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Master Clinical Rehabilitation Counseling Practicum and Internship Manual

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Introduction

This manual is designed to provide information about the practicum and internship in the Master's program in Clinical Rehabilitation Counseling. While both the practicum and internship involve actual on-site counseling experience, they differ in scope and purpose.

The practicum is designed to give the student a limited experience in a specialized area of counseling, which is supervised by both a designated on-site supervisor and the student's faculty supervisor or a doctoral student supervisor working under the supervision of the faculty member. The practicum requires the student to obtain a total of 100 hours of experience with a minimum of 40 direct client contact hours during one semester.

The internship is arranged to provide the student not only with counseling experience, but also with experience in all aspects of professional functioning, such as referral, assessment, staff presentations, and use of community resources. Both a designated on-site supervisor and the faculty instructor supervises the student. The internship requires the student to obtain a total of 600 hours of experience with a minimum of 240 direct client contact hours, which usually takes place across two semesters.



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Mission of the Program

The Master of Science in Clinical Rehabilitation Counseling Program is designed to meet the growing demand for qualified, mental health professionally trained clinical rehabilitation counselors who want to work in public and private mental health rehabilitation agencies and institutions. Graduates are prepared to meet the psychosocial and vocational needs of persons with varying disabilities such as developmental disabilities, psychiatric disabilities, traumatic brain injury, spinal cord injury, alcohol and substance abuse behaviors, as well as other acquired disabling conditions. Graduates are professionally trained for careers in vocational clinical rehabilitation in government agencies such as the state-federal system, not for profit and for profit community clinical rehabilitation programs, educational institutions, private for profit and not for profit community rehabilitation programs, residential programs, case management, bureau of worker's compensation, and mental health services.

Graduates utilize knowledge and competency in understanding the physical, social, psychological, economic, and political implications of disabilities to promote self-sufficiency and independence. Likewise, graduates learn to always ensure understanding of how gender, sexual orientation, race, ethnicity, and culture impact one's experience of disability. Graduates are trained to engage in ethical practice, ongoing professional development, and to implement research initiatives.

The program recruits candidates from typically underrepresented populations such as minority students and students with disabilities from the entire Region V area. Wilberforce's Master of Science Degree in Clinical Rehabilitation Counseling is the only Historically Black Colleges and University's (HBCU) program in the Midwest. (Region V includes Ohio, Illinois, Indiana, Michigan, Minnesota, and Wisconsin.) The program results in improvement in the rehabilitation delivery system by increasing the number of master's level minority professionals entering the clinical rehabilitation service or increasing their qualifications to advance professionally. Likewise, the program builds local capacity to provide culturally competent mental health services for minority clients in the clinical rehabilitation system and improves their chances to achieve successful outcomes.

Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. The common core curricular experiences include the following areas:

- Foundations of Rehabilitation Counseling
- Psychological and Medical Aspects of Disability
- Human Growth and Development
- Career Development
- Case Management
- Group Counseling
- Counseling Skills and Techniques
- Diagnosis and Clinical Counseling Practice

The program requires supervised clinical experiences, including 100-hour practicum and 600-hour internship for all students.

Arranging a Supervised Counseling Experience

All students are required to complete a Counseling Practicum and Counseling Internship. (See appendix L for full course sequence.)

The following courses must be completed prior to beginning the Counseling Practicum Course:



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1. Foundations of Counseling
2. Counseling Theory and Techniques
3. Medical Aspects of Disability Psychological Aspects of Disability
4. Theory & Practice Clinical Rehabilitation
5. Multicultural Counseling
6. Case Formulation Clinical Intervention
7. Ethics in Clinical Rehabilitation
8. Group Counseling

The following courses must be taken before OR concurrently with Counseling Practicum:

1. Diagnosis and Clinical Counseling
2. Case Management

Counselor Trainee Status (CT)

All students completing Clinical Rehabilitation Counseling **Internship** are **REQUIRED** to obtain and maintain Counselor Trainee (CT) status if they intend to apply to take the National Counseling Exam (NCE) for consideration as a Licensed Professional Counselor (LPC) in Ohio. According to the Ohio Counselor, Social Work, and Marriage and Family Therapist (CSWMFT) Board, a student cannot refer to themselves as a “Counselor Trainee” without CT status. The online and paper application can be found in the [Counselor Trainee](#) tab found under the Counselors Tab on the State of Ohio Counselor, Social Worker, and Marriage & Family Therapist Board website. Students who wish to obtain and maintain a Certified Rehabilitation Counselor (CRC) should see [CRCC Certification Guide](#). **CT status is not required for Practicum.**

Student Liability (malpractice) Insurance

Students participating in practicum and internship are **REQUIRED** to have their own professional liability insurance and provide verification of coverage to practicum and internship course instructors. Students are **NOT** permitted to see clients without providing verification of liability insurance. Students can obtain Student Liability Insurance through the following:

American Counseling Association (ACA)	Ohio Counseling Association (OCA)	American School Counselor Association (ASCA)	Healthcare Providers Insurance Organization (HPSO)
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Professional Practice & Purpose of Supervision

Supervision of practicum and internship students includes program-appropriate audio and/or video recordings and/or live supervision of student interactions with clients (CACREP III.B). During practicum and internship, experiences supervision will be twofold. Supervision will be provided by a site supervisor as well as a faculty instructor.

Clinical supervision focuses on the services the student provides to clients and includes such areas as client welfare, the counseling relationship, assessment, diagnosis, clinical interventions, prognosis, appropriate referral techniques, consultation, and advocating for clients with other agencies in the community. This is accomplished through a set of supervisory activities which include consultation, training, instruction, and evaluation. It is therefore the supervisee's responsibility to keep the supervisor well informed of his or her



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activities. Openness with and trust in the site supervisor will enhance both the experience of supervision and professional growth. A site supervisor has full responsibility for the supervised work of the supervisee, including diagnosis, treatment plan, and prescribed course of treatment.

Purpose of Supervision

1. Protect the welfare of clients receiving services.
2. Structure the activities of the supervisees to ensure they provide competent services.
3. Ensure that unlicensed providers function within their level of competence and scope of practice.
4. Provide appropriate training for those seeking licensure or certification.
5. Expand the competence of those who are licensed, registered or certified and assist with the acquisition of new skills.
6. Provide professional consultation for advanced counselors.
7. Facilitate the counselor's personal and professional development. Self-understanding will enhance the supervisee's effectiveness in helping others.
8. Promote accountability, that is, to provide evidence that the agency is accomplishing goals that it has agreed to achieve.

Supervision with a Site Supervisor

The site supervisor is an experienced person with advanced training who oversees the student's clinical work that is conducted at the site. The site supervisor will have weekly interaction with the student that averages one hour per week of individual and/or triadic supervision throughout practicum and internship. Triadic supervision involves one supervisor and two supervisees (students in training).

In accordance with the Laws and Rules (2014) of the Ohio Counselor, Social Worker, & Marriage and Family Therapist Board, for the supervision of counselors in training (all specialties), training supervision facilitated by the site supervisor is expected to include an average of one hour of face-to-face contact for every twenty hours of work completed by the student counselor in training (rule 4757-17-01). The face-to-face contact between supervisor and supervisee may be provided in an individual or triadic supervision format.

Site Supervisors Qualifications: A supervisor must meet all 5 qualifications.

1. A master's degree, preferably in counseling, school counseling, clinical rehabilitation counseling, or a related profession;
2. Relevant Certification or License(s);
 - a. LPCC-S: Licensed Professional Clinical Counselor with Supervisory endorsement for those supervising students looking to take the NCE (National Counseling Exam) to obtain certification as an LPC (Licensed Professional Counselor).
 - b. CRC Certified Rehabilitation Counselor for supervising students looking to take the CRCC (Commission on Rehabilitation Counselor Certification) to obtain CRC.
 - c. School Counseling License issued by the Ohio Department of Education for those supervising school counseling students



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3. A minimum of 2 years of pertinent professional experience in the specialty area in which the student is enrolled;
4. Relevant training and/or continuing education in counseling supervision;
5. Knowledge of Wilberforce University expectations, requirements, and evaluation procedures of students through receipt and review of the Practicum and Internship manual.

Supervision by Program Faculty Instructor

Students enrolled in the practicum or internship course will receive an average of 1.5 hours per week of group supervision throughout the semester in which they are enrolled. A counselor education faculty member will facilitate group supervision.

Group supervision provides the opportunity for peer consultation and education around roles and responsibilities as a member of the profession. The course will allow time for each student to present at least two case conceptualizations presented with audio/video recordings of client sessions or review of live supervision information. In addition, the course may include, but is not limited to, education around writing of case notes, legal and ethical issues, suicide risk assessment, and integration of theory with techniques.

Please note that time in group supervision is part of the course requirement, which is for course credit and therefore does not count toward practicum or internship hours.

Definitions, Roles, and Responsibilities of the Agency/School, Site Supervisor, Supervisee

Agency/School

An agency or school is a placement within the community or surrounding area that willingly provides the opportunity for students who are entering practicum or internship to complete supervised training experiences and for whom supervision is provided.

Roles and Responsibilities of the Agency or School

The agency will:

1. Designate a professionally qualified individual as the site supervisor for the student. (See qualifications specified in Part III of the manual).
2. Provide introductory training to orient the student to the site.
3. After initial training and introductory period, provide opportunities for the student to engage in individual counseling, lead or co-lead counseling or psychoeducational group, and related activities. Generally, 50% of the time at the agency is with direct client counseling.
4. Retain the privilege of determining treatment modalities.
5. Communicate any concerns regarding the student to the site supervisor.

Site Supervisor

Definition

The site supervisor is an experienced person with advanced training who oversees the student's clinical work that is conducted at the practicum and/or internship site. The site supervisor is legally and ethically responsible, along with the student, for all services the student provides to clients at the site and the manner in which the student displays when working on behalf of the



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site. A site supervisor has full responsibility for the supervised work of the supervisee, including diagnosis, treatment plan, and prescribed course of treatment. Site supervisors must understand and follow of Wilberforce University's expectations, requirements, and evaluation procedures of students through receipt and review of the Practicum and Internship Manual, as well as provide orientation, consultation and/or professional development opportunities for the counselor-in training.

Responsibilities of the Site Supervisor

1. Orient the student to the work situation and site specific information
2. Be available when a student is at the site and as needed for consultation
3. Participate in the development of the student's professional development plan for the semester and complete a written supervision agreement
4. Provide the student with ongoing appraisals of their performance throughout the semester
5. Facilitate individual and/or triadic supervision to the supervisee that averages to one hour per week in a semester and at a minimum of one hour of face-to-face individual or triadic supervision for every 20 hours of work completed at site
6. Review and sign student's weekly log
7. Complete, sign, and review with student a minimum of two formal evaluations about the student's skills and professional behaviors (Site Supervisor Evaluation of Student) at the middle and end of semester
8. Oversee the supervised work of the supervisee (student), including diagnosis, treatment plan, and prescribed course of treatment
9. Communicate concerns about the supervisee's (student) professional behaviors and/or issues pertaining to skills or counseling competence to the faculty instructor.
10. At the completion of Clinical Rehabilitation Counseling Program (CRCP) Internship, students and supervisor will complete the State of Ohio CSWMFT [Internship Supervisor Evaluation Form](#)

Roles of the Site Supervisor

1. Designate methods for individual and/or triadic supervision
 - a. Audio- or video-recording of the sessions for supervision purposes is expected.
 - b. If agency/school policy prevents recording, direct observation must be substituted, with documentation of the observation and discussion signed by supervisor and supervisee.
2. Facilitate instruction and guidance regarding diagnosis and treatment
3. Provide support for professional development
4. Provide the supervisee with feedback that is timely, clear, and specific.
5. Assist supervisees to explore and clarify thinking, feelings, and behaviors, which underlie their practice through creation of a space that supports personal and professional exploration and growth
6. Challenge personal or professional blind spots, which the supervisee may have difficulty perceiving.
7. Confront and address counseling practice that is deemed unethical and/or incompetent.



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8. Bring to the supervisee's attention any of the supervisee's personal or professional difficulties that directly impede the supervisee's clinical work and recommend a course of action to address these difficulties.
 - a. While the supervisor can recommend that a supervisee seek counseling with relevant professionals, such treatment is not to be rendered by the clinical supervisor.
9. Be available to supervisees at times other than the scheduled supervision slot.
10. Provide supervisee with emergency protocols and emergency contact information.
11. Determine and evaluate the competencies of the supervisee through review of audio recording, video recording, or observing the supervisee directly during session(s) to assess the level of progress in skill development and counseling competence. NOTE: If audio or video recording is not permissible, site supervisors are required to observe a counseling session directly and complete the alternative recording forms.
12. Keep signed records of supervision that include time and date of supervision sessions, content, and goals of supervision.

Supervisee

Definition

A supervisee is a student enrolled in the masters of counselor education who has met the minimum educational requirements and course prerequisites and is enrolled in the counseling practicum or counseling internship course.

Expectations of the Supervisee

1. Complete ALL site related paperwork and case notes in a timely manner
2. Collaborate with site supervisor to develop written supervision agreement (See Appendix II)
 - a. Discuss with your supervisor the goals and/or skills you would like to attain
3. Punctuality, both for sessions with clients and site supervision
 - a. In the event that the supervisee is unable to attend a supervision session, it is the student's responsibility to notify the site supervisor in advance and make alternative arrangements.
 - b. If the supervisee is delayed, it is the student's responsibility to notify the site supervisor.
4. Preparedness, both for sessions with clients as well as for site supervision
 - a. Supervisees should attend supervision with an agenda of cases and/or issues that need to be addressed.
 - b. Case notes should be reviewed prior to supervision or meeting with a client.
5. Openness to guidance, feedback, and instruction from the site, faculty supervisors and others. Monitor your defenses of justification and need to provide explanations.
6. Receptive to feedback and suggestions and follow through on instructions promptly.
 - a. It may be necessary to take notes during supervision in order to execute all instructions identified by the supervisor.
 - b. Supervision of a case is documented in the client's file as well as noted under Consultation in the weekly log of hours.



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- c. Instructions from the supervisor on each case will be documented in the appropriate record following each supervisory contact.
7. Inform the site or faculty supervisor of any difficulties you are having in the areas of delivering services to clients, completing paperwork, or collaborating with other staff or agencies.
8. Request information related to emergency and crisis procedures for your site
9. Seek supervision at your site whenever uncertain about a situation.
10. In case of an emergency, it is important to follow site guidelines AND
 - a. INFORM your site supervisor IMMEDIATELY about clients who are suicidal, homicidal, or threatening harm to themselves or others
 - b. If client is in the office, make every attempt to contact your site supervisor before taking action with the client.
 - c. If your supervisor cannot be reached, contact one of the other site supervisors.
 - d. You may also consult informally with experienced counselors at your site,
 - e. INFORM your site supervisor of any emergency as they MUST be kept abreast of ALL emergencies and are also legally and ethically responsible.
11. Advise the site supervisor of important changes in a case.
12. Review results of assessments with your site supervisor BEFORE they are presented to the client, to confirm diagnosis and treatment planning.
13. Review changes to the treatment plan with your site supervisor BEFORE they are presented to the client and finalized.
14. Consult with your site supervisor about case closures in advance of closing the case, including the implementation of strategies that may result in a client deciding to terminate treatment.
15. Notify your site supervisor about clients who are involved in child custody disputes, disability determination assessment, or any other matters that affects the client's legal status. This is important because the agency is often asked to testify in court regarding such clients and must have an opportunity to prepare for such situations.
16. Be prepared to provide audio or video recordings, or have your supervisor observe you while you conduct an individual or group session. The number of sessions reviewed by the supervisor will depend on requirements for the site
17. Attend at least one hour of individual or triadic supervision session per week with your site supervisor. Site supervision is required to take place at a minimum of 1 hour for every 20 hours worked at the site per State of Ohio CSWMFT guidelines.
18. Share freely issues and concerns you may have in the context of supervision.
19. Do NOT engage in dual/multiple relationships with clients.
 - a. Counselors should not socialize with clients, nor should they provide services to clients they know from other contexts, such as family members, friends or acquaintances.
 - b. In the event that someone you know is being seen at the agency, you are expected to remove yourself from situations where the client's treatment and progress are being reviewed.
 - c. It is your responsibility to alert your supervisor to such situations.
20. Ensure that all clients are informed of the supervised nature of your work, and of the ultimate professional responsibility of the site supervisor.



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- a. In the case of adult clients, this information can be given in the form of a written statement, verbally explained, and given to each client at the initial professional contact.
 - b. In the case of adolescent and child clients, this statement can be given to the parent/guardian.
21. Ensure that the supervisee evaluative reports, case notes, treatment plans, logs, and letters dealing with client welfare and progress reports are co-signed by the site supervisor.
 22. Adhere to the national, state, and organizational codes of ethics.
 23. Dress in a professional manner. The following are guidelines for dress and hygiene. They are to be applied equally to all employees. The guidelines are meant to be flexible; cultural, and religious beliefs that apply to hygiene will always be honored.
 - a. Business casual attire is acceptable; students must appear neat and professional at all times, whether they are scheduled to meet with a client or not.
 - b. When conducting formal presentations or meeting with administrative officials, a more formal business attire may be required. The student should consult with the site supervisor about expectations for appropriate dress while conducting services.
 - c. Perfume, cologne, or aftershave lotion should be applied in moderation as some individuals may be sensitive to strong fragrances. Strong odors, natural or otherwise, should be avoided.
 - d. Any clothing, jewelry, or tattoo that conveys a negative statement toward a race, gender, sexual orientation, age, religion, disability, or other group considered harassing or offensive is **forbidden**.
 24. After completion of a 600-hours Clinical Rehabilitation Counseling Program(CRCP) Internship, students will provide the Site Supervisor with Internship Supervisor Evaluation Form.

Responsibilities of Supervisee during Practicum and Internship Courses

1. Attend an average of 1.5 hours of weekly peer group supervision during the semester that is facilitated by the faculty instructor or supervised doctoral student within the context of the practicum and internship course
2. Arrive to each practicum and internship course on time and prepared
3. Actively participate in peer group supervision of your colleagues' cases
 - a. Share what you know
 - b. Be willing and open to learn from others
 - c. Provide constructive feedback
 - d. Demonstrate an openness to feedback from others and monitor your own defenses of justification or explanation
 - e. Contribute to the sense of safety in your supervision group. It is important to be attentive and respectful of your peers and to monitor any tendencies you may have to advise or compete with your colleagues
4. Obtain, Maintain, and Provide proof of Professional Liability Insurance
5. If in a Clinical Rehabilitation Counseling Program (CRCP) Internship, obtain and maintain Counselor Trainee (CT) status through the State of Ohio CSWMFT board
 - a. The paperwork includes, but is not limited to,
 - i. Weekly log of hours (See Appendix J)



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- ii. Weekly experiential journals (a written description of the specific activities and how these impacted you during the experience)
 - iii. Proof of current liability insurance coverage
 - iv. Site supervisor evaluations of your skills, competence and professional behaviors
 - v. Self-evaluations of your skills, competence and professional behaviors
 - vi. Case conceptualizations
 - b. Provide documentation to the instructor each week for review
 - c. Keep copies of everything submitted
 - d. Consult with the faculty instructor if and when there are questions related to what documents are required for submission.
6. Present at least 2 Case Conceptualizations along with recording for peer group supervision
 - a. This includes a written case conceptualization to be shared with peers and at least 10-15 minutes of a recorded session (See also section on Recording Client Sessions)
7. Perform all responsibilities at the cooperating site agencies and schools in a professional manner and adhere to all conduct rules applicable to the agency's or school's employees.
8. Adhere to the national, state, and organizational codes of ethics
9. Students taking the CRCC Exam for CRC credentials must submit documents, [Internship Verification Form](#) [Verification Form](#), with Supervisor to CRCC website.

Counselor Education Policy on Recordings of Client Counseling Sessions

According to the professional practice standards from the Council on Accreditation of Counseling Related Education Programs (CACREP), students in practicum and internship must be afforded opportunities to become familiar with a variety of professional activities and resources to assist in development of individual counseling skills and the opportunity to lead or co-lead counseling or psychoeducational groups. In addition, supervision is to include “program appropriate audio/video recordings and/or live supervision of students’ interactions with clients” (CACREP III.B). Faculty must either access counseling recordings or receive documentation from the site supervisor of the student’s demonstration of clinical skills.

The protocols established herein are enacted to establish reasonable protections to privacy and confidentiality of client and student, while providing the student with sufficient clinical supervision in compliance with accreditation standards and ethical guidelines. Three scenarios and reasonable privacy protocols for each are provided: (a) recordings conveyed with informed consent from the field site; (b) live supervision performed by the faculty member; and (c) live supervision performed by the site supervisor.

Recordings conveyed with informed consent from the field site

1. Informed consent documentation will be on file at the agency, **not** in the student’s possession and not in the faculty member’s possession. The student will provide the practicum or internship course instructor with a verification of release form, which is signed by the instructor, student, and site supervisor. (See Appendix V, VI)



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2. Recordings will be reasonably secure via double protection; digital recording devices are recommended. Double protection means that **two** of the following means of security are in place at all times:
 - a. The recording and storage devices are password or key code protected,
 - b. The recording is encrypted,
 - c. The device is in the student or faculty's direct observable possession, (meaning it is visible to the student or faculty, not sitting in a car, a drawer, a briefcase, or purse that is separate from the student or faculty member),
 - d. The device when stowed and out of student's direct observable possession is secured (e.g.: in a locked car trunk, a locked briefcase, locked file cabinet, locked drawer)
3. Documentation of a student's counseling intervention that results from a recording focuses on student skills and does not contain identifying information about the client.
4. After recordings are used and the student's counseling intervention is assessed and documented, the recordings are deleted immediately, and thoroughly enough to reasonably prevent retrieval (a computer's recycle bin must be emptied). Recordings are used for the purpose of supervision only, and may be used by the student, the site supervisor, and the faculty or doctoral student supervisor
5. Recordings are **never**:
 - a. mailed, because even an encrypted recording is not "double-protected" in the mail as specified above.
 - b. stored, managed, streamed, or accessed in an insecure cloud computing or consumer grade online sharing system (e.g.: iTunes, RealPlayer, YouTube)
 - c. played among personnel who are not part of the supervisory process (e.g.: student counselor's roommate, significant other, classmates outside of clinical supervision, in public, streamed online).

NOTE: Recording of client sessions on cell phones is not permitted under any circumstance due to the concerns and risks of breaching client confidentiality.

Part 1: Counseling Practicum

The Counseling Practicum is an arranged, supervised experience in a specialized area of counseling. It requires prerequisite training and sufficient experience to allow the beginning of autonomous functioning. The counseling practicum requires completion of a supervised experience that total a minimum of 100 clock hours, with at least 40 direct face-to face client hours, over a 15-week academic semester.

Direct Service is "face-to- face" interaction with clients, which includes the application of counseling, consultation, or human development skills. In general, the term is used to refer to time spent working directly with clients.

It is expected that students will complete their practicum by distributing their time in the practicum site over the course of one semester. In addition, the counseling practicum student is required to attend the counseling practicum course with a counseling education faculty member at arranged times to review and discuss the on-site practicum activities. Reviewing recordings of counseling sessions, role-playing, presenting cases, and evaluating legal and ethical issues are examples of seminar activities.



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Practicum Prerequisites:

Student must successfully complete courses:

RC 610 Foundations of Rehabilitation Counseling
RC 612 Theory & Practice of Rehabilitation Counseling
RC 614 Counseling Skills and Techniques
RC 615 Medical Aspects of Disability Psychological aspects of Disability
RC: 632 Case Formulation, Clinical Intervention & Supervision
RC 636 Multicultural Counseling
RC 640 Ethics in Clinical Rehabilitation Counseling
RC 642 Group Counseling

1. The student has completed, reviewed with advisor, signed, and submitted the Practicum and Internship Registration Application to the Faculty Instructor the 6th week of the semester prior to the semester in which they plan to enroll in the counseling practicum or internship course.
2. The student has obtained placement in an agency or school in which to complete the counseling practicum.

Requirements for Practicum

Student are expected to:

1. Complete a total of 100 hours with at least 40 clock hours of direct face to face service with actual clients that contributes to the development of counseling skills;
2. Have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (a) a counselor education program faculty member, (b) a student supervisor who is under the supervision of a counselor education program faculty member, or (c) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement;
3. Attend and Participate in each practicum course with an average of 1.5 hours per week of group supervision on a regular schedule throughout the practicum.
4. To present in conjunction with case conceptualizations program-appropriate audio/video recordings for use in supervision or information from live supervision of the student's interactions with clients. Students are required to present at least twice in this manner.
5. To be evaluated on their counseling skills, competence, and professional behaviors throughout the practicum by faculty instructor, including documentation of a formal evaluation at the middle and end of practicum by site supervisors and through self-evaluation.
6. When and if using distance education modalities, practicum supervision may be provided using a variety of methods such as video conferencing, teleconferencing, real time video contact, or others as appropriate. (CACREP III.3.B,F,G,H,I)

Objectives of the Counseling Practicum

The counseling practicum is designed:



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1. To provide a practical training experience, which allows the student to gain experience in individual and group interaction with clients.
2. To help the student acquire proficiency and gain confidence by integrating skills and techniques with theoretical knowledge.
3. To provide the opportunity for the student to integrate the theory and practice of counseling and to develop their own personal style.
4. To provide the opportunity for the student to work as a member of an educational or treatment team by providing counseling and case management services.
5. To provide an environment and opportunity for the student to assess strengths, weaknesses, and the practice of giving and receiving feedback.
6. Develop and support necessary self-awareness (e.g., personal issues, attitudes and behaviors based on such factors as race/ethnicity, gender, sexual orientation, etc.)
7. Facilitate awareness of the role of culture in counseling, including knowledge and skills for working with persons similar and different from one's own cultural identity.
8. To explore legal, ethical, and professional issues confronting the counselor trainees.
9. To provide an opportunity for students to develop and enhance case conceptualization skills.

Evaluation Criteria for Counseling Practicum

The practicum is a graded course. A letter grade will be given after the completion of the experience and the faculty member will make the final decision regarding grading and course credit. A grade of "I" (Incomplete) may be received if the 100 hours required for practicum are not completed by the end of the semester. Please note that if given an "I," hours must be completed within two weeks of the following semester or the grade will automatically turn to an "F." *It is the student's responsibility to notify the instructor once the hours are completed and request a grade to be changed.*

The student will be evaluated according to the following criteria:

1. Demonstration of the counseling skills, competencies, and professional behaviors outlined in the program's Practicum and Internship Manual and on site supervisor evaluation forms.
2. Completion of 100 hours, including at least 40 direct client hours in one semester.
3. Timely submission of completed weekly log of practicum hours.
4. Timely completion and submission of weekly experiential journals.
5. Evaluations of the student from the site and faculty supervisors.
5. Satisfactory participation during the Counseling Practicum course.
6. Presentation of two or more (as determined by instructor) case conceptualizations in conjunction with audio/video recording or submission of live observation of counseling sessions that demonstrate effective counseling skills and competencies. (See Appendix VII)

Part 2: Counseling Internship

The Counseling Internship (RC650) is an arranged and supervised field experience in counseling and related activities. The internship experience will center on the counseling and consultation processes to further develop interpersonal relationship and communication skills,



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diagnosis and treatment planning, providing services, and techniques to facilitate client change.

The counseling internship requires completion of a supervised experience that total a minimum of 600 clock hours, with at least 240 direct face to face client hours, that is usually completed across two academic semesters.

Direct Service is "face-to- face" interaction with clients, which includes the application of counseling, consultation, or human development skills. The term is used to refer to time spent working directly with clients.

In addition, the counseling internship student is required to attend the counseling internship course with a counseling education faculty, member. The seminar meets for two hours a week at arranged times to review and discuss the on-site internship activities. Reviewing recordings of counseling sessions, role-playing, presenting cases, and evaluating legal and ethical issues are examples of seminar activities.

Internship Prerequisites:

1. The student has successfully completed Counseling Practicum and earned a minimum grade of B- or higher.
2. If at a new or different site, the student must complete, review with advisor, sign, and submit the Practicum and Internship Application to the Faculty Instructor by the 6th week of the semester prior to the semester they plan to enroll in the counseling internship course.

Requirements for Internship

Students are expected to:

1. Complete a total of 600 hours, with at least 240 clock hours of direct face to face service with actual clients that contributes to the development of counseling skills;
 - a. When completing Internship across two semesters, the student must complete at least 300 hours in one semester, including at least 120 direct client counseling hours.
2. Have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement;
3. Attend and participate in each internship course with an average of 1.5 hours per week of group supervision on a regular schedule throughout the internship.
4. To present in conjunction with case conceptualizations program-appropriate audio/video recordings for use in supervision or information from live supervision of the student's interactions with clients. Students are required to present at least twice in this manner.
5. To be evaluated on their counseling skills, competence, and professional behaviors throughout the internship by faculty instructor (and/or doctoral student under the supervision of faculty instructor), including documentation of a formal evaluation at the middle and end of practicum by site supervisors and through self-evaluation.



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6. When, and if using distance education modalities, supervision may be provided using a variety of methods such as video conferencing, teleconferencing, real time video contact, or others as appropriate. These modalities must be encrypted, HIPAA compliant modalities.
(CACREP III.B,F,G,H,I)

Objectives of the Counseling Internship

The counseling internship course is designed to:

1. Develop and improve basic skills in counseling, consultation, and the behavior change process.
2. Assist in the integration of theory, practice, skills, and ethical standards of counseling with one's own personal style.
3. Provide the opportunity to participate as a member of a team by planning and providing counseling and case management services.
4. Develop and support necessary self-awareness (e.g., personal issues, attitudes and behaviors based on such factors as race/ethnicity, gender, sexual orientation, etc.)
5. Engage in opportunities for growth by evaluating one's own behavior and the effect of that behavior on others in the helping relationship.
6. Stimulate the formation of and identification with a professional role.
7. Facilitate awareness of the role of culture in counseling, including knowledge and skills for working with persons similar and different from one's own cultural identity.
8. Enhance case conceptualization skills, including diagnosing and treatment, and the application of one's theoretical orientation to understand clients' unique presenting circumstances and formulation of a treatment plan.
9. Provide an opportunity to fully participate in-group supervision with faculty instructor and peers.

Evaluation Criteria for Counseling Internship

The counseling internship is a graded course. A letter grade will be given after the completion of the experience and the faculty member will make the final decision regarding grading and course credit. A grade of "I" (Incomplete) may be received if the 300 hours required for counseling internship are not completed by the end of the semester in which they enrolled for counseling internship. Please note that if given an "I" hours must be completed within two weeks of the following semester, or the grade will automatically turn to an "F". *It is the student's responsibility to notify the instructor once the hours are completed and request a grade to be changed.* A grade of "PR" (in progress) may be received **but** must be accompanied by a medical excuse.

The student will be evaluated according to the following criteria:

1. Demonstration of the counseling skills, competencies, and professional behaviors outlined in this manual and on-site supervisor evaluation forms.
2. Completion of at least 300 hours, inclusive of at least 120 direct client hours, in one semester (with final total of 600 hours including 240 direct client hours at the end of the second semester of counseling internship)
3. Timely submission of completed weekly log of practicum hours
4. Timely completion and submission of weekly experiential journals
5. Evaluations of the student from the site and faculty supervisors
6. Satisfactory participation during the Counseling Internship Course



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7. Presentation of two or more (as determined by instructor) case conceptualizations in conjunction with audio/video recording or submission of live observation of counseling sessions that demonstrate effective counseling skills and competencies

NOTE: For students who plan to apply for the license as a Professional Counselor, the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board reminds you that Rule 4757-3-01(J)(1) states: (1) "Graduate coursework" is any coursework that meets the requirements of a post-baccalaureate degree and in which the applicant was enrolled after receiving their baccalaureate degree and in which the applicant received a grade of "B-" or higher.

Part 3: Gate-keeping Information

Assessment is a central component of counselor education and supervision. Student assessment is mandated as part of program accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Counselor Education (CE) faculty serves an important gate-keeping function to the community at-large, necessary for the protection of the client's students serve both during the program and upon graduation; as well as to assist students in developing as counseling professionals. To fulfill this function, the CE faculty conducts regular and systematic assessment of student academic progress, professional dispositions and professional behavior throughout the program.

Beyond academic and experiential coursework, the CE faculty reserves the right to assess and determine if student behaviors are appropriate for the counseling profession. Student behaviors inside and outside the classroom are considered within the context of appropriateness for the profession of counseling and are guided by the Code of Ethics of the American Counseling Association and other professional counseling bodies. Interpersonal functioning as it relates to students' current and future competence in the field of counseling is relevant to assessment of students. A systematic review of each registered student is conducted each semester until the student graduates from the program. Observations and evaluations of academic and experiential performance, as well as interpersonal functioning, are conducted by counselor education faculty, site supervisors, and doctoral supervisors. In addition, the faculty may consider feedback on student behavior and interactions offered by peers, CE faculty, or other relevant parties.

NOTE: If a student is terminated from the program while enrolled in the Counseling Practicum or Internship Course and the student is registered with the State of Ohio CSWMFT board as a Counselor Trainee, the Faculty will notify the State of Ohio Counselor, Social Worker, Marriage & Family Therapist Board of the student's termination from the program.



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APPENDIX A

Practicum / Internship I / Internship II

COUNSELING SUPERVISION AGREEMENT

*Please note this form should be re-evaluated each semester and re-signed as needed to ensure that Section IV and Section V are accurate and reflect current information.

Counseling Supervision Agreement

This agreement serves as verification and a description of the counseling supervision among the Student Trainee, Counseling Supervisor, and the University Instructor/Supervisor. It is to be completed by all students across all program areas.

I. Purpose, Goals, and Objectives:

- a. Monitor and ensure welfare of clients seen by Supervisee
- b. Promote development of Supervisee's professional counselor identity and competence
- c. Fulfill academic requirement for Supervisee's Practicum
- d. Fulfill requirements in preparation for Supervisee's pursuit of counselor licensure

II. Method of Evaluation:

- a. Feedback will be provided by the Supervisor during each session.
- b. Formal evaluations using the standard evaluation found in the Practicum and Internship Manual will be completed at the middle and end of each semester.
- c. Specific feedback provided by Supervisor will focus on Supervisee's demonstrated counseling skills, counseling competencies, clinical documentation, and professional behaviors.
- d. Supervisee will evaluate Site Supervisor at the close of the semester, using the Ohio University Counselor Education standard evaluation form for evaluating supervisors.
- e. Supervision notes will be shared with Supervisee at Site Supervisor's discretion and at the request of the Supervisee.
- f. A minimum of one hour of individual and/or triadic supervision for every 20 clock hours of work at the site. (Per Ohio CSWMFT Board requirements, students engaging in more than 20 clock hours per week are required to engage in an appropriately proportioned number of supervision hours. (e.g. 21-40 clock hours = two hours of supervision).

III. Duties and Responsibilities of Student Trainee, Supervisor and Instructor/Supervisor

A. Student Trainee

1. Engage in weekly supervision with a program approved Site Supervisor who meets all requirements as specified by CACREP Standards (III.C.1-4).
2. Record counseling session as specified by the Practicum and Internship Manual. Client files, current and completed client case notes, and counseling session video recordings should be ready to review in weekly supervision sessions.



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3. Justify client case conceptualizations made and approach and techniques used.
4. Complete supervision case notes and place in appropriate client files.
5. Consult with Site staff and Site Supervisor in cases of emergency.
6. Implement supervisory directives in subsequent sessions.
7. Attend weekly, 2-hour group supervision class with a program faculty member.

B. Site Supervisor:

1. Examine client presenting complaints and treatment plans.
2. Review recordings or directly observe Supervisee's counseling interactions with clients.
3. Sign off on all client documentation.
4. Challenge Supervisee to justify approach and techniques used.
5. Monitor Supervisee's basic counseling skills.
6. Present and model as appropriate.
7. Intervene when client welfare is at risk.
8. Ensure American Counseling Association most current *Code of Ethics* are upheld.
9. Maintain weekly individual or triadic supervision sessions that are documented in case notes.
10. Conduct consultation with University Instructor/Supervisor in accordance with this supervision agreement as needed.

C. University Faculty Instructor/Supervisor:

1. Review recordings of Supervisee's counseling sessions. When recording is not possible review supervisors counseling observation reports
2. Check and sign weekly logs.
3. Review weekly experiential journals and provide feedback as necessary.
4. Require students to present at least two case presentations and assess case conceptualization skills.
5. Consult with Site Supervisor related to the performance of the Student Trainee as needed.
6. Intervene when client welfare is at risk.
7. Ensure American Counseling Association most current *Code of Ethics* are upheld.
8. Facilitate weekly peer group supervision sessions that average 1.5 to 2 hours.

IV. Procedural Considerations:

- a. Supervisee's written case notes and treatment plans and recordings will be reviewed and evaluated in each session.
- b. Issues related to Supervisee's professional development will be discussed.
- c. Supervision sessions will be used to discuss issues of conflict and failure of either party to abide by directives outlined here in this agreement. If concerns of either party are not resolved in supervision, _____ (instructor of Supervisee's practicum or internship section), will be consulted by either the Supervisee or Site Supervisor.
- d. In event of emergency, Supervisee is to contact Site Supervisor at the office, () _____ or alternate phone, () _____.
- e. The designated emergency contact person



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Appendix B

Internship Weekly Log (Internship Only) (Optional)

	MON	TUES	WED	THURS	FRI	SAT	SUN	<i>THIS WEEK</i>	<i>PREV WEEK</i>	<i>CUM TOTAL</i>
Intake Evaluation										
Individual /Couples therapy counseling										
Group/Family Therapy counseling										
Vocational/Treatment Planning										
Referrals										
Records										
Consultation										
Job Readiness Activities (resume writing, interviewing skills)										
Job Development/Job Placement										
Individual Supervision										
Group Supervision										
Observation										
Listening to Tapes										



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Other (Specify)										
Total:										
Types of Disabilities: 1. 2. 3. 4. 5.										
Time Key: .25=15 minutes .50=30 minutes .75=45 minutes 1.0=1 hour										

Name: _____

Week #: _____

Date: __/____/____ to ____/____/____

Course: _____

Site Info: _____

Supervisor Signature: _____

Student's Signature:

Date:

Site Supervisor's Signature:

Date:

Faculty Supervisor's Signature:

Date:



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APPENDIX C

CASE CONCEPTUALIZATION OUTLINE (Optional)

Written Case Conceptualization

Date _____ Counselor Trainee _____

Client _____ (use fictitious name or initials)

- 1) Background Information about the site in which the student is working: services, provided, target population, staffing, wages, employment opportunities, eligibility, etc. (*Only needed on first case conceptualization, unless you are presenting a case from a different site.)
- 2) Client Background information and presenting issues and current concerns. Include information on demographics, description of client and client's situation, and individual and systemic barriers faced by the client.
- 3) As a counselor, how do you explain the symptoms and behaviors of the client? (Diagnostic impressions – what diagnosis would you assign?)
- 4) What was your focus in the session? What were you trying to accomplish therapeutically and how? How did the client(s) respond?
- 5) What key issues were addressed?
- 6) What counseling theory/theories were you drawing from or would draw from with this client?
- 7) Outline your treatment plan/objectives. (What goals do you think might be appropriate for the client?) Include long-term and short-term goals.
- 8) Provide information on possible pharmacological interventions (if relevant). Include information on possible or prescribed medications and side effects.
- 9) Outline specific individual and/or systemic advocacy initiatives, including policies, programs, and services that you as the counselor could engage in with or on behalf of your client.
- 10) What are you hoping to discuss or gain feedback on during our group supervision time? Please give some thought to this so that we might best assist you. Some possible types of things to discuss/request assistance include skill development, any areas where you feel/felt stuck with the client, theoretical or intervention guidance, any reactions to the client.
- 11) Any additional comments or concerns.



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APPENDIX D

RECORDING VERIFICATION FORM

Recording Verification Form

Because client confidentiality is of the utmost ethical and legal importance to us, we do not maintain client identification in our students' records- including consent forms with a client's signature. This is because while consent to record and release other information may expire; we want to guarantee that an identity is not inadvertently archived as part of a student's record here at the university. For this reason, client authorization for recording and class related supervision such as case consultation for student professional development purposes is maintained only in the agency file.

This form is to verify that the student has obtained consent either to present a recording to a clinical internship class for consultation, or to discuss a case. By signing this form, you are verifying that there is an authorization on file at your agency. If you have any questions, you may contact the instructor of the course:

Instructor Name _____

Instructor Phone _____

Instructor Email _____

Student Name _____

Field Site Supervisor Name _____

Field Site Supervisor Signature _____

Date _____

Client Identifying Initial or Pseudonym _____



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APPENDIX E

PERMISSION AND CONSENT TO RECORD COUNSELING SESSION

NOTE: To be used IF the site does not have a form to use with clients to obtain permission.

Permission and Consent to Record Counseling Session

I, _____, hereby give consent to my
(client's name)
assigned counselor, _____, who is a graduate
(counselor in training's name)

student at Wilberforce University, in Clinical Rehabilitation Counseling Program to audio record and/or video record counseling sessions. I understand this counselor in training is receiving supervision from the following persons:

Site Supervisor: _____

Faculty Instructor & Supervisor: _____

I understand the recordings will only be used for educational and training purposes and that recordings or parts of recordings may be heard by other counselors in training, faculty instructor, and/or site supervisor as part of the counselor training process.

I understand that refusal to sign this form will not affect my eligibility for receiving services at this agency/school.

Client/Student: _____ Date ____/____/____

If client/student is under 18 years of age, signature of Parent/Guardian:

_____ Date ____/____/____

Counselor in Training _____ Date ____/____/____



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APPENDIX F

ALTERNATIVE TO RECORDING FORMS

NOTE: If a student is not permitted to audio or video record counseling sessions, the site supervisor is to directly observe counseling sessions completed by the counselor in training. The counseling student is to complete the first page as it provides background information to the site supervisor. The site supervisor is to complete the Evaluation Checklist and Skills Rating Form. All of these forms are to be provided to the Faculty Instructor in lieu of an audio/video recording. Please ensure these forms do NOT contain client identifying information.

COUNSELING SESSION EVALUATION FORM

(To be submitted when recording is not permitted by site/school)

Practicum and Internship in Counseling

Client Initials _____

Name of Counselor in Training _____

Date of Counseling Session _____

Date of Critique _____

Session Number _____

Length of Session _____

Evaluated by _____

BACKGROUND INFORMATION

Presenting Problem:

Relevant History:

Counseling Goals:



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Appendix G (Optional)

COUNSELING SESSION EVALUATION CHECKLIST

Openings

Structure/Time: _____

Transition: _____

Expectations: _____

Permission to
Recording: _____

Content

Identify/Restate Concerns: _____

Translate Concerns to Goals: _____

Select One Goal: _____

Brainstorm: _____

Weigh Alternatives: _____

Action Plan: _____

Closings

Reference to Time: _____

Summary: _____

Invitation Back: _____

Counselor Considerations

Strengths:

Concerns:

Suggestions:



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Appendix H

INDIVIDUAL PRACTICUM/INTERNSHIP EVALUATION (To be completed by Supervisor)

Date _____

Student _____ Agency _____

Supervisor _____ Midterm _____ Final _____

Semester and Course Number _____ Hours Completed _____

EVALUATION OF CLINICAL REHABILITATION COUNSELING SKILLS AND PERFORMANCE PRACTICUM AND INTERNSHIP EVALUATION OF STUDENT

The *Counselor Competencies Scale—Revised (CCS-R)* assesses counselors’ and trainees’ skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

Scale Evaluation Guidelines

- Exceeds Expectations / Demonstrates Competencies (5)** = the counselor or trainee demonstrates **strong** (i.e., *exceeding*) the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the “Demonstrates Competencies” level at the conclusion of his or her practicum and/or internship.
- Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).



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Harmful (1) = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Not Applicable

Exceeds Expectations

0.....1.....2.....3.....4.....5

<i>ITEM</i>	<i>RATING</i>	<i>COMMENTS</i>
1. Establishes good rapport with the client.		
2. Conveys genuine interest in the client.		
3. Conveys warmth and caring to the client.		
4. Communicates accurate empathy.		
5. Facilitates client expression of thought and feeling.		
6. Comprehends the client's issues.		
7. Recognizes and skillfully interprets client's "hidden" messages.		
8. Identifies relationships among conceptual themes as expressed by client.		
9. Appears comfortable in the role of Clinical Rehabilitation Counselor.		
10. Demonstrates appreciation for diverse cultures.		
11. Is genuine during session and intensity of interest is appropriate.		
12. Resists being threatened by or defensive with the client.		
13. Conveys competence to client.		
14. Recognizes the significance of client statements in relation to presenting problem.		
15. Responds to important developments in the session.		
16. Overall, the Clinical Rehabilitation Counselor seems to know what he/she is doing.		
17. Overall, the Clinical Rehabilitation Counselor seems to have conceptualized the cases correctly.		
18. Keeps control of the counseling session.		
19. Keeps the session moving toward some therapeutic outcome.		
20. Trusts his/her insights during counseling sessions.		
21. Helps the client identify appropriate outcome and/or process goals.		
22. Overall, the Clinical Rehabilitation Counselor seems congruent as a counselor.		
23. The Clinical Rehabilitation Counselor		



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Seems to understand clinical rehabilitation principles, philosophy, and trends.		
24. Appropriate use of confrontation.		
25. Appropriate use of self-disclosure.		

EVALUATION OF SUPERVISION EXPERIENCE

Not Applicable Below Expectations Meets Expectations Exceeds Expectations
 0.....1.....2.....3

<i>ITEM</i>	<i>RATING</i>	<i>COMMENTS</i>
1. Receptivity to supervision.		
2. Uses supervision effectively.		
3. Capacity for self-awareness and self-reflectiveness.		
4. Openness to discussing issues as they relate to clients.		
5. Openness to discussing issues as they relate to supervision relationship.		

COMMENTS:

Signature of Student

Date

Signature of Supervisor

Date



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Appendix I

Supervisor Evaluation Form (To be completed by student)

Date: ___/___/___

Supervisor's Name: _____

Supervisee's Name: _____

Please respond to the following questions related to your supervision, give a numerical rating where applicable, and comment on each appropriately.

	1	2	3	4	5
	Poor	fair	good	very good	excellent
I. Supervisor Characteristics					
A. Does the supervisor have enthusiastic attitude toward supervision? Is he/she dependable, prompt?	1	2	3	4	5
B. Does the supervisor share his/her expertise and suggestions for client treatment?	1	2	3	4	5
C. Does the supervisor have realistic expectations of the trainee and let the trainee know how he/she is fulfilling them?	1	2	3	4	5
D. Does the supervisor have an encouraging attitude towards the trainee developing his/her own hypothesis regarding clients?	1	2	3	4	5
E. Does the supervisor pay attention to the possible ways the trainees personality may be influencing counseling?	1	2	3	4	5
F. Is there a balance between the theoretical and practical (how to PTO's) in a way the supervisor conceptualizes cases?	1	2	3	4	5
G. Does the supervisor show a flexible and varied approach to supervision? (Invitation for co-therapy, emergencies, medical consults, readings, workshop participation, sharing of own case)	1	2	3	4	5
H. Does the supervisor display willingness to discuss any area of concern in the supervisory relationship; is he/she open to feedback from the trainee?	1	2	3	4	5
I. Does the supervisor model and teach professional ethical behavior?	1	2	3	4	5
II. Agreement					
A. Strengths of supervision	1	2	3	4	5
B. Areas of Improvement or change: I would like the supervisor to start:					

Signature of Trainee

Signature of Supervisor



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Appendix J

Internship/Practicum Time Log

Name: _____ Semester: _____

Site: _____ Supervisor: _____

WEEK	Dates	Number of Indirect Hours	Number of Direct client/consumer Contact Hours	Supervisor Initials
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
Total				
<i>Internship= 300</i> <i>Practicum= 100</i>		<i>maximum 180</i> <i>maximum 60</i>	<i>Minimum 120</i> <i>Minimum 40</i>	

Total Hours: _____ Date: _____

Supervisor Signature: _____ Date: _____

Note: Student must submit schedule for the semester to the university supervisor, by the 2nd week of your internship. If it changes, submit a revised schedule.



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Appendix L Sequence of Courses

Fall, Semester 1	Hours	Grade	Spring, Semester 2	Hours	Grade
RC 610 Foundations of Rehabilitation Counseling	3		RC 636 Multicultural Counseling	3	
RC 615 Medical Aspects of Disability Psychological Aspects of Disability	3		RC632: Case Formulation, Clinical Intervention & Supervision	3	
RC 612 Theory & Practice of Rehabilitation Counseling	3		RC 640 Ethics in Rehabilitation Counseling	3	
RC 614 Counseling Skills and Techniques	3		RC 642 Group Counseling	3	

Summer, Semester 3	Hours	Grade
RC 631 Case Management: Case Formulation, Clinical Intervention & Supervision	3	
RC 645 Diagnosis & Clinical Counseling Practice	3	
RC 630 Practicum	3	
RC 646 Clinical Assessment and Practice	3	

Fall, Semester 4	Hours	Grade	Spring, Semester 5	Hours	Grade
RC 613 Assessment & Evaluation	3		RC 620 Research Methods and Statistics	3	
RC 647 Advanced Personality Theory & Psychopathology	3		RC 641 Assistive Technology	3	
RC 622 Career Development & The World of Work	3		RC 623 Human Growth & Development	3	
RC 650 Internship I	3		RC 660 Internship II	3	
			Professional Curriculum Total Hours	60	

Student Print: _____ Date _____

Signature: _____

Advisor Print _____ Date _____ Signature: _____



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Appendix M Clinical Rehabilitation Counseling MANUAL ACKNOWLEDGMENT AND DISCLAIMER

I _____, have read, understood, and agree to comply with the Internship/Practicum Manual for Wilberforce University's Clinical Rehabilitation Counseling Graduate Program.

I _____, have received a copy (rather by email or hand copy) and agree to the terms listed in the manual.

I understand all the information presented and have been given an opportunity to ask any questions I may have.

I understand that changes can only be made if approved in writing by the Graduate Studies Department. This manual supersedes any previous manual or policy statements, whether written or oral, issued by Wilberforce University.

If I have any questions about the content or interpretation of this manual, I will contact the Graduate Studies department.

I agree to comply with, and enforce, ALL the rules, policies, and procedures set forth in the Internship/Practicum Manual.

Student Signature: _____

Print Student Name: _____

Date: _____

(Please fill out, sign, and return to the office of Graduate Studies)