Practicum and Internship Manual
COUN 505 and COUN 588
Master of Science Program in Rehabilitation Counseling

The mission of the Rehabilitation Counselor Education Program is to recruit and train individuals from a remarkably diverse urban center to become rehabilitation counselors who work in a variety of employment settings. The Program serves the community by preparing counselors and administrators to become leaders and work in partnership with individuals who have disabilities to maximize their personal and professional potential.

Updated 3/21/2011

Mailing address: Rehabilitation Counselor Education Program
California State University Los Angeles
5151 State University Drive
King Hall, C-1064
Los Angeles, CA 90032
Telephone: (323) 343-4400

This document is provided for students in fieldwork, supervisors of fieldwork, and other relevant publics requesting information on the fieldwork experience.
PRACTICUM AND INTERNSHIP MANUAL

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The Rehabilitation Counselor Education Program (RCEP)

Table of Contents

Mission Statement and Objectives ................................................................. 3
Field Experience .............................................................................................. 3
Agency Supervision .......................................................................................... 4
Student Responsibilities .................................................................................. 4
Agency Supervisor Responsibilities ................................................................. 6
Faculty Supervisor Responsibilities ................................................................. 7
Fieldwork Placements ...................................................................................... 7
Evaluation of Student Performance ............................................................... 8
COUN 505 Practicum Application .................................................................. 9
COUN 588 MS Fieldwork Application ............................................................ 10
Weekly Summary Form for COUN 505 and COUN 588 .............................. 11
Practicum and Internship Goals and Objectives Forum ............................... 12
Supervisor Evaluation Form .......................................................................... 13
Student Self-Evaluation Form ....................................................................... 16

IMPORTANT HIGHLIGHTS/REMINDERS

• Make sure you have arranged for your placement site with a program faculty member well in advance of the deadline for the Fieldwork Application.
• File your Fieldwork Application by the end of the 5th week of the quarter prior to the quarter of interest.
• Within the first week of your practicum or internship, be sure to meet with your agency supervisor to review the Fieldwork Manual, the Supervisor Evaluation Form, all to inform completion of your Fieldwork Goals and Objectives Form.
The Rehabilitation Counselor Education Program (RCEP)

The Rehabilitation Counselor Education Program is a graduate-level counselor education program within the Division of Special Education and Counseling in the Charter College of Education. The Council on Rehabilitation Education (CORE) accredits the program. The curriculum comprises a total of 77 quarter units, of which 62 units represent academic coursework and 15 units represent supervised practice (internship). Curriculum content includes counseling theory and practice; personality theory and development; vocational development and career counseling; psychosocial aspects of disability; sociocultural factors in counseling; tests and measurement; case management, job development and work evaluation; and research methods.

The Rehabilitation Counselor Education Program’s (RCEP) Mission and Objectives

Mission: The mission of the Rehabilitation Counselor Education Program is to recruit and train individuals from a remarkably diverse urban center to become rehabilitation counselors who work in a variety of employment settings. The Program serves the community by preparing counselors and administrators to become leaders and work in partnership with individuals who have disabilities to maximize their personal and professional potential.

Objectives:

- Students will develop effective counseling techniques, interviewing skills, and sensitivity in working with clients.
- Students will be able to recognize functional limitations and capabilities, as well as assist clients in minimizing disability and maximizing potential.
- Students will be able to apply the concepts of occupationally significant characteristics and transferability of skills as related to employment settings.
- Students will recognize the richness and uniqueness of culturally diverse populations, providing equitable services to all individuals.
- Students will learn how to advocate for people who have disabilities so that these individuals receive maximum benefit with full participation and equitable treatment in the workforce and in society.
- Students will learn how to collaborate with other professionals within the community.
- Students will obtain practical experiences working with people with disabilities in community, public, and private sector agencies within an urban environment.

Fieldwork Experience

(Parenthetical references are related to the CORE standards)

Students shall have supervised rehabilitation counseling practicum (COUN 505) and internship (COUN 588) experiences that include:

A. Practicum requires a minimum of 100 hours of clinical experience (a prerequisite to internship), with at least 40 hours of direct service to persons with disabilities (D.1). Thirty (30) of the non-direct service hours may be carried over from the pre-practicum training in COUN 505.
B. Internship requires a minimum of 600 hours of field work experience in rehabilitation settings, with at least 240 hours of direct service to individuals with disabilities (D.2).

For practicum, five units per quarter represent approximately 10 hours per week in the agency, in addition to 90 minutes of weekly supervision in COUN 505. Students complete 100 hours of practicum while enrolled in COUN 505. However, if students are interested in achieving counselor licensure in other States, they are encouraged to accrue 200 hours through 20 hours of weekly experience, as some state licenses require 200 hours of practicum experience.

For internship, five units per quarter represent 20 hours per week in the agency, in addition to on-campus activities described below for COUN 588. Students complete 200 hours of internship each quarter, over three quarters to meet the 600-hour CORE requirement.

**Agency Supervision**

An onsite supervisor will be assigned to provide supervision throughout the practicum and internship experiences (D.1.3; D.2.3). Supervisors who are CRC credentialed will provide weekly supervision. If a CRC is not available within the agency, program faculty who are CRCs will oversee the supervision process (D.2.5). For both practicum and internship, students will receive a minimum of one hour of individual supervision per week, or 90 minutes of group supervision (groups no larger than 10 students; D.1.4; D.3), by a program faculty member or qualified individual working in cooperation with a program faculty member.

**Confidentiality and Ethics**

The first practicum and internship supervision meeting will include a review and discussion of client confidentiality based upon the CRCC code of ethics. Internship experience includes the review of literature on professional and ethical issues in rehabilitation counseling.

**Student Responsibilities**

To begin a fieldwork placement for practicum or internship, a student must file an application by the end of the 5th week of the quarter before the quarter in which placement is to begin. The application form is included at the end of this manual, and can also be picked up in the Division of Special Education and Counseling office, King Hall C-1064. The completed form must be signed by a program faculty member, and is then returned to the Division Office for processing.

Before submitting the name of an agency on the fieldwork application, a student should discuss the idea of fieldwork with at least one professional staff person at the agency, preferably the potential agency supervisor, and a program faculty member. This discussion allows the student, agency, and faculty member to evaluate the likelihood of a mutually beneficial association.

Before beginning a fieldwork placement, a student is responsible for arranging with the agency supervisor such details as the work schedule and any processing requirements. Processing requirements may include forms to complete, visits to a personnel office, or a medical examination, to name a few possibilities. Not all agencies have such requirements. One should quickly learn the agency's expectations regarding such matters as appropriate dress, employee-supervisor relations, and administrative procedures.

Once practicum or internship has begun a student functions as an employee in the agency. Even if not compensated financially, the student provides, under supervision, services to the agency and its clients, and in return receives services from the agency in the form of supervision and training.
Procedures:

1. To enroll in Practicum, students register for COUN 505. To enroll in Internship, students register for the appropriate number of units of COUN 588 (typically 5 units each quarter, for a total of 15 units). For each unit of credit, a student works in the agency for four hours per week (e.g., 5 units is associated with 20 hours of work per week).

2. At the orientation meeting (typically conducted the first Tuesday of the quarter at 8 p.m.), check with the faculty supervisor to make sure that he or she has the most current and correct record of (a) the agency supervisor's name and telephone number, (b) the site location, and (c) telephone numbers and times when you can be reached. This agency supervisor is the person directly supervising a student's work.

3. Inform the agency supervisor of the faculty supervisor's name and telephone number. Provide the agency supervisor with a copy of the Practicum and Internship Manual (D.2.2). Review the manual with him or her, pointing out the program's mission and objectives, agency supervisor's responsibilities, Fieldwork Goals and Objectives Form (completed by the second week of practicum or internship), Supervisor Evaluation Form and Student Self-Evaluation of Internship Experience and Site Form (both to be completed at the end of the quarter). Paperwork generated related to your practicum and internship will become part of your Professional Portfolio first constructed in COUN 505.

4. The Fieldwork Goals and Objectives Form serves to guide and structure the learning experience. Regularly scheduled supervisory sessions are conducted each week. You are encouraged to seek supervision outside these meetings as necessary, including e-mail and phone contact with program faculty. Participate as much as practicable in the agency's normal professional activities.

5. Use the Weekly Summary Form (D.2.1.d) to log daily activities. Document specific activities, and the approximate length of time given to each. It should show what clients were served and in what ways (e.g., vocational exploration with T.J.). The hours accumulated for that week, in person contact hours, and the cumulative hours for the quarter should be indicated.

6. Participate in weekly scheduled on-campus program faculty supervision meetings (D.1.4, D.3). Submit your Weekly Summary Form of activities to your faculty supervisor.

7. Promptly inform the faculty supervisor of any difficulties which student and agency supervisor cannot resolve satisfactorily without assistance.

8. Instructional experiences in practicum will include the use of audio/video media and individual and group interaction dealing with rehabilitation counseling concerns and clinical experiences, which will facilitate the development of basic rehabilitation counseling skills. Students will conduct interviews that will be reviewed by a supervisor (D.1.1).

9. Internship experience will include the following:
   a. Orientation to program components, policies and procedures, introduction to staff and their role and function, identification of the expectations for interns, confidentiality and
due process procedures, risk assessment, and the code of profession ethics for rehabilitation counselors (D.2.1.a)
b. Observation of all aspects of the delivery of rehabilitation counseling services, as practiced by the agency or organization, including diverse populations (D.2.1.b)
c. Work assignments, performing the tasks required of an employed rehabilitation counselor at the agency or organization (D.2.1.c)
d. Recording, including all academic reports, as well as logs, weekly progress reviews, and summaries of activities (Weekly Summary Form, D.2.1.d)

10. **Progress Review Schedule** (D.1.7, D.2.4, D.3.3). In the eighth week of the quarter, remind the agency supervisor to begin completing the Supervisor Evaluation Form. In the ninth week of each quarter, review the feedback on this form with the agency supervisor, and sign the form. In the tenth week of the quarter, turn in your completed and signed Supervisor Evaluation Form and Student Self Evaluation Form to your faculty supervisor. These will be returned to the student after grades are submitted, to become part of the student’s portfolio.

11. Students will also complete the Student Self-Evaluation of Practicum/Internship Experience, which will not be shared with the agency, but may also become a part of the student’s portfolio.

**Agency Supervisor Responsibilities**

The expectation of internship supervision should be communicated in writing to the onsite supervisor; this document serves this purpose, and is given to the site supervisor by the practicum or internship student (D.2.5).

Other training responsibilities of the agency supervisor include the following:

1. There will be direct and periodic communication throughout the quarter between the agency site supervisor and the program faculty member (D.1.1.)
2. Supervisors will respect the students’ need for support and encouragement by modeling and pointing out activities well performed, as well as constructive criticism.
3. Induct the trainee as quickly as practicable into the agency's normal counseling functions. Though orientation to the agency and its procedures may require the first week, it is only in very rare instances that client contact should be deferred beyond the end of the second week. If such delay is deemed necessary, the decision should be undertaken in consultation with the faculty supervisor.
4. Expose the trainee to a broad range of client contacts. Before the trainee's assignment is ended, these contacts should include (D.2):
   (a) Experiences that increase their awareness and understanding of the differences in values, beliefs, and behaviors of individuals from diverse populations
   (b) Promote cultural competence
   (c) Foster personal growth
   (d) Introduce trainees to counseling approaches and rehabilitation issues that affect service delivery.
   (e) The full range of rehabilitation services provided by the agency.
5. Arrange for supervisory meetings at regularly scheduled times, so that the trainee does not have to solicit supervision. However, it is never necessary, and usually undesirable, to limit
supervision to such regularly scheduled times. There needs to be at least one hour of in-person supervision each week.

6. Begin to complete the **Supervisor Evaluation Form** (reproduced at the end of this manual) during the eighth week of the quarter, as a written evaluation of the student's work. Review it with the student during the ninth week of the quarter, sign and have the student sign the form, who will turn it into his or her faculty supervisor.

7. When difficulties arise, agency supervisors should seek consultation with faculty members early enough that such problems do not impair the relationship between the student and the agency.

**Faculty Supervisor Responsibilities**

In general, the faculty supervisor represents CSULA with respect to each student's fieldwork activities, and shares the training of the student with the agency supervisor. The faculty supervisor receives ½ teaching unit equivalence for each graduate student supervised, or a 10:1 ratio for group supervision (D.1.4; D.3).

Rehabilitation counseling supervision processes are outlined in their respective syllabi (COUN 506 and COUN 588). In summary, activities include:

1. Faculty will be in regular contact with site supervisors necessary to facilitate clinical training.

2. Faculty conduct onsite field visits on a rotation basis so that each site receives at least one visit each academic year. During these visits agencies supervisors provide the program with valuable feedback and are often a resource for recruiting new students.

3. Faculty members will respond to any problems brought to their attention by the student or agency supervisor.

4. Program faculty members are responsibility for coordinating the student evaluation process, informing the student if his or her progress is not satisfactory, and developing a plan of action to correct deficiencies (D.1.8; D.3.4).

5. Program faculty will hold a 1-1/2 hour group session weekly with a maximum of ten students.

Students receive a grade of "CR" (Credit) if the student has (a) participated as required in the weekly scheduled on-campus meetings, (b) satisfactorily met all the quarter's commitments in the agency, including the required number of hours. If some of these requirements are not met, the grade is "IN" (Incomplete). A grade of "NC" (No Credit) represents a recommendation that the quarter's activities not be counted toward meeting degree requirements. For example, a "NC" grade is given if (a) circumstances (e.g., illness) have interrupted the student's work so early in the placement, and for so long a time period, that an entirely new placement must be undertaken when the student is again ready to resume field work, or (b) the student's performance is so unsatisfactory as to deserve a failing grade. "NC" grades do not affect a student's grade point average.
Fieldwork Placements

The Program Coordinator maintains files concerning present and prospective fieldwork sites. Being knowledgeable about a wide range of sites, he or she discusses with students and academic advisors the possibilities for placements meeting students' needs and goals. Responsibility for determining the suitability of any given fieldwork site, whether for an individual student or the RCEP in general, rests with the Program Coordinator. These decisions are usually made in consultation with others, such as students, academic advisors, agency supervisors, and faculty supervisors.

Evaluation of Student Performance

We regard the evaluation of student performance as (a) the joint responsibility of the student, agency supervisor, and faculty supervisor, and (b) an ongoing process throughout the term of the student's placement within the agency. The process begins as the student, agency supervisor, and supervising faculty member collaborate in the completion of the Student Goals and Objectives Form. We suggest that student and agency supervisor consider the issues on the Supervisor Evaluation Form when forming their plans for the fieldwork placement. Responsibilities for the evaluation process are outlined above in their respective sections.
Master of Science in Rehabilitation Counseling
COUN 505
PRACTICUM APPLICATION
for Fall ________________

Student Name: ________________________________ CIN: _______________________

Address: _________________________________________________________________
    (Street) (City) (Zip)

Phone Number: ______________________ Alternative Phone Number: _______________

Email Address ________________________________________________________________

Eligibility
Have you received a coordinator’s letter recommending your admission to the M. S. program in rehabilitation counseling?
☐ Yes  ☐ No

Expected Placement Information
Name of Agency:

Street Address:

City and Zip Code:

Name of Supervisor:

Supervisor Phone #:

Supervisor Email Address:

Is the agency supervisor a CRC?
☐ Yes  ☐ No (If not, the faculty supervisor must be a CRC).

Do you have liability insurance?
☐ Yes  ☐ No (If not, you may purchase it from the CSULA Cashier’s Office).

Advisor Signature ______________________ Date _______ Student Signature __________ Date _______

Please submit the signed and completed form to
the Division of Special Education and Counseling Office in King Hall C-1064.
# Fieldwork Application for Master of Science in Rehabilitation Counseling

**COUN 588**  
Fieldwork Application

<table>
<thead>
<tr>
<th>Fieldwork Application for</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
<th>Year</th>
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**Number of units:**

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## Student Information

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<tr>
<th>Student Name:</th>
<th>CIN #</th>
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<th>Phone #:</th>
<th>Alternative Phone #:</th>
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<th>Home Address:</th>
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<tr>
<th>City:</th>
<th>Zip Code:</th>
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<th>Have you completed COUN 400A or COUN 400B?</th>
<th>If yes, When?</th>
<th>Grade?</th>
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<td>☐ Yes</td>
<td>☐ No</td>
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<th>Have you completed COUN 505?</th>
<th>If yes, When?</th>
<th>Grade?</th>
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<td>☐ Yes</td>
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## Expected Placement Information

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<th>Name of Agency:</th>
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<tr>
<th>Street Address:</th>
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<th>City and Zip Code:</th>
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<th>Name of Supervisor:</th>
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<th>Supervisor Phone #:</th>
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<th>Supervisor Email Address:</th>
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<th>Is the agency supervisor a CRC?</th>
<th>(If not, the faculty supervisor must be a CRC).</th>
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<td>☐ Yes</td>
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<tr>
<th>Do you have liability insurance?</th>
<th>(If not, you may purchase it from the CSULA Cashier’s Office).</th>
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<td>☐ Yes</td>
<td>☐ No</td>
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**Advisor Signature**  
**Date**  
**Student Signature**  
**Date**

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Please submit the signed and completed form to  
the Division of Special Education and Counseling Office in King Hall C-1064  
during the 5th week of the quarter before the placement begins.
Weekly Summary Form for COUN 505 and COUN 588

Name: _________________________________  Agency: ______________________________

Date: _______________  Hours This Week: ___________  Cumulative Hours: ______

Document your direct client contact hours (40% of your experience needs to be direct service provision to people with disabilities; D.1, D.2). Include in your log descriptions of any other training-related activities (e.g., New referrals, counseling sessions, assessment/evaluation, referrals to other agencies/departments, job placement efforts, case and caseload management activities, major projects or reports, meeting/conferences attended, problems encountered, value derived from assigned activities, and any literature you read related to your work at the agency).

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<thead>
<tr>
<th>DATE</th>
<th>DIRECT CONTACT</th>
<th>OTHER CONTACT</th>
<th>ACTIVITIES</th>
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Practicum and Internship Goals and Objectives Form

Student: _______________________________  Agency: _______________________________

Agency Supervisor: ______________________________  Phone: _______________________

Quarter and Year: ______________________________

Please file this form in your professional portfolio after obtaining necessary signatures.

Students should generate at least three major goals for their experience. Each goal should be measureable through specific objectives under each goal. For example:

Goal 1: To orient myself to the agency policies and procedures.
Objective A: Read the policy and procedures manual.
Objective B: Attend agency orientation session.
Objective C: View agency video.

GOAL 1: _______________________________________________________________________
Objective A: ____________________________________________________________________
Objective B: ____________________________________________
Objective C: ____________________________________________________________________

GOAL 2: _______________________________________________________________________
Objective A: _________________________________________________
Objective B: ____________________________________________________________________
Objective C: ____________________________________________________________________

GOAL 3: __________________________________________________________
Objective A: ____________________________________________________________________
Objective B: ____________________________________________________________________
Objective C: ___________________________________________________________

Signatures

Student: ___________________________________________  Date:______________

Faculty Member:_______________________________________  Date:______________

Agency Supervisor:_______________________________________  Date:______________

MS_FWM_32011  14
SUPERVISOR EVALUATION FORM

Student Name: _______________________________________________________

Agency  ___________________________________________________________________

Name of Site Supervisor _______________________

Position of Site Supervisor ________________________________________________

CSULA Faculty Supervisor ________________________________________________

Period Covered by this Rating ____________________________ No. of Hrs. Completed __________

Evaluator: Please evaluate the fieldwork student from the frame of reference of a student trainee rather than an experienced staff member.

DEFINITION OF RATING TERMS

5:EXCELLENT: Consistently meets more than minimum requirements in excellent manner, performing at a level much above that normally expected of a fieldwork student.

4:GOOD: Consistently meets requirements in a satisfactory manner performing at a level more often above that expected of a fieldwork student.

3:AVERAGE: Meets the minimum requirements in an adequate manner, performing nearly always at a level expected of a fieldwork student.

2:NEEDS IMPROVEMENT: Sometimes fails to meet the minimum requirements in a satisfactory manner, performing at a level somewhat below that expected of a fieldwork student, but responding to correction.

1:UNSATISFACTORY: Consistently fails to meet the minimum requirements in a satisfactory manner, performing at a level considerably below that expected of a fieldwork student, and often not responding to correction.

na:NOT APPLICABLE: There is little basis on which to evaluate the fieldwork student for the item in question.

A. KNOWLEDGE AND UNDERSTANDING
   Of agency’s services and functions ......................... 5 4 3 2 1 na
   Of agency’s mission, structure, and administration ........ 5 4 3 2 1 na
   Of rehabilitation practice in the agency .................... 5 4 3 2 1 na
   Of casework policies and procedures ........................... 5 4 3 2 1 na
   Of the needs of consumers served by this agency .......... 5 4 3 2 1 na
   Of agency’s relationship to outside agencies ............... 5 4 3 2 1 na
   Of the profession of rehabilitation counseling and identifies with it
   5 4 3 2 1 na

B. ETHICAL AWARENESS AND CONDUCT
   Knowledge of general ethical guidelines ....................... 5 4 3 2 1 na
   Demonstrates awareness and sensitivity to ethical issues ...... 5 4 3 2 1 na
   Consults with others concerning ethical issues if necessary ... 5 4 3 2 1 na
   Personal behavior is consistent with ethical guidelines ....... 5 4 3 2 1 na
   Maintains confidentiality ........................................... 5 4 3 2 1 na
C. **SKILLS AND ABILITIES: CASEWORK**

General interviewing skills ........................................... 5 4 3 2 1 na
Obtaining and synthesizing pertinent information .......... 5 4 3 2 1 na
Developing appropriate rehabilitation plans .............. 5 4 3 2 1 na
Ability to follow through on tasks and plans ............. 5 4 3 2 1 na

D. **INTERACTIONS WITH CLIENTS**

Demonstrates ability to interact with a variety of consumers... 5 4 3 2 1 na
Demonstrates ability to adopt communication to the consumer’s level
Appears comfortable interacting informally with clients ...... 5 4 3 2 1 na
Builds rapport with clients ........................................... 5 4 3 2 1 na
Sensitive and responsive to cultural, gender, age, and other
differences in clients .............................................. 5 4 3 2 1 na
Communicates effectively with clients ....................... 5 4 3 2 1 na

E. **PROFESSIONAL BEHAVIOR & GENERAL WORK HABITS**

Maintains consistent and punctual attendance, informing
supervisor and making arrangements for absences ........ 5 4 3 2 1 na
Maintains professional appearance, is responsive to norms about
clothing/appearance, language, etc. ............................. 5 4 3 2 1 na
Reliably and accurately keeps records .............................. 5 4 3 2 1 na
Written and verbal reports are accurate and presented in a
professional manner .................................................. 5 4 3 2 1 na
Understands work assignments ...................................... 5 4 3 2 1 na
Plans and organizes work efficiently .............................. 5 4 3 2 1 na
Reliably completes requested or assigned tasks on time .... 5 4 3 2 1 na
Effectively develops and utilizes resources .................... 5 4 3 2 1 na

E. **RELATIONSHIPS WITH STAFF**

Interacts appropriately with professional staff .............. 5 4 3 2 1 na
Initiates interaction with staff ..................................... 5 4 3 2 1 na
Communicates effectively with staff .............................. 5 4 3 2 1 na
Appears comfortable interacting with other staff members .. 5 4 3 2 1 na
Effectively conveys information and expresses opinions .... 5 4 3 2 1 na
Effectively receives information and opinions ............... 5 4 3 2 1 na
Participates appropriately with staff meetings ............... 5 4 3 2 1 na

F. **RELATIONSHIPS WITH SUPERVISOR**

Student is prepared for supervision ............................... 5 4 3 2 1 na
Seeks assistance when needed ...................................... 5 4 3 2 1 na
Actively seeks new information from supervisor ............ 5 4 3 2 1 na
Accepts feedback about his or her strengths ................ 5 4 3 2 1 na
Accepts feedback about his or her weaknesses ............... 5 4 3 2 1 na
Accepts suggestions & integrates them to develop skills .... 5 4 3 2 1 na
Able to evaluate him or herself objectively, possesses self-awareness

G. **PERSONAL TRAITS AND ATTITUDES**

Demonstrates awareness of self and others .................... 5 4 3 2 1 na
Possesses emotional stability and maturity ................... 5 4 3 2 1 na
Is courteous and considerate .......................... 5 4 3 2 1 na
Learns and adapts readily ......................................... 5 4 3 2 1 na
Is industrious and hardworking . . . . . . . . . . . . . . . . . . . . 5 4 3 2 1 na
Shows resourcefulness and imagination . . . . . . . . . . . . . 5 4 3 2 1 na
Profits from experience . . . . . . . . . . . . . . . . . . . . . . . . 5 4 3 2 1 na
Is dependable . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 5 4 3 2 1 na
Shows initiative . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 5 4 3 2 1 na
Is ambitious and appropriately assertive . . . . . . . . . . . . . . . . . 5 4 3 2 1 na

H. ADDITIONAL COMMENTS
Please make any additional comments that serve to clarify the above ratings and help evaluate this student’s progress, continuing on the back if needed.

Has this evaluation been discussed with the fieldwork student?    Yes ____    No ____
Supervisor’s Signature__________________________________________ Date_____________
Student’s Signature____________________________________________ Date_____________
STUDENT SELF-EVALUATION OF PRACTICUM AND INTERNSHIP SITE FORM
MASTER OF SCIENCE, REHABILITATION COUNSELING PROGRAM

Student: _________________________________________

Agency: _________________________________________

As an internship student, you are asked to complete this progress report to reflect your evaluation of your performance and growth at the internship site and opinion of the internship experience using the following criteria.

Definition of Rating Terms

Superior: Always performs above the minimum requirements and shows outstanding aptitude, application of techniques, and concepts of rehabilitation counseling.

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

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

Below Average: Occasionally fails to meet minimum requirements in a satisfactory manner; performing at a level somewhat below that expected of an intern.

Inadequate: Usually fails to meet minimum requirements in a satisfactory manner; performing at a level below that expected of an intern.

No Basis: There is no basis on which to evaluate for the item in question.

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<tr>
<th>Area of competence</th>
<th>Superior</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Inadequate</th>
<th>No Basis</th>
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<tbody>
<tr>
<td>I. SUCCESS IN FORMING EFFECTIVE RELATIONS</td>
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<td>A. With clients</td>
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<td>B. With other professionals</td>
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<td>3. Outside agencies</td>
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<td>II. SKILLS IN COUNSELING TECHNIQUES</td>
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<td>A. Rehabilitation Principles and Process</td>
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<td>B. Psychological Aspects of Rehabilitation</td>
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<td>C. Human Behavior</td>
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<td>D. Case Work Principles and Practices</td>
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<td>E. Professional Ethics</td>
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<td>F. Medical Aspects of Rehabilitation</td>
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<td>G. Vocational Rehabilitation</td>
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<td>H. Community Resources</td>
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### Areas of competence

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<th>Below Average</th>
<th>Inadequate</th>
<th>No Basis</th>
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#### III. PROFESSIONALISM

A. I completed agreed upon assignments with agency.

B. I was consistently prepared and punctual.

C. I demonstrated appropriate professional and ethical behavior throughout the experience.

D. I maintained appropriate confidentiality throughout the experience.

E. I demonstrated knowledge and abilities related to the internship.

#### IV. STUDENT OPINION OF INTERNSHIP SITE

A. My site supervisor was readily accessible.

B. The guidance and help of my supervisor was beneficial.

C. This internship provided a learning experience.

D. This internship provided professional activities that I expected to perform.

#### V. NARRATIVE COMMENTS: STUDENT'S PROFESSIONAL GROWTH & POTENTIAL

Please provide a brief discussion of areas for continued improvement:

Please provide a brief discussion of your growth during the internship experience.
At which level do you feel you accomplished the goals of the internship?

- [ ] Superior
- [ ] Average
- [ ] Inadequate
- [ ] Above Average
- [ ] Below Average

Overall, how strongly would you recommend this internship site to other students?

- [ ] Strongly recommend
- [ ] Not sure
- [ ] Recommend
- [ ] Would not recommend

Please explain:

Student's Signature: _____________________________________________ Date: __________