SUPERVISION OF
PROFESSIONAL PRACTICE MANUAL

Master of Science in Counseling:
Option in Rehabilitation Counseling

COUN 5187 and COUN 5188
Practicum and Internship in Rehabilitation Counseling

Cal State LA, Division of Special Education and Counseling
5151 State University Drive, Los Angeles, CA 90032
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This manual is provided to students and their supervisors and other relevant publics requesting information on our practicum and internship experiences.
Master of Science in Counseling, Option in Rehabilitation Counseling  
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STUDENT CHECKLIST

- It is never too early to begin exploring your practicum and internship opportunities:
  - Review the spreadsheets for traditional, clinical counseling, and higher education counseling settings
  - Begin your research using the Internet to explore various agency websites
  - If you have interest you may want to reach out by email or phone, introduce yourself, and arrange for a brief conversation to answer any questions about the potential training site
  - Make sure you have arranged for your placement site with a program faculty member well in advance of the deadline for the Practicum and Internship Application.
    - If you are interested in an internship site that satisfies the requirements for licensure as an LPCC, you will want to complete your exploration by the January prior to fall semester enrolling in COUN 5188, as that is when the interview process begins for LPCCs and their sister professions, LCSWs and LMFTs.
- File your Practicum and Internship Application online by the end of the 10th week of the semester prior to the semester of interest.
- Within the first week of your practicum or internship, be sure to meet with your agency supervisor to review the Supervision of Professional Practice Manual and all related forms.
- Make sure to regularly update your logs to indicate your reflective practice (documentation of your activities and hours, assessment of the effectiveness of your interventions, and ideas for improvement).
- Each week you need to meet with your site supervisor to review your practicum or internship log. The contents of your log will be excellent foci for discussion during your supervision meetings.
- During supervision you may need to discuss adjusting your activities to assure the required number of direct contact hours, as well as both individual and group counseling experiences.
Supervision of Professional Practice Manual

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community. The program is CACREP accredited and follows closely Section 3: Professional Practice standards for entry-level professional practice in rehabilitation counseling.

Overview of the Master of Science in Counseling,
Option in Rehabilitation Counseling

The Master of Science in Counseling, Option in Rehabilitation Counseling (the Program) is a graduate-level counselor education program within the Division of Special Education and Counseling in the Charter College of Education. The Council for Accreditation of Counseling & Related Educational Programs (CACREP) accredits the program. The curriculum comprises a total of 70 semester units, of which 52 units represent academic coursework and 18 units represent supervised practice (practicum and internship; four additional units are required for Theses or Projects in lieu of the comprehensive exam).

Our curriculum is based upon a foundation of individual and group counseling strategies, theories, and techniques and related supervision. Course content dealing with multicultural issues, crisis and trauma, and case management apply our counseling foundation to working in a diverse urban environment. Students develop expertise in the psychosocial aspects of physical and psychiatric disabilities, and how they impact functioning and health in society across the lifespan. Expertise is also developed in research and assessment in counseling. Students apply their expertise in disability and rehabilitation to the world of work and career development. Through supervised practicum and internship experiences students apply their new learning in a variety of rehabilitation counseling-related settings with a wide range of individuals with disabilities.

Program Mission and Objectives

The mission of the Master of Science in Counseling, Option in Rehabilitation Counseling Program is to recruit, retain, and graduate students from a remarkably diverse urban center to become rehabilitation counselors prepared to perform the full scope of practice of the profession. The Program creates a learning environment that shapes a professional rehabilitation counselor identity. Graduates will be qualified to provide the full scope of rehabilitation counseling-related services to individuals who have disabilities in order to maximize their personal and professional potential. Program faculty systematically evaluate and improve the program based on student and community stakeholder feedback on the following program objectives:

1. Recruit applicants from a remarkably diverse urban center
   a. Distribute program brochures via e-mail
   b. Enhance our web presence
   c. Present on the program to relevant organizations, agencies, classes at Cal State L.A., and other colleges and universities
   d. Networking with employers at practicum and internship sites
2. Retain enrolled master’s students
a. Encourage participation in the student Rehabilitation Counseling Association and other rehabilitation-related state and national organizations to further develop their professional identity
b. Provide accurate, timely, and effective advisement throughout the academic year
c. Help students remedy academic difficulties

3. Deliver the CACREP-accredited curriculum in rehabilitation counseling
   a. Students will be oriented to the roles and functions of specialty areas in counseling and related ethical, legal, and professional issues (COUN 5001, 2.F.1)
   b. Students will recognize the richness and uniqueness of socially and culturally diverse populations, providing equitable services to all individuals (COUN 5103, 2.F.2)
   c. Students will be able to recognize consumers’ strengths and capabilities throughout their lifespan (COUN 5000, 2.F.3)
   d. Students will establish their knowledge and expertise in career development, the world of work, and the vocational implications of disability, including the knowledge to assist with issues of accommodation and accessibility (COUN 5140, 5149, 2.F.4)
   e. Students will develop effective individual counseling strategies (COUN 5005, 5114, 2.F.5)
   f. Students will develop effective group counseling strategies (COUN 5160, 2.F.6)
   g. Students will be able to select, administer, score, and interpret common assessments in counseling (COUN 5002, 2.F.7)
   h. Students will be able to appropriately evaluate the effectiveness of interventions and programs (COUN 5003, 2.F.8)
   i. Students will obtain practical experiences in working with people with disabilities in community, public, private sector agencies, and colleges and universities within an urban environment (COUN 5187, 5188, Section 3)
   j. Students will promote the dignity and worth of all individuals, and advocate for people with disabilities so that they receive maximum benefit and equitable treatment in society (COUN 5103, 5140, 5149, 5.H)
   k. Students will identify the medical and psychosocial aspects of a wide range of disabilities (COUN 5111, 5142, 5143, 5.H.2.b, c, d, e)
   l. Students will be able to conceptualize an individual’s functioning, disability, and health and develop a related program of treatment (COUN 5111, 5142, 5143, 5.H.2.b, c, d, e)

4. Graduate and place 100% of enrolled students.
   a. Share with students and graduates job postings on our website
   b. Follow-up on and document alumni employment
   c. Follow-up on CRCC exam results
   d. For students pursuing counselor licensure, follow-up on post-master's supervised hours, State Ethics and Law exam, and performance on the NCMHCE.
   d. After two-years of employment, create supervised practice opportunities for future students

Our Model of Supervision

This manual will serve as your companion during your studies for your Master of Science in Counseling, Option in Rehabilitation Counseling. You should read it right away, as it will help you understand your development as a counselor in training, especially as it relates to our clinical training sequence.
What Courses Will I Take?

The clinical training experience begins with COUN 5005 taken your first semester, when you will become oriented to professional and ethical issues associated with becoming a counselor. You will learn the basic skills essential to counseling service provision, referred to as the counseling microskills hierarchy, and the process of intentional interviewing involved in Narrative Therapy. You will become very familiar with two theoretical approaches to counseling, Narrative Therapy and Solution Focused Therapy, and you will learn some of the basics of other evidence-based theoretical approaches to counseling.

During the second year of your studies in the spring semester, after you have taken three semesters of foundational coursework, you will take COUN 5187, when under the supervision of your practicum site supervisor, along with 90-minutes of weekly group supervision with your professor and five of your fellow students, you will begin to apply what you learned to date to a small caseload of clients. You will accumulate 100 hours of supervised experience over 15 weeks, about 7 hours each week, with 40% or 40 hours of which must involve direct contact with clients.

Catalog Description for COUN 5187: Application of counseling theory and the development of counseling skills under supervision. Course requires 100 hours of practice, 40 of which must be in direct service with actual clients that contributes to the development of counseling skills. Grade CR/NC only.
Prerequisites: COUN 5005, consent of instructor, application filed by division deadline.

During your third year of study you will begin your supervised internship experience in COUN 5188. For each of two semesters you will provide supervised counseling services for 300 hours, a minimum of 40% of which must be direct contact with clients. After two semesters you will have provided at least 240 hours of supervised counseling services directly to clients. If you are a Clinical Counseling certificate student, you will need at least 280 or 40 more hours of direct service experience, as well as follow a prescribed set of experiences according to the Board of Behavioral Science Examiners (BBS; see your Student Handbook for detailed information on requirements for the LPCC).

Catalog Description for COUN 5188: Prerequisites: COUN 5005, COUN 5187, consent of instructor, application filed by the division deadline. Application of counseling theory and the development of counseling skills under supervision. Course requires 300 hours of supervised counseling internship in roles and settings with clients relevant to one’s specialty area, 120 of which must be in direct service. Two sessions are required to satisfy 600 hours of internship with 240 hours of direct service. Grade CR/NC only. Must be repeated to total of 12 units.

What Can I Expect, and What Will My Professor Expect of Me?

It is a great comfort to know what to expect as you go through the clinical training sequence of your program. To inform you about how you will be supervised, and to help you know what to expect of yourself as a counselor in training, we use the Integrated Developmental Model of Counselor Supervision (IDM). The IDM is the best known and most widely used stage developmental model of counselor supervision (Stoltenberg & McNeill, 2010). The model can help you understand the processes involved with your development of expertise as
a developing counselor, as well as things your supervisor may do to help you with your training.

You can expect to proceed through four stages of development as a counselor in training. For each stage there are three aspects of your professional growth that we want you to be aware of, and about which we will provide you with feedback during your training. We will provide you with feedback as you go along (formative assessment), as well as summary feedback at the end of each course in the clinical training sequence (summative assessment).

**Summary of the IDM Stages and Aspects of Your Professional Growth**

The four stages of the IDM are developmental, and for each stage there are three aspects of your professional development that you can anticipate and become more aware of in your supervision courses. Those aspects include your: Self-awareness, other-awareness, motivation, and autonomy.

At the beginning of your training you may experience changes in your awareness of yourself, your fellow students, your supervisors, as well as your clients. You may note changes in your emotions and feel a bit anxious and self-preoccupied. You will likely be very motivated to learn, but also a bit nervous about the whole process. You may find it hard to focus on what you are learning while you are acquiring or sharpening your counseling skills. You will probably feel very dependent upon your peers and supervisor for advice and support, yet a bit wary about getting feedback about your performance. These are all normal feelings and experiences according to the IDM when you begin your clinical supervision as a developing counseling professional.

As you progress from pre-practicum (COUN 5005) to practicum (COUN 5187) you will find your confidence growing in your mastery of basic counseling skills. You will be more eager to try new things and more comfortable with receiving feedback from your peers and supervisors. There will still be moments of anxiety about new learning and making mistakes, but you will have the support of your peers and supervisor as you learn.

The last phase of your clinical training in COUN 5188 will be providing the full scope of counseling services appropriate to your training site. After building confidence in working with a relatively small caseload of clients, you will assume more and more responsibility as your site supervisor feels that you are ready to do so. You will need to balance your dependence on your supervisor with your developing autonomy as a future counseling professional. You may deal with resistance to ongoing feedback as you are developing as an independent counseling practitioner. You will be reminded of how important this supervised time is for your development, so be encouraged to keep an open mind.

As you near the end of your supervised training, you will feel less dependent on your supervisor, but also more aware of your strengths and limitations, and of how much more there will be to learn as you develop professionally after graduation. This awareness of how much there is left to learn is balanced by an awareness of how much you have learned over your clinical supervision sequence. Your confidence will grow in your professional autonomy, and you will know when to seek consultation and additional training in your future work. You will accept your strengths and liabilities, you will have an increased awareness of yourself, others, and the influence of accurate empathic understanding on the counseling relationship.
You will use your counseling skills and theoretical framework with increasing confidence, knowing that you will continue to grow and develop professionally well after you graduate.

**What Should I Focus on As My Training Progresses?**

According to the IDM there are eight domains of professional functioning as a counselor. You supervisor will be evaluating your development over time with different techniques that focus on these eight domains:

1. Intervention skills competence
   - Confidence and ability to carry out counseling interventions
2. Assessment Techniques
   - Confidence and ability to conduct psychological assessments
3. Interpersonal Assessment
   - Extends beyond the formal assessment period and includes the use of self in case conceptualization
   - Its nature varies according to theoretical orientation
4. Client conceptualization
   - Diagnosis
   - Counselor’s understanding of how the client’s circumstances, history, and characteristics affect his or her functioning
5. Individual Differences
   - Understanding of ethnic and cultural influences on individuals
6. Theoretical Orientation
   - The level of complexity and sophistication of the counselor’s understanding of their theoretical orientation
7. Treatment plans and goals
   - How the counselor plans to organize his or her efforts in working with clients (e.g., the DO A CLIENT MAP model)
8. Professional Ethics
   - How professional ethics intertwine with personal ethics, both the ACA and CRCC codes of ethics

**References for Our Model of Supervision**


Stoltenberg & McNeill (2010), integrated IDM with cognitive learning theory, interpersonal influence and social learning, motivation theory, and models of human development into IDM.

The Supervisee Levels Questionnaire-Revised (McNeill, Stoltenberg & Romans, 1992), Roxy did a revision for us.
CACREP Standards

Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship (CACREP Standard 3.A).

Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students’ interactions with clients (CACREP Standard 3.B).

Formative (over time) and summative (at the end of your experience) evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum and internship (CACREP Standard 3.C).

Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship (CACREP Standard 3.D).

In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group (CACREP Standard 3.E).

CACREP Standards Section 3: Professional Practice

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<th>PRACTICUM Standards in Addition to A through E Above:</th>
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<td>F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.</td>
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<td>G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.</td>
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<td>H. Practicum students 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.</td>
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<td>I. Practicum students participate in an average of 1 ½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.</td>
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<th>INTERNSHIP Standards in Addition to A through E Above</th>
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### SUPERVISOR QUALIFICATIONS

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<th>N.</th>
<th>Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.</th>
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<td>Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty.</td>
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<td>Site supervisors have (1) a minimum of a master’s degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program’s expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.</td>
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<td>Q.</td>
<td>Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.</td>
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<td>R.</td>
<td>Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.</td>
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PRACTICUM AND INTERNSHIP COURSE LOADS

S. When individual/triadic supervision is provided by the counselor education program faculty or a student under supervision, practicum and internship courses should not exceed a 1:6 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member’s teaching load assignment. (Cal State LA arranges for individual triadic supervision provided by the site supervisor, as well as maintaining a 1:6 faculty:student ratio for the complementary faculty supervision on campus).

T. When individual/triadic supervision is provided solely by a site supervisor, and the counselor education program faculty or student under supervision only provides group supervision, practicum and internship courses should not exceed a 1:12 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member’s teaching load assignment. (Cal State LA requires individual/triadic supervision to be provided by the site supervisor, which is supplemented by group supervision capped at 6 students per group).

U. Group supervision of practicum and internship students should not exceed a 1:12 faculty:student ratio. (Cal State LA policy provides more intensive faculty group supervision of students, requiring a cap of 6 students).

V. When counselor education program faculty provide supervision of students providing supervision, a 1:6 faculty:student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member’s teaching load assignment. (Cal State LA does not use supervised doctoral students for supervision).

Written Supervision Agreement

CACREP Standard 3.R

Roles and Responsibilities of the Faculty Supervisor

- At the initial class meeting the faculty supervisor makes sure that they have the most current and correct record of:
  - (a) the agency supervisor's name, telephone number, and email address
  - (b) the site location
  - (c) telephone numbers and times when faculty supervisor can be reached
  - The agency supervisor is the person directly supervising a student's work.

- As individual/triadic supervision will be conducted by the site supervisor, the faculty supervisor will conduct weekly scheduled on-campus program faculty supervision meetings for 90 minutes with a cohort of 6 students (CACREP requirement for this group supervision experience is a cohort of no more than 12 students).

- Review the students’ Practicum/Internship Log Sheets uploaded to the Canvas course site.
• The faculty supervisor will be in regular contact with site supervisors as necessary to facilitate clinical training.

• The faculty supervisor will meet each semester with the site supervisor, either in site visit or phone or video conference. During these contacts agency supervisors provide the program with valuable feedback for program development, as well as future employment opportunities.

• Program faculty supervisor is responsible for coordinating the student evaluation process, informing the student if his or her progress is not satisfactory, and in collaboration with the site supervisor develop a plan of action to correct deficiencies.

• 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 semester'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 semester'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.

Roles and Responsibilities of the Site Supervisor

• The site supervisor will meet weekly with their supervisee for no less than one hour, or if providing triadic supervision they will meet as a group for no less than 90 minutes.

• The site supervisor will orient the trainee as quickly as practicable into the agency's normal counseling functions. In the very rare instances that client contact should be deferred beyond the end of the second week of practicum or internship, the decision should be undertaken in consultation with the faculty supervisor.

• The site supervisor will provide the student supervisee with a broad range of client contacts. Before the trainee's assignment is ended, these contacts should include:
  o Experiences that increase their awareness and understanding of the differences in values, beliefs, and behaviors of individuals from diverse populations and promote cultural competence
  o Foster personal and professional growth
  o Introduce trainees to counseling approaches and rehabilitation issues that affect service delivery.
  o The full range of rehabilitation services provided by the agency.

• During the supervisory meeting the site supervisor will review the weekly log completed by the student, providing positive feedback as well as constructive criticism of activities, time spent, reflections on quality of services provided, and areas for improvement.

• The site supervisor will carefully monitor student learning and with periodic communication throughout the semester as needed report any difficulties to the faculty supervisor in a timely fashion.

• Initial practicum and internship supervision meetings will include a review and discussion of client confidentiality based upon the CRCC and ACA codes of ethics, agency policy and procedures, and the establishment of the supervised student’s learning goals and specific measurable objectives as mutually constructed on the form outlined in this manual.
• Toward the conclusion of the semester, supervisors complete the **Supervisor Evaluation of Student Practicum/Internship** form online, through a URL link that the student will provide them. As the supervisor nears completion of the form, they will be asked to enter their email address in a text box. After the form has been submitted, a PDF version of the form will be sent to the email address entered. In the final weeks of the semester the supervisor should review with the student the feedback on the form.

**Roles and Responsibilities of the Supervised Student**

• To begin practicum or internship a student must file the application in this manual **by the end of the 10th week** of the semester before the semester in which placement is to begin.
  - Before submitting the name of an agency on the practicum or internship application, a student should discuss and provide this **Supervision of Professional Practice Manual** to prospective supervisor at the agency the student and supervisor requirements in this manual.
  - The student should discuss the site with their assigned program faculty advisor for approval.
  - Applications for internship may be completed online through Canvas under Counseling Information & Resources, Rehabilitation Counseling, Practicum and Internship Application.
  - The completed form must be downloaded, approved and signed by your assigned program faculty advisor, and submitted through the online application for processing.
  - 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, perhaps more.
  - The student should become aware of the agency's expectations regarding such matters as appropriate dress, employee-supervisor relations, and administrative procedures.

• Students will complete COUN 5187 during the spring of their second year, and COUN 5188 during the fall and spring of their third year.
  - 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 (3.G).
  - Internship requires a minimum of 600 hours of supervised experience in rehabilitation counseling, with at least 240 hours of direct service to individuals with disabilities (3.J, K), or for clinical counseling certificants 280 hours of direct service in a clinical setting that provides a range of professional clinical counseling experience, including the following:
    - (A) Applied psychotherapeutic techniques.
    - (B) Assessment.
    - (C) Diagnosis.
    - (D) Prognosis.
    - (E) Treatment.
    - (F) Issues of development, adjustment, and maladjustment.
    - (G) Health and wellness promotion.
    - (H) Professional writing including documentation of services, treatment plans, and progress notes.
(I) How to find and use resources.
(J) Other recognized counseling interventions.
(K) A minimum of 280 hours of face-to-face supervised clinical experience counseling individuals, families, or groups.

- Students will inform the agency supervisor of the faculty supervisor's name and contact information.
- Students arrange for regular weekly supervision from their site supervisor as described above and meet with their faculty supervisor in group supervision for 90 minutes each week. Students are also encouraged to seek supervision outside these meetings as necessary, including e-mail and phone contact with your faculty supervisor.
- Students will promptly inform the faculty supervisor of any difficulties which student and agency supervisor cannot resolve satisfactorily without assistance.
- Forms generated related to your practicum and internship will become part of your Professional Portfolio first constructed in COUN 5005. These forms include:
  - Students will upload their signed Practicum/Internship Log Sheet of activities to the Canvas course site for review and grading.
  - The Practicum and Internship Goals and Objectives Form serves to guide and structure the learning experience. Work with your site supervisor to develop goals and objectives that allow you to participate as much as is practical in the agency's normal professional activities.
  - Use the Practicum/Internship Log Sheet 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 semester should be indicated. Reflective practice will include your self-evaluation of the effectiveness of your interventions, and ideas for improvement. You should discuss the contents of your log every week with your supervisor, get it signed and then upload the form to Canvas for review and grading.
  - In the 13th week of the semester, remind the agency supervisor to begin completing the Supervisor Evaluation of Practicum/Internship form. Provide them with the URL link available on Canvas.
  - In the 15th week of the semester, turn in your completed and signed Supervisor Evaluation of Student, Student Self Evaluation.
  - Students complete the Supervisee Evaluation of Supervisor form, which will not be shared with the site supervisor. When the student nears completion of the online form, they will be asked to enter their email address in a text box. When the form has been submitted, a PDF of the responses will be sent to the student.
  - Student’s Supervision Portfolio may be completed online or hard copy. If the student uses the online form they will be asked to enter their email address in a text box. When the form has been submitted, a PDF of the responses will be sent to the student.

**FORMS referenced in this manual follow below.**
Master of Science in Counseling, Option in Rehabilitation Counseling
Optional Certificates in Clinical Counseling and Higher Education Career Counseling
Practicum and Internship Approval Form

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<td>Name:</td>
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<td>☐ No</td>
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</tbody>
</table>

The above candidate has permission to complete their supervised practicum or internship at our agency. My signature below indicates I am aware of the following as the site supervisor with authority to approve a practicum or internship placement:

- The candidate will receive the necessary cooperation from agency staff to meet practicum or internship requirements.
- The candidate should receive a minimum of one hour of supervision per week from their supervisor.
- The candidate will provide the practicum or internship supervisor with the Supervision of Professional Practice manual and associated evaluation forms to be filled out by the supervisor over the course of each semester.

This document serves as an agreement between Cal State LA, the employer, the Rehabilitation Counselor Practicum or Internship supervisee, and their supervisor. The referenced supervisor below is employed by the employer on a VOLUNTARY basis and agrees to allow the supervisor to supervise the supervisee. The supervisor agrees to supervise the supervisee for the employer. Supervisory responsibility for the counseling services provided by the supervisee will be assumed by the supervisor. The supervisor shall ensure that the extent, kind and quality of services performed is consistent with supervisee’s training, education, and experience and is appropriate in extent, kind and quality.

In the case of students pursuing clinical counseling, the employer named below is aware of the supervision requirements that must be met for a Licensed Professional Clinical Counselor practicum and agrees not to interfere with the supervisor's legal and ethical obligations to ensure compliance with those requirements; and agrees to provide the supervisor access to clinical records of the clients counseled by the supervisee, as required by Chapter 16 of the California Business and Professions Code and Title 16, Division 18, Article 3 of the California Code of Regulations.

Site Name: 

Site Address: 

Site Tel #: 

Supervisor’s Name: Certificate or License Numbers 

Supervisor’s email: Direct Tel #: 

Supervisor’s Signature: 

Approval: Yes ___ No ___

Program Coordinator/ Faculty Signature: 


# Rehabilitation Counseling Fieldwork Log

## Student Information:
- **Name:**
- **CIN:**
- **Fieldwork Site:**
- **Instructor:**
- **Supervisor:**

## Log Table

<table>
<thead>
<tr>
<th>Date</th>
<th>Site</th>
<th>Reflection</th>
<th>Plan for Improvement</th>
<th>Direct Hours</th>
<th>Indirect Hours</th>
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**Total**

- **Student Signature:**
- **Site Supervisor's Signature:**
- **Instructor's Signature:**

**Signature:**

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How to Create a DocuSign Document for Signatures and Required Information:

1. Log into DocuSign through your MyCalStateLA portal
2. Go to NEW
3. Dropdown to SEND AN ENVELOPE (this is the beginning of routing your document)
4. Enter recipients/emails who will need to sign
5. For one signature: Add the recipient’s name and email.
6. For multiple signatures: Check the box SIGNING ORDER for multiple signatures (Note: signing order designates who signs 1st, 2nd, 3rd….. Each will be sent an email in the signing order and the form will go to the next person)

   ![Upload document](image1)

   ![Check this box if you have multiple signatures](image2)

7. You can send a custom email to go along with your document
8. Select UPLOAD (upload your form)
9. Click NEXT at top right corner
10. A left column will be available to enter in fields if you would like your first recipient to type in required document information. If so, start creating your fields as TEXT for first recipient to fill out or you can fill out some of the fields yourself. You can label your text fields on the right hand bar. You will use SIGNATURE and DATE SIGNED to ask for a signature and date. You can also create custom fields
   - You will see at the top right that every recipient is listed. So if you want a signature by someone you are sending this envelop to, you need to select their name first on the dropdown and then select signature.

   ![Use dropdown arrow to change what you need from each recipient.](image3)

   ![Create Custom Fields](image4)

11. Before sending, go to ACTIONS on top of the document. Double Check your recipients and document. Press SEND to send out your DocuSign document. You will receive a copy when all signatures are complete
DIRECT VS. INDIRECT CONTACT HOURS
The following is a list of activities that constitute direct vs. indirect hours. It is not an all encompassing list, but is meant to be a guideline. If you have specific questions about what entails direct vs. indirect hours at your practicum site, please contact your Faculty Supervisor. Remember, the identified client is the recipient or target of agency services, i.e. the individual or group of individuals that the agency is delivering services to.

DIRECT HOURS
- Individual (face-to-face) services with client (assessment, crisis services, brokering, personal advocacy, counseling, therapy, including family therapy)
- Group contact (educational or therapy type)
- Phone calls to client
- Phone calls to family members regarding client
- Phone calls to other professionals regarding client, excluding phone calls to the Judicial and School systems, and Child Protective Services, and Supervisor
- Interacting and attending activities with client; (court, visitations, meetings with other professionals, case management activities with client-including discharge planning)

INDIRECT HOURS
- Learning about agency, reading policy and procedures manual
- Administrative supervision (non-clinical)
- Work on task groups, committees, or agency board work
- Developing, planning, and implementing agency programs, groups, or public service functions
- Trainings and conferences
- Supervisory sessions
- Agency administrative work, including budgeting and agency policy issues
- Organizing for social and political action
- Observing or shadowing clinical work with a client - not participating or contributing to the process
- Research and evaluation
- Assessing community needs and problems
- Observing court with no client interaction
- Writing client or case progress notes
- Writing clinical reports, assessments, treatment plans
- Developing a resource list for clients or the agency in general - not for a specific client
- Client staffings, where clients cases are reviewed
Practicum and Internship Goals and Objectives Form

Student: ________________________________  Agency: ______________________________

Agency Supervisor: __________________________  Phone: _____________________

Semester 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 measurable 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: ____________
Cal State LA, Master of Science in Counseling  
Option in Rehabilitation Counseling  
Supervisor Evaluation of Student Practicum/Internship  
(ADMINISTERED ONLINE VIA QUALTRICS)

SCALE FOR EACH QUESTION, as a rehabilitation counseling student in supervised practice:

1. Not observed
2. Unacceptable achievement of the knowledge, skill, or disposition assessed
3. Demonstrates limited knowledge, skill, or disposition assessed and needs improvement
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### Veracity (truthfulness)

- Veracity (truthfulness)

### Ethical Guidelines

- Follows the ethical guidelines of the Commission on Rehabilitation Counselor Certification (CRCC) and/or the American Counseling Association (ACA)

### Supervisor Consultation

- Consults with supervisor on complex ethical or clinical issues when necessary

### PART THREE: Rehabilitation Counseling and Agency Expertise

#### Knowledge

- Knowledge of the medical and psychosocial aspects of disability, functioning, and health
- Knowledge of case management resources
- Knowledge of employment and career development
- Ability to develop a rehabilitation or treatment plan
- Knowledge of agency mission and services provided
- Knowledge of and compliance with agency policies and procedures
- Generates professional documentation of services in a timely manner
- Plans and organizes efficiently agency responsibilities
- Attends and actively participates in weekly supervision meetings
- Openness to feedback during supervision (non-defensive, alters behavior in response to feedback)
- Invested in ongoing self-assessment and development of counseling knowledge and skills

### PART FOUR: Qualitative Feedback

Please provide any additional feedback not addressed in terms of supervisee strengths and areas to continue to improve:
SUPERVISOR/SUPERVISEE INFORMATION

Supervisee’s Name: _______________________________________________________
________________________________________________________________________

Supervisee’s Signature (date this form was reviewed)

Supervisor’s Name: ________________________________________________________
________________________________________________________________________

Agency: _________________________________________________________________

Supervisor’s Signature

References used to inform this evaluation tool:


Related CACREP (2016) Common Core Standards

Strategies for personal and professional self-evaluation and implications for practice (Section II, Standard 1.k.)

Self-care strategies appropriate to the counselor role (Section II, Standard 1.l.)
Multicultural counseling competencies (Section II, Standard 2.c.)

A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP, 2016, Section II, Standard 3.h.)

Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (Section II, Standard 5.d.)

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Developmentally relevant counseling treatment or intervention plans (Section II, Standard 5.h.)

Processes for aiding students in developing a personal model of counseling (Section II, Standard 5.n.)

The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal (Section 4, Standard H.)

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community (Section III, Professional Practice)
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Supervisee’s Name: _______________________________________________________
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Supervisee Evaluation of Supervisor
(ADMINISTERED ONLINE VIA QUALTRICS)

SCALE FOR EACH QUESTION, please rate aspects of your supervisory relationship according to the following scale. Your survey responses will remain confidential with your University supervisor:

1. Did not occur during supervision
2. I was unsatisfied with this aspect of supervision
3. I was somewhat satisfied with this aspect of supervision
4. I was satisfied with this aspect of supervision
5. My supervisor exceeded my expectations for this aspect of supervision

1. I felt comfortable working with my supervisor.
2. My supervisor was open to my input.
3. My supervisor provided careful, respectful constructive feedback.
4. My supervisor encouraged my independent decision-making.
5. I felt free to share my concerns with my supervisor.
6. My supervisor worked collaboratively with me in establishing my goals and specific, measurable objectives for practicum/internship.
7. My supervisor met with me weekly to review my performance.
8. My supervisor reviews details of my weekly logs and provides useful feedback for future work.
9. My supervisor asked for feedback regarding our supervisory relationship and was open to my suggestions.
10. The appraisal that I received from my supervisor was clear.
11. The appraisal that I received from my supervisor seemed impartial and fair.
12. The appraisal that I received from my supervisor was balanced with positive feedback and constructive criticism.

13. Qualitative Feedback

Please provide any additional feedback not addressed in terms of supervisee strengths and areas to continue to improve:
Content of the survey was based upon several sample surveys within Bernard & Goodyear’s Fundamentals of Clinical Supervision, 5th edition (2014)