comments useful to enhance the program in relationship to a student's overall satisfaction with the coursework.

**6. In relation to courses taken, please rate, in order from highest to lowest, your preference. Please only use each number once.**

|   |   |   |   |   |   |   |   |   |   |  |
|---|---|---|---|---|---|---|---|---|---|--|
|   | <b>1 Lowest Prefer</b>  | <b>2</b>  | <b>3</b>  | <b>4</b>  | <b>5</b>  | <b>6</b>  | <b>7</b>  | <b>8</b>  | <b>9</b>  | <b>10 Highest Prefer</b>   |
| <b>Days and times courses scheduled</b>   | <input type="radio"/> Days and times courses schedule 1 Lowest Pref | <input type="radio"/> Days and times courses schedule 2 | <input type="radio"/> Days and times courses schedule 3 | <input type="radio"/> Days and times courses schedule 4 | <input type="radio"/> Days and times courses schedule 5 | <input type="radio"/> Days and times courses schedule 6 | <input type="radio"/> Days and times courses schedule 7 | <input type="radio"/> Days and times courses schedule 8 | <input type="radio"/> Days and times courses schedule 9 | <input type="radio"/> Days and times courses schedule 10 Highest Pref  |
| <b>Quality of feedback on performance</b> | <input type="radio"/> Quality of feedback on perf 1 Lowest Prefer   | <input type="radio"/> Quality of feedback on perf 2     | <input type="radio"/> Quality of feedback on perf 3     | <input type="radio"/> Quality of feedback on perf 4     | <input type="radio"/> Quality of feedback on perf 5     | <input type="radio"/> Quality of feedback on perf 6     | <input type="radio"/> Quality of feedback on perf 7     | <input type="radio"/> Quality of feedback on perf 8     | <input type="radio"/> Quality of feedback on perf 9     | <input type="radio"/> Quality of feedback on perform 10 Highest Prefer |

|   | 1 Lowest Prefer  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 Highest Prefer  |
|---|--|--|--|--|--|--|--|--|--|--|
| <b>Quality of syllabi</b>                             | <input type="radio"/> Quality of syllabi 1 Lowest Preference                       | <input type="radio"/> Quality of syllabi 2                             | <input type="radio"/> Quality of syllabi 3                             | <input type="radio"/> Quality of syllabi 4                             | <input type="radio"/> Quality of syllabi 5                             | <input type="radio"/> Quality of syllabi 6                             | <input type="radio"/> Quality of syllabi 7                             | <input type="radio"/> Quality of syllabi 8                             | <input type="radio"/> Quality of syllabi 9                             | <input type="radio"/> Quality of syllabi 10 Highest Preference                       |
| <b>Overall satisfaction with courses</b>              | <input type="radio"/> Overall satisfaction with courses 1 Lowest Pref              | <input type="radio"/> Overall satisfaction with courses 2              | <input type="radio"/> Overall satisfaction with courses 3              | <input type="radio"/> Overall satisfaction with courses 4              | <input type="radio"/> Overall satisfaction with courses 5              | <input type="radio"/> Overall satisfaction with courses 6              | <input type="radio"/> Overall satisfaction with courses 7              | <input type="radio"/> Overall satisfaction with courses 8              | <input type="radio"/> Overall satisfaction with courses 9              | <input type="radio"/> Overall satisfaction with courses 10 Highest Pref              |
| <b>Scope and content in the courses</b>               | <input type="radio"/> Scope and content in the courses 1 Lowest Pref               | <input type="radio"/> Scope and content in the courses 2               | <input type="radio"/> Scope and content in the courses 3               | <input type="radio"/> Scope and content in the courses 4               | <input type="radio"/> Scope and content in the courses 5               | <input type="radio"/> Scope and content in the courses 6               | <input type="radio"/> Scope and content in the courses 7               | <input type="radio"/> Scope and content in the courses 8               | <input type="radio"/> Scope and content in the courses 9               | <input type="radio"/> Scope and content in the courses 10 Highest Pref               |
| <b>Clarity of course expectations and assignments</b> | <input type="radio"/> Clarity of course expectations and assignments 1 Lowest Pref | <input type="radio"/> Clarity of course expectations and assignments 2 | <input type="radio"/> Clarity of course expectations and assignments 3 | <input type="radio"/> Clarity of course expectations and assignments 4 | <input type="radio"/> Clarity of course expectations and assignments 5 | <input type="radio"/> Clarity of course expectations and assignments 6 | <input type="radio"/> Clarity of course expectations and assignments 7 | <input type="radio"/> Clarity of course expectations and assignments 8 | <input type="radio"/> Clarity of course expectations and assignments 9 | <input type="radio"/> Clarity of course expectations and assignments 10 Highest Pref |
| <b>Teaching methods used by instructor</b>            | <input type="radio"/> Teaching methods used by instructor 1 Lowest Preference      | <input type="radio"/> Teaching methods used by instructor 2            | <input type="radio"/> Teaching methods used by instructor 3            | <input type="radio"/> Teaching methods used by instructor 4            | <input type="radio"/> Teaching methods used by instructor 5            | <input type="radio"/> Teaching methods used by instructor 6            | <input type="radio"/> Teaching methods used by instructor 7            | <input type="radio"/> Teaching methods used by instructor 8            | <input type="radio"/> Teaching methods used by instructor 9            | <input type="radio"/> Teaching methods used by instructor 10 Highest Preference      |

|  | 1 Lowest Prefer  | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10 Highest Prefer  |
|--|--|---|---|---|---|---|---|---|---|--|
| <b>Quality of texts used in the courses</b>              | <input checked="" type="radio"/> Quality of texts used in the courses 1 Lowest Preferenc   | <input type="radio"/> Quality of texts used in the courses 2              | <input type="radio"/> Quality of texts used in the courses 3              | <input type="radio"/> Quality of texts used in the courses 4              | <input type="radio"/> Quality of texts used in the courses 5              | <input type="radio"/> Quality of texts used in the courses 6              | <input type="radio"/> Quality of texts used in the courses 7              | <input type="radio"/> Quality of texts used in the courses 8              | <input type="radio"/> Quality of texts used in the courses 9              | <input type="radio"/> Quality of texts used in the courses 10 Highest Preferenc              |
| <b>Quality of other assigned readings in the courses</b> | <input type="radio"/> Quality of other assigned readings in the courses 1 Lowest Preferenc | <input type="radio"/> Quality of other assigned readings in the courses 2 | <input type="radio"/> Quality of other assigned readings in the courses 3 | <input type="radio"/> Quality of other assigned readings in the courses 4 | <input type="radio"/> Quality of other assigned readings in the courses 5 | <input type="radio"/> Quality of other assigned readings in the courses 6 | <input type="radio"/> Quality of other assigned readings in the courses 7 | <input type="radio"/> Quality of other assigned readings in the courses 8 | <input type="radio"/> Quality of other assigned readings in the courses 9 | <input type="radio"/> Quality of other assigned readings in the courses 10 Highest Preferenc |
| <b>Relevance of other assignments</b>                    | <input type="radio"/> Relevance of other assignments 1 Lowest Preferenc                    | <input type="radio"/> Relevance of other assignments 2                    | <input type="radio"/> Relevance of other assignments 3                    | <input type="radio"/> Relevance of other assignments 4                    | <input type="radio"/> Relevance of other assignments 5                    | <input type="radio"/> Relevance of other assignments 6                    | <input type="radio"/> Relevance of other assignments 7                    | <input type="radio"/> Relevance of other assignments 8                    | <input type="radio"/> Relevance of other assignments 9                    | <input type="radio"/> Relevance of other assignments 10 Highest Preferenc                    |

Other (please specify) Please add comments useful in enhancing coursework.

**7. In regard to your clinical experiences (practicum and internship), please rate your level of overall satisfaction with clinical experiences in regard to:**

|                                       | Completely Dissatisfied  | Dissatisfied  | Neither Dissatisfied nor Satisfied  | Satisfied  | Completely Satisfied  |
|---------------------------------------|--|---|---|--|---|
| <b>Quality of faculty supervision</b> | <input type="radio"/> Quality of faculty supervision Completely Dissatisfied | <input type="radio"/> Quality of faculty supervision Dissatisfied | <input type="radio"/> Quality of faculty supervision Neither Dissatisfied nor Satisfied | <input type="radio"/> Quality of faculty supervision Satisfied | <input type="radio"/> Quality of faculty supervision Completely Satisfied |

|   | <b>Completely Dissatisfied</b>   | <b>Dissatisfied</b>   | <b>Neither Dissatisfied nor Satisfied</b>   | <b>Satisfied</b>   | <b>Completely Satisfied</b>   |
|---|--|---|---|--|---|
| <b>Quality of site supervision</b>      | <input type="radio"/> Quality of site supervision Completely Dissatisfied      | <input type="radio"/> Quality of site supervision Dissatisfied      | <input type="radio"/> Quality of site supervision Neither Dissatisfied nor Satisfied      | <input type="radio"/> Quality of site supervision Satisfied      | <input type="radio"/> Quality of site supervision Completely Satisfied      |
| <b>Satisfaction with site placement</b> | <input type="radio"/> Satisfaction with site placement Completely Dissatisfied | <input type="radio"/> Satisfaction with site placement Dissatisfied | <input type="radio"/> Satisfaction with site placement Neither Dissatisfied nor Satisfied | <input type="radio"/> Satisfaction with site placement Satisfied | <input type="radio"/> Satisfaction with site placement Completely Satisfied |

Other (please specify) Please add comments useful in enhancing the program's clinical experience(s).

**8. In terms of advising and student support services, how satisfied were you in relation to:**

|  | <b>Completely Dissatisfied</b>  | <b>Dissatisfied</b>  | <b>Neither Dissatisfied nor Satisfied</b>  | <b>Satisfied</b>  | <b>Completely Satisfied</b>  |
|--|---|--|--|---|--|
| <b>Faculty availability for advising</b>   | <input type="radio"/> Faculty availability for advising Completely Dissatisfied   | <input type="radio"/> Faculty availability for advising Dissatisfied   | <input type="radio"/> Faculty availability for advising Neither Dissatisfied nor Satisfied   | <input type="radio"/> Faculty availability for advising Satisfied   | <input type="radio"/> Faculty availability for advising Completely Satisfied   |
| <b>Quality of faculty advising</b>   | <input type="radio"/> Quality of faculty advising Completely Dissatisfied   | <input type="radio"/> Quality of faculty advising Dissatisfied   | <input type="radio"/> Quality of faculty advising Neither Dissatisfied nor Satisfied   | <input type="radio"/> Quality of faculty advising Satisfied   | <input type="radio"/> Quality of faculty advising Completely Satisfied   |
| <b>Clarity of requirements for completing the program</b>  | <input type="radio"/> Clarity of requirements for completing the program Completely Dissatisfied  | <input type="radio"/> Clarity of requirements for completing the program Dissatisfied  | <input type="radio"/> Clarity of requirements for completing the program Neither Dissatisfied nor Satisfied  | <input type="radio"/> Clarity of requirements for completing the program Satisfied  | <input type="radio"/> Clarity of requirements for completing the program Completely Satisfied  |
| <b>Accessibility of information on practicum/internship requirements and application process</b> | <input type="radio"/> Accessibility of information on practicum/internship requirements and application process Completely Dissatisfied | <input type="radio"/> Accessibility of information on practicum/internship requirements and application process Dissatisfied | <input type="radio"/> Accessibility of information on practicum/internship requirements and application process Neither Dissatisfied nor Satisfied | <input type="radio"/> Accessibility of information on practicum/internship requirements and application process Satisfied | <input type="radio"/> Accessibility of information on practicum/internship requirements and application process Completely Satisfied |

|  | <b>Completely Dissatisfied</b>  | <b>Dissatisfied</b>   | <b>Neither Dissatisfied nor Satisfied</b>   | <b>Satisfied</b>  | <b>Completely Satisfied</b>   |
|--|---|---|---|---|---|
| <b>Helpfulness of descriptive materials on the program</b>     | <input type="radio"/> Completely Dissatisfied<br><input type="radio"/> Helpfulness of descriptive materials on the program<br><input type="radio"/> Completely Dissatisfied | <input type="radio"/> process Dissatisfied<br><input type="radio"/> Helpfulness of descriptive materials on the program<br><input type="radio"/> Dissatisfied | <input type="radio"/> Dissatisfied nor Satisfied<br><input type="radio"/> Helpfulness of descriptive materials on the program<br><input type="radio"/> Neither Dissatisfied nor Satisfied | <input type="radio"/> Satisfied<br><input type="radio"/> Helpfulness of descriptive materials on the program<br><input type="radio"/> Satisfied | <input type="radio"/> Completely Satisfied<br><input type="radio"/> Helpfulness of descriptive materials on the program<br><input type="radio"/> Completely Satisfied |
| <b>Career guidance provide by the faculty</b>                  | <input type="radio"/> Career guidance provide by the faculty<br><input type="radio"/> Completely Dissatisfied   | <input type="radio"/> Career guidance provide by the faculty<br><input type="radio"/> Dissatisfied  | <input type="radio"/> Career guidance provide by the faculty<br><input type="radio"/> Neither Dissatisfied nor Satisfied  | <input type="radio"/> Career guidance provide by the faculty<br><input type="radio"/> Satisfied   | <input type="radio"/> Career guidance provide by the faculty<br><input type="radio"/> Completely Satisfied  |
| <b>Opportunities for professional involvement as a student</b> | <input type="radio"/> Opportunities for professional involvement as a student<br><input type="radio"/> Completely Dissatisfied  | <input type="radio"/> Opportunities for professional involvement as a student<br><input type="radio"/> Dissatisfied   | <input type="radio"/> Opportunities for professional involvement as a student<br><input type="radio"/> Neither Dissatisfied nor Satisfied   | <input type="radio"/> Opportunities for professional involvement as a student<br><input type="radio"/> Satisfied                                | <input type="radio"/> Opportunities for professional involvement as a student<br><input type="radio"/> Completely Satisfied   |

Other (please specify) Please add additional comments useful in enhancing student advising and support services.

**9. Please add additional comments that you feel will be helpful in preparing you for graduation and future employment.**