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REHABILITATION COUNSELING AS A PROFESSION

“Rehabilitation Counselors are individuals who have attained a minimum of a master’s degree in rehabilitation counseling or a closely related discipline in counseling; individuals who have achieved the national credential of Certified Rehabilitation Counselor (CRC); and have acquired state licensure in those jurisdictions that require this type of credential. The primary role of the qualified rehabilitation counselor is to work with clients with various disabilities to help them develop or enhance the vocational skills they need to secure gainful employment, the coping skills they need to achieve increased independence, or the other skills they may need to function in the community. Rehabilitation counseling is a process whereby the counselor works collaboratively with clients to understand existing problems, barriers, and potentials in order to facilitate the client’s effective use of personal and environmental resources for career, personal, social and community adjustment following disability. In carrying out this multifaceted process, rehabilitation counselors must be prepared to help individuals with disabilities adapt to their environment, work with those environments to accommodate the needs of the individual with a disability, and to act as an advocate for the full participation of individuals with disabilities in all aspects of society, with a particular focus on career aspirations. Professional rehabilitation counselors works in diverse employment settings and with diverse client populations. Counseling skills are considered an essential component of all activities undertaken by the practitioner through the rehabilitation process. The rehabilitation counselors specialized knowledge of client’s disabilities and of the environmental factors that interact with those disabilities as well as the range of knowledge required in addition to his/her counseling skills that serve to differentiate the rehabilitation counselors from social workers or other types of counselors, or other rehabilitation practitioners such as vocational evaluators or job placement specialists.” (1)

(1)(Taken from Rehabilitation Counseling: The Profession and Standards of Practice. Professional Portfolio prepared by the Commission of Rehabilitation Counselor Certification; the American Rehabilitation Counseling Association: the Alliance for Rehabilitation Counseling: and the National Rehabilitation Counseling Association. Published by: the Foundation for Rehabilitation Education and Research.)

THE REHABILITATION INSTITUTE
SOUTHERN ILLINOIS UNIVERSITY

The Rehabilitation Counseling & Administration Program is one of a number of separate units housed within the Rehabilitation Institute. The Rehabilitation Institute contains seven separate and distinct degree programs. These degree programs include:

- B.S. Degree in Behavior Analysis and Therapy – Dr. Ruth Anne Rehfeldt
- B.S. Degree in Rehabilitation Services – Dr. Shane Koch
- B.S. Degree in Communication Disorders and Sciences – Dr. Valerie Boyer
- M.S. and Ph.D. in Behavior Analysis & Therapy – Dr. Ruth Anne Rehfeldt
- M.S. Degree in Communication Disorders and Sciences – Dr. Valerie Boyer
- M.S. Degree in Rehabilitation Counseling & Administration – Dr. Thomas Upton
- Ph.D. Degree in Rehabilitation Counseling & Administration – Dr. Thomas Upton

The Rehabilitation Institute also houses several service units, including the Evaluation and Developmental Center; Project 12-Ways, and a service contract with the Department of Corrections.
THE REHABILITATION COUNSELING AND ADMINISTRATION PROGRAM

The Rehabilitation Counseling and Administration Program is a graduate degree program leading to a Master’s Degree in Rehabilitation Counseling or Rehabilitation Administration. The Rehabilitation Counseling & Administration (RCA) Program is fully accredited by the Council on Rehabilitation Education (CORE), and is a 51 semester hour clinical program. The completion of the RCA program involves mastery of core requirements, electives, a comprehensive examination, a research requirement, and a clinical practicum and internship. It is expected that in addition to performing well academically, students will also demonstrate competency in counseling skills, appropriate judgment and maturity in his/her clinical work, abide by the Code of Ethics for Rehabilitation Counselors, and develop professional identity through affiliation and involvement with professional rehabilitation counseling organizations such as the American Rehabilitation Counseling Association (ARCA) or the National Rehabilitation Counseling Association (NRCA).

MISSION AND GOALS

The overall mission of the Master of Science Degree in Rehabilitation Counseling at SIUC is to prepare professional Rehabilitation Counselors to work with people with physical, mental, or emotional disability, primarily in a five-state region that includes Southern Illinois, Eastern Missouri, Western Indiana, Western Kentucky, and Western Tennessee. However our graduates are sought and employed by rehabilitation programs all over the United States, and some in other countries.

Our overall mission is implemented with three goals in mind:

1. Prepare highly qualified rehabilitation counselors to partner with persons with disabilities in their achievement of maximum vocational, personal and social independence. This preparation in accomplished by classroom and clinical experience in (a) individual and group counseling; (b) evaluation and assessment; (c) employment and occupational choice; (d) case and caseload management; (e) medical and psychosocial information; (f) job development and placement; (g) research utilization; and (h) problems of special populations. Community service to a culturally and ethnically diverse population, professional functions, critical thinking, advocacy, applied research activities, and ethical standards are integrated throughout student preparation and development.

2. Provide in-service training and consultation services to public and private rehabilitation agencies and facilities, and to professionals and consumers. The Master of Science Degree in Rehabilitation Counseling at SIUC supports and encourages the development of workshops, training sessions and special programs to all segments of the rehabilitation community. These special programs reflect significant, emerging national and regional training trends.

3. Contribute to the body of knowledge on disability and rehabilitation practices and issues. Faculty and students remain current with developments within the field through internal and collaborative research projects, and dissemination of research results.
STUDENT OBJECTIVES

The Rehabilitation Counseling and Administration Program at Southern Illinois University Carbondale is designed to:

1. Prepare qualified rehabilitation counselors and administrators to enter the rehabilitation professions in public and private rehabilitation settings.

2. Prepare graduates who are competent and knowledgeable in the areas of rehabilitation counseling, rehabilitation administration, assessment and evaluation, vocational and career development, research, case and caseload management, medical and psychosocial aspects of disability, and job development and placement as their particular profession requires. Rehabilitation counseling preparation will include at least 51 semester hours of coursework, including a 128-hour practicum (16 weeks times 8 hours per week) and a 640-hour internship (16 weeks times 40 hours per week). Rehabilitation administration preparation will include a minimum of 33 semester hours of coursework and may include additional course and field work.

3. Prepare graduates with awareness and sensitivity to the unique needs of individuals with disability and to the needs of minority population members who have disabilities.

4. Prepare graduates who have demonstrated competence in the application of research knowledge to rehabilitation issues, as evidenced by successful completion of a master's research paper or thesis or through demonstrating competence through successful completion of the research class for rehabilitation counselors.

5. Prepare graduates who are knowledgeable, concerning the importance of professional advocacy, and are capable of being advocates for individuals with disabilities.

6. Organizations, such as the American Rehabilitation Counseling Association, the National Rehabilitation Counseling Association, National Rehabilitation Association, National Association of Rehabilitation Leadership, and regional and state organizations related to those associations.

7. Prepare graduates who understand and act in a manner consistent with the Code of Ethics for Rehabilitation Counselors.

CLINICAL TRAINING IN REHABILITATION COUNSELING

Clinical training is designed to enable Rehabilitation Counseling students to apply information, concepts, and skills they have learned in their academic courses. Courses which are prerequisite to beginning practicum are Prepracticum (REHB 589); Introduction to Interpersonal Skills in Rehabilitation Counseling (REHB 501); and Rehabilitation Counseling: Theory and Practice (REHB 551). Students must complete each of these courses successfully with a B or better before they are admitted to practicum. Successful completion of practicum is the pre-requisite for internship in Rehabilitation Counseling.

Pre-Requisite Courses

REHB 501 – Interpersonal Skills Development in Rehabilitation Counseling (3 credit hours). The interpersonal communication skills laboratory is an experiential course in which interpersonal skills and counseling processes are practiced and reviewed in the university setting by way of audio and/or video recording, role playing, and group interaction. The intention of this experience is to help the student develop beginning basic counseling skills in a laboratory environment.
REHB 551 – Rehabilitation Counseling: Theory and Practice (4 credit hours). This class includes an analysis of the underlying theory and techniques of individual and group counseling of individuals with disabilities.

REHB 589 – Pre-practicum (1 credit hour). This course is designed to provide students with specific orientation to their practicum experience. This class includes instruction in: crisis intervention skills; assessing lethality; orientation to scope of practice and ethical standards for rehabilitation counselors; professionalization; introduction to potential practicum sites.

PRACTICUM IN REHABILITATION COUNSELING
STANDARDS AND REQUIREMENTS

Purpose

The purpose of practicum is to enable Rehabilitation Counseling students to practice the skills that they have learned in the prerequisite course in an applied, real world, clinical setting and to move to a more advanced level of counseling skill development. The focus of practicum is on the development of Rehabilitation Counseling skills and to give students the opportunity to advance those skills so that they are ready for more independent counseling function in Rehabilitation Counseling internship. Consequently, despite the number of hours spent at a practicum site, students must reach a level of competency in counseling and must have had sufficient counseling experience with clients who have worked within a continuing counseling relationship over time to enable the university supervisor to make a decision regarding the students’ readiness for more independent function in internship. Although the precise number of clients needed in order to meet requirements or the precise number of recordings to be reviewed is difficult to determine, it is recommended that the student have experience with at least four continuing clients during the semester for which recording reviews have been conducted with a university supervisor. In general a minimum of Students shall have a minimum of 100 hours of supervised rehabilitation counseling Practicum experience with at least 40 hours of direct service to people with disabilities (not role-playing clients).are required. In the case where students have not received adequate experience in practicum, or where student competency in counseling skills continues to be deficient, students will receive a grade of incomplete (INC) and will be expected to continue practicum into the next semester until the number of hours or level of competency is met. In the event that with remediation student are still unable to attain competency in counseling skills in the judgment of the Rehabilitation Counseling faculty, the student may be counseled out of the program. Students must satisfactorily complete Practicum in Rehabilitation Counseling before entering the Rehabilitation Counseling Internship.

Core Standards for Practicum

Section D of the Council on Rehabilitation Education (CORE) Standards specifically state:

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

D.1.1. The practicum shall include instructional experiences (audio-video tapes and individual and group interaction) dealing with rehabilitation counseling concerns, and clinical experiences (on or off-campus) that facilitate the development of basic rehabilitation counseling skills.
CACREP requires similar requirements.

A. 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.

B. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

C. 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.

D. Practicum students participate in an average of 1½ 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.

Since we are CORE accredited program under CACREP, these are our governing requirements. Students need to provide services weekly, receive mandatory individual and group supervision, and complete all site requirements as well.

**Rehabilitation Counselor Standards for Practicum**

Rehabilitation Counselor requirements for practicum are:

1. Practicum must be conducted at a site which has been previously approved by the Rehabilitation Counseling faculty. All practicum sites must be sites that serve individuals with disability, allow audiotaping of counseling interactions, and have a person on-site with at least a Master’s Degree in Rehabilitation Counseling (CRC preferred) or closely related counseling field who agrees to act as the student’s site supervisor.

2. Prior to entering practicum, students must have completed all pre-requisite courses with a satisfactory grade. These pre-requisite courses are REHB 501; REHB 551; REHB 589.

3. Students must be registered for 4 credit hours of REHB 594C (practicum in Rehabilitation Counseling) under the 700 number of the faculty member who is supervising practicum in Rehabilitation Counseling.

4. Students are expected to spend a minimum of 8 clock hours per week in practicum for 16 weeks (128 hours). At least 40% (40 hours) of this time must be spent in providing client services.

5. Clients contact during practicum should be on-going, rather than for one session only. There needs to be sufficient counseling sessions so that the university supervisor is able to observe the students ability to develop the counseling process and help the client move toward their goals.

6. Students must audio record or video record all counseling interactions during practicum. Students are expected to obtain their own recorder. Digital recorders are
required for audio quality and compatibility. No mini, micro, or cassette tapes are permitted due to the poor sound quality.

7. Each student enrolled in practicum must meet with the faculty or individual working under the faculty member's supervision, for one hour each week to review recordings. Periodically during the semester students will be required to meet together as a group for group interaction and discussion. In these instances the weekly session may last up to three hours. The one hour of individual supervision and/or the three hours of group interaction may be included in the 8 clock hour requirement ONLY IF the student's practicum site permits.

8. Students are expected to turn in the completed Client Profile (Appendix A) and Consumer Counseling Plan (Appendix B), at the same time recordings are handed in to the university supervisor. Students are expected to look up and be familiar with all medications that clients are taking as well as be familiar with the medical or psychiatric disability with which the client may have been diagnosed and associated functional limitations.

9. All recordings and associated paper work must be handed in to the university supervisor in a timely fashion and early enough to allow the university supervisor time to review the recordings prior to the individual supervision. The amount of time prior to individual supervision that the recordings are to be handed in will be determined between the individual student and their individual university supervisor.

10. Students must have reviewed their recordings prior to meeting with the university supervisor for individual or group supervision.

11. Students must keep a weekly log (Appendix C) of the numbers of clients, types of clients, and other activities related to practicum. These logs must be handed in weekly to the university supervisor.

12. Evaluations of student performance will be conducted on an on-going basis. Students will complete self-evaluations (Appendix D) at midterm and at the end of the semester. Site supervisors will also be asked to complete evaluations (Appendix E) of the student's performance at midterm and to give a final evaluation. The university supervisor will complete a formal evaluation of student performance (Appendix D) at midterm and at the end of the semester and will discuss overall evaluations with the student.

13. Students must have at least 50 hours of recorded counseling sessions with clients, which have been reviewed with the university supervisor.

14. At the end of the semester students will be expected to turn in a paper summarizing their practicum experience. Included in the paper will be: The name of the agency; population served; numbers of clients seen by the student; summary of other activities related to the experience.

15. Professional liability insurance is required of all students, prior to registering for practicum. It can be obtained through either the American Rehabilitation Counseling Association or the National Rehabilitation Counseling Association. Although the University carries liability insurance for students registered for REHB 594C (Practicum in Rehabilitation Counseling) the coverage is minimal.
16. Students are expected to follow the policy and procedures of the agency or facility in which they are doing practicum.

17. Students should realize that the practicum experience is a quasi-work situation. You will be evaluated not only on your counseling skills, but also on your paperwork, attitude, and professional behavior.

Before students can receive a grade in practicum, they must have turned in to the faculty supervisor their evaluation of practicum (Appendix G) along with the written summary of the practicum experience. Before they can receive a grade, evaluations from the site supervisory and faculty or doctoral student supervisor must also be turned in.

   a) Turn in their evaluation of practicum
   b) Turn in written summary of practicum experience
   c) Turn in their evaluation of site supervisor and evaluation of faculty or doctoral student supervision

**Liability Insurance**

Professional liability insurance is required of all students, prior to registering for practicum. Liability insurance is provided by the University providing the student is registered for REHB 594C, Practicum in Rehabilitation Counseling. Because the insurance provided by the University is minimal, students will need to obtain their own liability insurance. Liability insurance can be obtained relatively inexpensively through professional Rehabilitation Counseling organizations, such as the American Rehabilitation Counseling Association or National Rehabilitation Counseling Association.

**Practicum Sites**

Practicum sites must offer the opportunity for students to be directly involved in counseling persons/clients with disabilities. All sites for Rehabilitation Counseling practicum must be pre-approved by the Rehabilitation Counseling faculty. In order to be eligible as a practicum site, the site must:

1. Be a pre-approved site;
2. Serve individuals with disability; and
3. Must have a person at the site with a Master’s Degree in Rehabilitation Counseling (CRC preferred) or closely related field of counseling who is willing to serve as the student’s on-site supervisor.

**Practicum Requests**

Students will not be accepted for practicum unless the following procedure is followed:

1. Check Student Bulletin Board for practicum request deadlines.
2. Discuss potential practicum sites with your academic advisor.
3. Obtain Practicum Request Form from your advisor.
4. List your top 2 choices for Practicum, sign the form and have your advisor sign Practicum Request Form.

5. Turn form in to one of the Rehabilitation Counseling & Administration Program secretaries in the Rehabilitation Counseling office (Rehn 308) prior to the stated deadline (November 5th for Spring Semester and/or April 5th for Fall Semester).

Selecting a Practicum Site

1. A three ring notebook listing faculty approved practicum sites is located in the front office of the Rehabilitation Counseling & Administration Program. Faculty approved sites will have a Linkage Agreement (see Appendix H) which has been signed by the designated person at the site as well as the practicum faculty supervisor. The students should familiarize themselves with the various choices available.

2. Students should check e-mail and student bulletin board for announcements as to the deadline for requesting practicum (usually mid semester for the following semester). Prior to that date they should meet with their advisor to discuss interests and individual needs regarding practicum.

3. Students will be expected to interview at the potential practicum site (students may, with the approval of their advisor, request to interview personnel at a site on their own). When interviewing at a site, students should gather the following information:

   A. Population served at the site
   B. Services provided
   C. General agency philosophy
   D. Specific requirements of site prior to beginning practicum (background check; drug screen; etc)
   E. Requirements of site regarding orientation; length of orientation if required
   F. Verify that audio or video taping of client interactions is permitted
   G. Availability of site supervisor with Master’s Degree or higher in Rehabilitation Counseling (preferably CRC) or closely related counseling field who is willing to serve as student’s site supervisor
   H. Time required by site from date of application for practicum until beginning practicum. (Sites which require FBI background checks, or clearance from CMS will require longer times from application to entry.)
   I. Does the site require that both practicum and internship be conducted at the site?

4. When students have determined their specific interest for practicum they should obtain a practicum request form from their advisor listing their top two choices. Both the student and advisor should sign the form and return it to the Rehabilitation Counseling & Administration Program support staff prior to the practicum request deadline. (The deadline date will be posted on the RCA Student Bulletin Board.)

5. The Rehabilitation Counseling faculty will meet after the deadline for practicum requests and consider all requests. Final placement of students at a practicum site is determined by the Rehabilitation Counseling faculty based on their judgment of the site which will best meet the student’s need.
Credit and Contact Hours

A total of 128 practicum site contact hours are required, in addition to the minimum of 1 hour of supervision per week by a Rehabilitation Counseling faculty member or person working under the faculty member’s supervision. These contact and supervision hours are equivalent to four credit hours. Students must be registered for practicum in Rehabilitation Counseling (REHB 549C) at the time they are involved with their practicum experience. They must be registered under the section number of the Rehabilitation Counseling faculty member who is responsible for supervising practicum.

It should be noted that the purpose of practicum is to enable the student to advance their skills in Rehabilitation Counseling so that they are ready for more independent and advanced counseling function in Rehabilitation Counseling internship. Consequently, despite the number of hours spent at a practicum site, students must reach a level of competency in counseling and must have had sufficient counseling experience with clients who have been continued over time to enable the faculty or doctoral supervisor to make a decision regarding the student’s readiness for more independent function in internship. Although a precise number of clients needed or number of recordings to be reviewed is difficult to determine, it is recommended that the student have experience with at least four continuing clients during the semester for which recording reviews have been conducted with the faculty supervisor or individual working under the faculty member’s supervision. A minimum of 50 hours of recorded counseling sessions is required.

In the case where students have not received adequate experience in practicum, or where student counseling skills competency continues to be deficient, students will receive a grade of deferred (DEF) and will be expected to continue practicum into the next semester until the number of hours or level of competency is met. Deferred grades are only given to students, who through no fault of their own, are in need of further training. Students who are not completing the practicum course work (i.e., missing appointments with clients on site, missing supervision meetings) will be assigned a satisfactory/unsatisfactory grade reflective of the work they are putting into their practicum experience. Students must satisfactorily complete practicum with a “pass” grade before they enter internship. In those instances in which student progress in counseling skill development continues to be deficient, and after attempts at remedial skill attainment is still not forthcoming, practicum will be discontinued (see Due Process).

Health Care Worker Background Check Act

The Health Care Worker Background Check Act {225 ILCS 46} was enacted to protect individuals from possible harm. This Act requires criminal background check of certain health care workers. Health care employers are prohibited from hiring or employing a person who has been convicted of committing or attempting to commit one of the following offenses: murder, homicide, manslaughter or concealment of homicidal death; kidnapping or child abduction; unlawful restraint or forcible detention; assault, battery or infliction of great bodily harm, sexual assault or sexual abuse; abuse of gross neglect of a long-term care facility resident; criminal neglect of an elderly or disabled person; theft, financial exploitation of an elderly or disabled person, robbery or burglary; criminal trespass, arson, unlawful use of weapons or aggravated discharge of a firearm; manufacture, delivery or trafficking of cannabis; manufacture, delivery or trafficking of controlled substances.

Individuals who have been convicted of any of the above listed offenses should be aware that such a conviction may preclude placement for Rehabilitation Counseling practicum or internship, both of which are clinical requirements for completion of the Rehabilitation Counselor Training Program. THE REHABILITATION COUNSELING & ADMINISTRATION PROGRAM IS NOT HELD RESPONSIBLE FOR FINDING PRACTICUM OR INTERNSHIP SITES FOR INDIVIDUALS UNDER THESE CIRCUMSTANCES. Individuals convicted of any of the above offenses may consider obtaining a waiver under the Health Care Worker Background Check Act. It should be noted, however,
that a health care employer is not obligated to hire or retain a person convicted of the specified offenses even if that person is granted a waiver. Additional information about the Health Care Worker Background Check Act or about obtaining a waiver may be obtained from the Office of Health Care Regulation in Springfield, Illinois.

**Supervisor Responsibilities**

**Faculty Supervisor**

The Rehabilitation Counseling faculty supervisor or person working directly under the faculty member’s supervision is responsible for obtaining signatures for the practicum agreement forms; distributing practicum manual to practicum sites; monitoring the student’s progress in practicum; review of all audio or video recordings; meeting with the student one hour per week for recording review; answering questions or concerns of the student or of site supervisor or agency involving the students practicum; visiting the student on site at least once per semester, collect student and agency evaluations, and assigning the final practicum grade. When doctoral students are working with practicum supervision, the doctoral students review student recordings and meet with students whom they have been assigned, one hour per week to review recordings. The faculty supervisor in this situation is responsible for supervising the doctoral students and monitoring the practicum student’s progress.

**Doctoral Student Supervisor**

At times doctoral students may assist with practicum supervision under the direction of the Rehabilitation Counseling faculty supervisor. Doctoral students may assist in supervision as part of a class (REHB 592 - Professional Supervision) or may be given the assignment as part of their responsibilities with a graduate assistantship. When doctoral students are working in supervision they will coordinate times to meet with practicum students for whom they are assigned; meet with students one hour per week for recording review; address all student concerns, issues, and difficulties in a timely manner; receive and review all recordings weekly; contact practicum site a minimum of twice per semester to assess progress.

**Site Supervisor**

The site supervisor must have a Master’s Degree in Rehabilitation Counseling (CRC preferred) or in a closely related field of counseling and should be familiar with the Rehabilitation Counseling & Administration Program requirements, and counseling competencies expected of students. The site supervisor should report any problems with the student to the faculty supervisor and/or doctoral student working under the faculty member’s supervision immediately. Responsibility of the site supervisor includes being available to the student when they are on-site to answer questions, and orientation of the student to the agency policy and procedures. The student should regularly discuss clients with whom they are working with the site supervisor so that the site supervisor can monitor client progress or identify specific problems. Prior to beginning practicum, a Practicum Agreement (Appendix I) must be signed by the student, site supervisor and faculty supervisor and returned to the Rehabilitation Counseling & Administration Office for inclusion in the student’s file. The site supervisor is also responsible at midterm and at the end of the semester for providing the student and faculty supervisor an evaluation of the student’s performance (Appendix E).

**Grades**

A grade will be assigned by the faculty supervisor in consultation with agency personnel. A grade will be assigned after the student completes both site and contact and supervisory hours. A practicum grade of “C” or below is unacceptable and student continuation in the program may be put in question.
Liability

The Rehabilitation Counseling & Administration Program can only accept responsibility for those clients for whom recordings of counseling sessions have been obtained. Clients who are seen by the student without obtaining recordings are the sole responsibility of the clinical practicum site. In the event of emergency, or questions at the site regarding a client the student must immediately notify the site supervisor, as well as the doctoral student and faculty supervisor of the situation. All students are encouraged to obtain additional liability insurance through their professional organization (The American Rehabilitation Counseling Association or the National Rehabilitation Counseling Association) prior to beginning practicum or internship.

Introductory Session with the Client

Clients entering into a counseling relationship have a right to know the professional background and preparation of the individual providing counseling services and the parameter of rehabilitation counseling. They also have the right to knowledge of the parameters of clinical supervision and the fact that audio/recording and/or observation of counseling sessions will occur. For this reason, at the introductory session with the client the following issues must be discussed and the client’s Informed Consent (Appendix J) signed prior to beginning the counseling session:

1. Introduce yourself. Explaining that you are a Master’s degree student in the Rehabilitation Counseling & Administration Program at the Rehabilitation Institute, Southern Illinois University Carbondale.

2. Explain that as a Rehabilitation Counseling student you are held to the Scope and Standards of Practice of Rehabilitation Counselors and Code of Ethics for Rehabilitation Counselors as defined by the national accrediting body, the Council on Rehabilitation Education (CORE).

3. Let the client know how long you will be available to see them for counseling (for the semester).

4. Explain to the client that as a student you are required to audio/video record all counseling sessions.

5. Explain to the client that as a student in Rehabilitation Counseling you are required to receive clinical supervision and, to aid in this counseling, sessions are monitored by a faculty and/or clinical supervisor through review of audio/video recordings and/or actual observations of counseling sessions. Explain that information from the client’s clinical case file may also be reviewed by the faculty supervisor or clinical supervisor.

6. Assure the client that all information will, however, remain confidential within the parameters of the Code of Ethics for Rehabilitation Counselors and within the parameters of the agency in which the client is receiving the counseling services.
7. Describe the limits of confidentiality and that in matters concerning the following issues you are obligated to report these acts or intended acts to appropriate others.
   a) suicide
   b) harm or threat to harm another person
   c) illegal activity resulting in a court order
   d) physical/sexual abuse or neglect of minors, persons with disabilities, and the elderly
   e) anything else required under the law

8. Assure the client that their participation in counseling is voluntary.

9. Have client sign the informed consent for counseling and consent for observation and audio/video recording.

10. Have the client sign the informed consent for rights and limits of confidentiality.

11. Copies of both signed consent forms should remain in the client’s file at the agency.

**Recording Guidelines**

1. Recordings should be of good quality and should be audible. Check to see that the session is being properly recorded and that what is being said can be heard.

2. Recordings should never be made without the prior permission of the client. All individuals should have a clear statement in advance of the uses of the recording. The recording should not be used for any other purpose. Consent to recording forms should be signed by clients and placed in the client’s file (Appendix J).

3. The client should be aware of his/her right to stop the recording at any time.

4. Always protect the identity of the client. Assign each client a code to identify the client recording.

5. Cue recordings to the beginning of the session before review.

6. Make sure that the whole session is recorded.

7. Store recordings in a safe place where the client’s confidentiality is assured. Do not place any marks on the recording through which the client could be identified.

8. Review the recordings privately – Note on the counter any segment of recording you would like to review with your university practicum supervisor. Write what you perceive to be your strengths and weaknesses in the session on the second sheet of the Consumer Counseling Plan (Appendix B). Also, complete the first sheet of the Consumer Counseling Plan. Both sheets of the consumer counseling plan must be turned in with the recording to your university supervisor.

9. Do not discuss confidential information outside structured/class supervision time.

10. Erase recordings following the review session with the university supervisor.
Equipment/Supplies Needed

1. Digital Recorders are required. (NO MINI MICRO RECORDERS OR CASSETTE TAPES)
2. Audio recorder

Analysis of Recording Review

To help you in reviewing your digital recording, try to identify:

1. The most productive part of your session.
2. The part of the session which you are struggling with the most.
3. Specific content issues and recurring themes.
4. Specific areas where you felt you need help.

Don’t forget to:

A. Use the counter on your recorder player to “mark” the above areas for discussion.
B. Take personal notes with areas “marked” for discussion with your supervisor.

What to Look for When Reviewing Your Counseling Recordings

One of the main reasons for recording counseling sessions is to permit you to listen to the recording at a later time and analyze your responses and your reactions to the client. No one can do an adequate job of counseling unless and until they understand themselves and their prejudices. The following is a list of suggested questions taken from Brammer’s *Therapeutic Counseling* which offers a guide to counselor self-criticism and recording analysis.

Examining Counselor Responses

1. Why did I make this particular response to this client’s remark? What was behind it?
2. What was I reacting to when I make this remark?
3. What was I endeavoring to convey to this client?
4. Why did I ask that question?
5. Was the question really asked for purposes related to helping the client?
6. Was I being merely curious?
7. Why did I feel impelled at this point to give advice?
8. Was it because I felt the client expected me to have all the answers?
9. And did I respond being all-wise?
10. Why did I become so emotionally involved with this client?
11. Why did his feelings reflect my own feelings?
12. Why did I want (or not want) to bring the parents or spouse into counseling?
13. Did I over identify with the client?
14. Why did I talk so much rather than let the client tell his story?
15. Did I feel I had to impress this client with my knowledge so that the client would return?
16. Why does it upset me when appointments are broken?
17. Why am I so reluctant to let go when the counseling seems to have reached an appropriate termination point or when the client should be referred for a different kind of help?
18. Am I using the client for my own needs or am I letting the client use me?
19. Why did I shift topics at this point? Was I afraid of getting in over my head? Was I uncomfortable with the topic?
20. Am I avoiding handling the client’s real problems?
In Examining Client Responses, the Counselor Might Ask

1. Why did the client shift topics at this point? Was the material “too hot to handle”?
2. Are signs of resistance are present? If so, to what is the client responding through his resistance?
3. How does the client see him/herself in relation to the counselor?
4. Is the client “with the counselor”?
5. What is the client saying about him/herself at this point?
6. Why did the client reject, clarify, or ignore the counselor’s remark at this point?
7. What is the client’s characteristic mode of verbal interaction with the counselor?

Ethical and Legal Issues–Duty to Warn

Ethical codes are to protect the public from unethical or incompetent professionals, and to protect the profession from unethical practices by any of its members. Rehabilitation Counselors follow the Code of Professional Ethics. For Rehabilitation Counselor students in practicum will also follow this code of professional ethics.

Although Rehabilitation Counselors are bound to confidentiality by the Code of Ethics, they are also bound to report client’s intent to harm themselves (suicide) or when there is clear and imminent danger the client intends to cause to others. In this instance assess lethality and report the threat to your site supervisor and university supervisor before the client leaves the facility.

Counselors have a “duty to warn” individuals which have been threatened by clients in a counseling session. This duty to warn comes from the Tarasoff case of 1969. An individual revealed he intended to kill his fiancée; the counselor reported this to police who then questioned the individual and later released him. No one contacted the fiancée who was subsequently killed later by the individual who had threatened to do so earlier. From this incident many states, including Illinois, make it necessary for counselors to warn individuals in harm’s way. If this situation should occur, notify your site supervisor and university supervisor before the client leaves the facility.

Mandatory Reporting

Rehabilitation Counselors have the requirement to report any child abuse to child protective services. Child abuse includes physical injury, mental injury, sexual abuse, and neglect. Failure to report child abuse is a misdemeanor. The person reporting is given immunity from any civil or criminal liability for breaking confidentiality. Counselors are faced with a dilemma when clients, in confidence, reveal that child abuse is occurring either to themselves or to someone else. The counselor, however, must report the abuse to child protective services. If this situation should occur, report the situation immediately to your site supervisor and your university supervisor. Rehabilitation Counselors are also now mandated to report elder abuse which, in addition to physical abuse, may include emotional/psychological abuse, neglect, or financial abuse.

AS STUDENTS, YOU SHOULD DISCUSS SUICIDE OR HOMICIDE THREATS, OR ABUSE ISSUES OR OTHER LEGAL ISSUES WITH YOUR SITE SUPERVISOR AND UNIVERSITY SUPERVISOR BEFORE REPORTING TO APPROPRIATE AUTHORITIES. ALWAYS DOCUMENT THAT THE SITUATION WAS DISCUSSED WITH YOUR SUPERVISOR AND THE ACTION THAT WAS TAKEN.
DUE PROCESS AND APPEAL PROCEDURES  
REHABILITATION COUNSELING AND  
ADMINISTRATION (RCA) PROGRAM

Rights and Responsibilities of Practicum Students

Practicum students are expected to learn counseling skills and the ethics of practice, as well as to do much self-examination, focusing on their intra- and interpersonal processes. At all stages of training, the RCA faculty and supervisors are responsible for assessment and continual feedback to students in order to improve skills, remediate problem areas, and/or to prevent individuals, unsuited in either skills or interpersonal difficulties, from entering the field. University faculty/on-campus supervisors, then, are responsible for monitoring supervisee/student progress to benefit and protect the public and the profession, as well as the student.

The students have access to clear statements of the standards and expectations by which they are evaluated at mid-semester the end of the semester. Throughout the semester, students receive one hour of clinical supervision weekly when they will be given informal verbal feedback on their performance. They have the opportunity to ameliorate deficiencies or misconduct prior to the semester evaluation and/or special review, unless continuation of service delivery would be to the detriment of clients.

Practicum students are free to provide input and suggest changes and modifications regarding the RCA practicum to their RCA practicum supervisor.

Students have the right to activate an appeal when they believe that their rights have been infringed upon. When the evaluation process is completed mid-semester and at the end of the semester, students have the right to contest criticisms, to disagree with the supervisor's summary evaluation, and to request an appeal.

Expectations of RCA Program Practicum Students

Skills and Competencies

In order to help students plan goals and structure training activities, information regarding expected tasks, anticipated competency levels and optional experiences are provided to them. Given the diversity and breadth of this information, individual supervisors will be responsible for sharing this information with the supervisee prior to or at the onset of training. Supervisees are expected to assess their own skill levels and training needs, and set specific goals in cooperation with their individual supervisors. Specific skills and competencies are clearly stated in the evaluation forms and throughout the practicum manual.

In that the RCA program is designed to produce competent Rehabilitation Counselors, counseling deficits, impairments, or inadequacies identified in practicum, that are unable to be resolved through remediation efforts may result in termination from the Rehabilitation Counseling & Administration Program.

Professional Standards/Personal Functioning

With regard to student behavior and performance during the practicum, the general expectations of the RCA program are that the student will:

- Practice within the bounds of the CRC Code of Professional Ethics for Rehabilitation Counselors;
Practice within the bounds of the RCA practicum manual.

Practice within the bounds of the laws and regulations of the state of Illinois;

Practice in a manner that conforms to the professional standards of the Southern Illinois University, Carbondale Counseling Center.

Being punctual, accounting for absences, and meeting obligations to clients, the practicum site and university supervisors.

Functioning in a professional manner includes (but is not limited to):

- Balancing agency needs with personal needs;
- Managing personal stress and monitoring commitments;
- Making appropriate use of supervision; i.e., being on time and prepared to take full advantage of learning opportunities, as well as maintaining an openness to learning and being able to accept and use constructive feedback;
- Maintaining appropriate interaction with peers, colleagues, practicum site staff, university faculty/on-campus supervisors, and other practicum students;
- Being alert to personal adjustment problems or emotional responses that may interfere with professional functioning.

In addition students are expected to exhibit ethical professional behavior, which includes adherence to the CRC Code of Professional Ethics for Rehabilitation Counselors.

Depending on the degree of the violation, and the amenability of the individual toward change, violations may be classified as either "problems" or "impairments" and subject to remediation according to due process procedures discussed in the next section.

**Evaluation Procedures for Practicum Students**

Evaluation is an ongoing formal and informal process. The practicum faculty instructor expects the individual supervisor to provide ongoing feedback to students.

Evaluation criteria (Appendix E & F) are shared with practicum students by practicum faculty instructor during the Pre-practicum course (REHB 589) as well as during the practicum orientation meeting. Students meet with a supervisor on a weekly basis and are given ongoing feedback about their performance at that time. At mid-semester, students are given a written and verbal evaluation of their performance by both the RCA supervisors and the practicum site supervisors. The purpose of this is to identify any problem areas or areas in need of greater focus. By providing this feedback at mid-semester, the student is given time to make needed corrections. If problems of major concern exist, remedial plans can be devised. At the end of the semester, students are again provided with written and verbal evaluation of their performance by both the RCA supervisors and the practicum site supervisors.

Students provide ongoing verbal feedback to their supervisors regarding their experiences with that supervisor in that specific learning situation throughout the semester. At the midterm and the end of the semester, students provide written feedback to their supervisors (Appendix G).
Due Process and Appeal Procedures for Practicum Students

Definition of Inadequate or Impaired Performance

For the purposes of procedural policy, inadequate or impaired student performance is defined broadly as interference in professional functioning which is reflected in one or more of the following ways: (a) an inability and/or unwillingness to acquire and integrate professional behaviors and ethical standards, (b) an inability to acquire the level of professional skills necessary to reach an acceptable level of competency, and (c) an inability to manage personal stress, psychological problems, and/or excessive emotional reactions which interfere with professional functioning. Criteria which link this definition to impairment to particular professional behaviors and attitudes are incorporated into the practicum evaluation procedures.

Problems typically identified as impairments are those that include one or more of the following characteristics:

1. The student does not acknowledge, understand, or address the problem when it is identified;
2. The problem is not merely a reflection of a skill deficit, which can be rectified by, further academic or didactic training;
3. The quality of the student’s service delivery is negatively affected and may be considered to be destructive to clients;
4. The problem is not restricted to one area of professional functioning;
5. A disproportionate amount of attention by University faculty/on-campus supervisors is required, compared to other students in the practicum course; and/or
6. The student's behavior does not change as a function of feedback, remediation efforts, and/or time.

Ultimately, it becomes a matter of professional judgment as to when a student's behavior has reached a point of impairment rather than being simply inadequate or deficient.

General Guidelines for Due Process

Due process insures that judgments or decisions made by the RCA program about a student are not arbitrary or personally biased. The RCA program has adopted specific evaluation procedures that are applied to all students. The appeals procedures presented below are available to the student so that he/she may challenge the program's actions.

General due process guidelines include:

1. presenting to students, in writing, the program's expectations in regards to professional functioning at the outset of training;
2. stipulating the procedures for evaluation, including when, how, and by whom evaluations will be conducted;
3. articulating the various procedures and actions involved in making decisions regarding impairment;
4. communicating, as deemed appropriate, with the student’s practicum site about any difficulties with students;
5. instituting a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies;
6. providing the student with a written statement of procedural policy describing how the student
may appeal the program's actions or decisions which is included in the practicum manual.
7. insuring that students have a reasonable amount of time to respond to any action(s) taken by the program; and
8. documenting, in writing and to all relevant parties (e.g., the student’s academic advisor, faculty/on-campus supervisor, on-site supervisor), the action(s) taken by the program and the rationale.

**Procedures**

The following procedures are followed in cases of inadequate or impaired student performance:

I. **A Problem is Recognized.** A problem affecting student performance may be identified either through formal evaluation procedures or through the interactions of on-site and on-campus supervisors and other university faculty working with a student. Such problems can usually be categorized as issues of (1) competence/skill deficit, (2) professional/ethical behavior, and (3) psychological maladjustment.

II. **The Problem is Brought to the Attention of the Practicum Faculty Instructor.** If the practicum faculty instructor does not already have knowledge of the student’s problematic behavior as a result of evaluation procedures, the supervisor(s) recognizing the problem will bring it to the attention of the practicum faculty instructor. At this time, the student will be notified that a problem has been identified which will be reviewed by the practicum faculty instructor, who may elect to consult with the on-site supervisor, the RCA program coordinator, and/or other staff as appropriate. The practicum faculty instructor will meet with the student to receive any information or statements from the student related to the identified concern.

III. **The Problem is Defined and Reviewed by the Practicum Faculty Instructor.** The practicum faculty instructor will work with the university supervisor to define the student’s problem as concretely and behaviorally as possible. At this point, the practicum faculty instructor and on-campus supervisor will discuss the problem, decide on the severity, and assess the potential for remediation. Based upon this discussion, the practicum faculty instructor will either recommend termination of the student, place the student on probationary status with a remediation plan in mind, generate a remediation plan without probation, or determine that the problem is not severe enough to warrant remediation, in which case no further action is taken.

IV. **The Recommendations are Reviewed by the RCA Program Faculty and Coordinator.** In the case of remediation, probation or termination the recommendations will be reviewed by the RCA program faculty as a whole, including the program coordinator. Following the review the student will be notified in writing of the recommendations.
**Recommended Actions**

Possible recommended courses of action from the practicum faculty instructor are as follows:

I. **Termination From RCA Program Recommended.** Termination at this point would be recommended only in extreme circumstances. Examples of such circumstances are acts of physical aggression against an on-site staff member, a faculty member, or a client, or serious ethical misconduct. After the student is notified in writing of the practicum faculty instructor’s recommendations, he/she may choose to appeal the decision.

II. **The Student is Placed on Probation with a Remediation Plan.** Probationary status is defined as a situation where the student is actively and systematically monitored by supervisors and the practicum faculty instructor for a specific length of time, in regard to the necessary and expected changes in the problematic behavior. The student is given a written statement notifying him/her of the probationary status and specifying:

   - the behaviors which need to be changed,
   - the recommendations for remediating the problem,
   - the time period of the probation during which the problem is expected to be ameliorated, and
   - the procedures designed to ascertain whether or not the problem has been appropriately rectified.

Following the student's notification of his/her probationary status, the University practicum faculty instructor will then meet with the student to review the probationary conditions. The student may then choose to accept the conditions of the probation or to challenge the action. (The procedures for appealing the action are presented in a subsequent section.) If the action is not challenged by the student, the remediation plan (see below) is put into action.

III. **Remediation Plan is Generated Without Probation.** If termination or probation is not deemed appropriate, the practicum faculty instructor will generate an appropriate plan of remediation. Several possible, and perhaps concurrent, courses of action designed to remediate deficiencies or impairments may include (but are not limited to):

   1. increasing supervision or changing primary supervisor;
   2. changing the format, emphasis and/or focus of supervision;
   3. recommending a change in practicum sites (which may extend practicum into a second semester);
   4. recommending or requiring personal therapy, and clarifying to all parties involved whether or not the therapy contacts will be used in the student evaluation process, and if so, how they will be used;
   5. reducing or limiting the type of direct client contact or other training responsibilities, which may require an extension of practicum into a second semester;
   6. requiring specific academic coursework, which may include repeating the Interpersonal Skills course (REHB 501); and/or
   7. recommending, when appropriate, a leave of absence or a second practicum.

**Implementation of Recommended Actions**

I. **Remediation Plan is Put into Action.** The student’s supervisor(s) and the practicum faculty instructor work with the student to facilitate and monitor change. Those monitoring the student (on-site supervisors, on-site staff, University supervisor) should communicate frequently with the practicum faculty instructor and the on-campus supervisor throughout the probationary period.
A. **Sufficient Positive Change.** Both the monitors and the practicum faculty instructor are satisfied that sufficient positive change has taken place.

1. **End of Probation.** The student is formally notified, in writing, that satisfactory change has been accomplished and the probationary period is ended.

B. **Insufficient Positive Change.** At the end of the probationary period, the monitors and the practicum faculty instructor determine that insufficient positive change has taken place. The practicum faculty instructor then reviews the situation and may recommend one of the following:

1. **Termination From the RCA Program Is Recommended.** The practicum faculty instructor, after reviewing the problem, concludes that it is both serious and resistant to change; on this basis, termination is recommended. The student is notified in writing of the decision. Again, at this point the student may choose to challenge the decision according to the appeal procedures outlined below.

2. **New Plan Generated.** The practicum faculty instructor does not feel that a recommendation of termination is appropriate at this time. A new plan for remediation is generated in another effort to promote change. This plan would likely include psychological/psychiatric treatment, careful screening of on-site clients, closer and more intense supervision, suspension of certain activities, etc.

3. **Student Remains on Probation.** The student remains on probation with a new time period specified. The student may challenge this recommendation or may accept the new remediation plan.

II. **New Remediation Plan is Put into Action.** The student’s supervisors and the practicum faculty instructor work with the student to facilitate and monitor change. Communication by those monitoring the student to the practicum faculty instructor will be frequent and on a regular basis throughout the probationary time period specified.

A. **Sufficient Positive Change.** Both the monitors and the practicum faculty instructor are satisfied that sufficient positive change has taken place.

B. **End of Probation.** The student as well as the practicum site supervisors are formally notified, in writing, that satisfactory change has been accomplished and the probationary period is ended.

C. **Insufficient Positive Change.** At the end of the probationary period, the monitors and the practicum faculty instructor determine that insufficient positive change has taken place. The RCA faculty then reviews the situation and may recommend one of the following:

1. communicating to the student and the practicum site supervisor that the practicum has not been successfully completed, and recommending a leave of absence or a second practicum at a later date;
2. assigning the student an unsatisfactory grade for practicum
3. recommending and helping to implement a career change for the student and/or
4. terminating the student from the RCA program.
All of the above actions need to be appropriately documented and implemented in a manner consistent with due process procedures. The student is notified of the final decision and, again, at this point may appeal the decision. If the student chooses to appeal, these individuals will be notified of the final decision at the conclusion of the appeal process.

Procedures for Appeal

Students may appeal the decisions of the practicum faculty instructor, through contacting the RCA program coordinator. The student may submit to the coordinator written statements he/she believes to be appropriate, may request a personal interview and/or may request that the coordinator interview other individuals who might have relevant information. The supervisor involved will also be afforded the same privilege.

The RCA program coordinator may choose to sustain any previous actions taken or may implement a new course of action as deemed necessary. Students wishing to appeal the decision of the program coordinator must appeal through contacting the Rehabilitation Institute Director.

Students are referred to the Academic Grievance Policy/Procedure in the Graduate Catalog if they after they are not satisfied with the outcome of meeting with the Rehabilitation Institute Director.
APPENDIX A
(Client Profile Form)
SAMPLE

CLIENT PROFILE

CLIENT CODE ______ 111 _______ STUDENT _________ Joan Smith

DATE OF FIRST SESSION ________ 02-25-03

CLIENT DEMOGRAPHIC INFORMATION:

AGE 41 MALE __ FEMALE X
ETHNIC GROUP African-American

HIGHEST YEAR OF EDUCATION ______ 12TH

WORK HISTORY:

CURRENT OCCUPATION _______________________ None

FORMER OCCUPATION _________________________ Secretary

MARITAL/RELATIONSHIP STATUS: (CHECK ALL THAT APPLY)

_____ SINGLE
_____ MARRIED
_____ SEPARATED
_____ DIVORCED
_____ WIDOWED
_____ NEVER BEEN MARRIED
_____ SIGNIFICANT OTHER

WITH WHOM DOES THE CLIENT LIVE? ______ Client lives alone

WHERE LIVED MOST OF LIFE __________ Client lived in Centralia

CURRENT OR PREVIOUS CONVICTION (IF D.O.C.) _______ N/A

BRIEF PHYSICAL DESCRIPTION OF CLIENT ______ Client is an African-American female.
 ______ She is of average height and slightly overweight. Client is always neatly dressed and
   groomed.

MEDICAL INFORMATION:

LIST DISABILITIES OR MEDICAL CONDITIONS CLIENT EXPERIENCES:

_____ Client has been diagnosed with depression and has a low back injury.
LIST ALL MEDICATIONS THE CLIENT IS CURRENTLY TAKING:

1. Zoloft 10 mg, once per day
2. Tylenol with codeine as needed for pain

PRESENTING PROBLEM FROM CLIENT’S PERSPECTIVE
Client reports that she is having difficulties in coping with her recent divorce and unemployment.

PRESENTING PROBLEM FROM AGENCY’S PERSPECTIVE
Agency believes that client has poor coping skills, few people to provide support and is in need of adjustment to disability counseling.

PRESENTING PROBLEM FROM YOUR PERSPECTIVE
Client appears to have difficulties in coping with adverse situations such as disability, divorce, and unemployment. Client also has difficulties in decision-making and struggles with making new friends.
CLIENT PROFILE

CLIENT CODE ___________ STUDENT ____________________________

DATE OF FIRST SESSION _______________________________________

CLIENT DEMOGRAPHIC INFORMATION:

AGE _____ MALE _____ FEMALE _____ ETHNIC GROUP ______________

HIGHEST YEAR OF EDUCATION ________________________________

WORK HISTORY:

CURRENT OCCUPATION _______________________________________

FORMER OCCUPATION _______________________________________

MARITAL/RELATIONSHIP STATUS: (CHECK ALL THAT APPLY)

______ SINGLE
______ MARRIED
______ SEPARATED
______ DIVORCED
______ WIDOWED
______ NEVER BEEN MARRIED
______ SIGNIFICANT OTHER

WITH WHOM DOES THE CLIENT LIVE? ____________________________

WHERE LIVED MOST OF LIFE __________________________________

CURRENT OR PREVIOUS CONVICTION (IF D.O.C.) ___________________

BRIEF PHYSICAL DESCRIPTION OF CLIENT _________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________
MEDICAL INFORMATION:

LIST DISABILITIES OR MEDICAL CONDITIONS CLIENT EXPERIENCES:

____________________________________________________

____________________________________________________

LIST ALL MEDICATIONS THE CLIENT IS CURRENTLY TAKING:

____________________________________________________

____________________________________________________

____________________________________________________

PRESENTING PROBLEM FROM CLIENT’S PERSPECTIVE

PRESENTING PROBLEM FROM AGENCY’S PERSPECTIVE

PRESENTING PROBLEM FROM YOUR PERSPECTIVE
APPENDIX B
(Consumer Counseling Plan)
### CONSUMER COUNSELING PLAN – SAMPLE

**Consumer Number** 111

**Date of Session** 2-25-03

**Student** Joan Smith

**New or Changed Medications** N/A

**Session #** 3

<table>
<thead>
<tr>
<th>Major Problem(s) Noted: Themes addressed</th>
<th>Immediate Counseling Objective: What was discussed in this session regarding major problem/themes</th>
<th>Goal(s) for the next session</th>
<th>Crisis noted/and or new information and action taken regarding situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Coping skills - with regard to disability</td>
<td>1. Current coping skills - assessed skills that she uses to cope with difficulties</td>
<td>1. Follow-up on coping skills list. See if client used any new skills.</td>
<td>Client brought up on-going problems with ex-husband. He continues to come to her house but tells her he does not love her and doesn’t want a relationship with her.</td>
</tr>
<tr>
<td>2. Decision-making skills with regard to making good choices for herself</td>
<td>2. Provided education about adding additional coping skills</td>
<td>2. Discuss feelings about ex-husband’s visits</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>3. Had client write list of skills she could use to cope with difficulties</td>
<td>3. Begin working on decision making skills</td>
<td></td>
</tr>
</tbody>
</table>

*On the back of this sheet (or next page) critique your performance this counseling session under “Student Self-Eval. of Coun. Session.*
STUDENT SELF-EVALUATION OF COUNSELING SESSION – SAMPLE

**Strengths**

1. Client rapport
2. Asked lots of open-ended questions
3. Developed plan for dealing with problems
4. Good summary of session at end.

**Needs Improvement**

1. I could use more listening skills
2. I should involve Joan more in the therapy process. I developed the plan and she just agreed. I should let her develop plans and decide what to talk about in session.
CONSUMER COUNSELING PLAN

<table>
<thead>
<tr>
<th>Consumer Number ______________________</th>
<th>Student ______________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Session _____________________</td>
<td>New or Changed Medications______</td>
</tr>
<tr>
<td></td>
<td>Session # _____________________</td>
</tr>
</tbody>
</table>

Major Problem(s) Noted: Themes addressed

<table>
<thead>
<tr>
<th>Immediate Counseling Objective: What was discussed in this session regarding major problem/themes</th>
<th>Goal(s) for the next session</th>
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</tr>
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<td>2.</td>
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<tr>
<td>3.</td>
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<td>3.</td>
</tr>
</tbody>
</table>

*On the back of this sheet (or next page) critique your performance this counseling session under “Student Self-Eval. of Coun. Session”.

30
STUDENT SELF-EVALUATION OF COUNSELING SESSION

Strengths

Needs Improvement
REHABILITATION COUNSELOR TRAINING PROGRAM

CONSUMER COUNSELING PLAN

The Consumer Counseling Plan is a guideline that organizes information about the consumer. This plan allows the practicum student to focus on problem areas (present and potential) and serves as a guide in deciding whether problems need to be addressed immediately or in future sessions.

The purpose of the Consumer Counseling Plan is to:

1. Provide a standardized method of documentation of consumer assessment, problems, immediate objectives and long-term counseling goals.
2. Provide the practicum student with a sense of direction for future sessions.
3. Provide a means of continuity in communication from one session to the next between the student, instructor, and supervisors.
4. Provide a method of assessing student progression in various aspects of counseling and documentation.

Students should utilize the Consumer Counseling Plan as a tool for staying on track in counseling sessions from one week to the next, and as a means of monitoring their own progression in assisting the consumer to reach goals and objectives. The plan should also be used to note any stagnation or digression in the consumer’s mental, emotional or physical state.
APPENDIX C
(Practicum Student Weekly Evaluation Form
And
Examples of Basic Counseling Skills)
Practicum Student Weekly Evaluation Form

Specific Skill Development:

Using the scale below rate yourself on your use of each skill during the counseling session.

1 – Counselor uses this skill extremely well
2 – Counselor has a solid understanding of the skill and integrates it in the session appropriately and consistently
3 – Counselor demonstrates knowledge of the skill and uses it occasionally or tentatively
4 – Counselor’s understanding and use of this skill needs improvement
NA – Use of this skill not applicable and/or appropriate

<table>
<thead>
<tr>
<th>SKILL</th>
<th>RATING</th>
<th>RECORDING SECTION NUMBER*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Closing</td>
<td>______</td>
<td>______</td>
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<tr>
<td>Active Listening</td>
<td>______</td>
<td>______</td>
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<tr>
<td>Attending</td>
<td>______</td>
<td>______</td>
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<tr>
<td>Reflection of Feelings</td>
<td>______</td>
<td>______</td>
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<tr>
<td>Summarization</td>
<td>______</td>
<td>______</td>
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<tr>
<td>Clarification</td>
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<td>______</td>
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<tr>
<td>Paraphrasing</td>
<td>______</td>
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<tr>
<td>Open Questions</td>
<td>______</td>
<td>______</td>
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<tr>
<td>Use of Silence</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Immediacy</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Confrontation</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

*Identify where on the recording your supervisor can find the skill listed.
Examples of Skills

For further discussion or definitions see: Ivey & Ivey (2003). Intentional interviewing and counseling: Facilitating client development in a multicultural society.

**Opening** – How well did you open the counseling session? Was the opening structured allowing both yourself and the client the opportunity to introduce topics to be discussed during the session?

**Closing** – How well do you close the counseling session? Did you review what was discussed, remain focused on the goals, confirm the next meeting time, and wrap up on time?

**Active Listening** – Using appropriate leads and responses such as, use of silence, use of empathic sounds and statements (um-hum, tell me more, go on) and/or use of encourage words or statements. Some verbal or non-verbal cue that lets others know you are listening to them and not off in your own thoughts.

**Attending** – Verbal and non-verbal cues that let people know that you are paying attention (eye contact, vocal quality, posture, staying on the topic being discussed). It is also occasionally necessary to not use attending such as in the case where the person has gone off track or is discussing things not related to counseling sessions or counseling goals.

**Reflection of Feelings** – Telling the client that you understand their feelings through sentence such as: “it sounds like you are feeling angry about that situation” after a client expresses some sort of anger toward something.

**Summarization** – This can be either at the beginning of the session – summarizing the previous session, during the session – summarizing key points, or at the end when you provide a summary of what was discussed.

**Clarification** – Used to help you to understand what the person is saying. Can also be used to show that you were attending.

**Paraphrasing** – Used to show understanding and attending. Sentences that start with things like “here is what I heard you say...” or “in the last few minutes you were saying that....” provide a summary of what you heard, using key words from what the client stated, and then ask the client if your perception is correct.

**Open Questions** – questions that cannot be answered in a few words (“tell me about yourself?,” “what brings you in today?,” even “how did you feel about that?”).

**Use of Silence** – being quiet. This is a hard skill to learn but incredibly useful. Sometimes if you allow the client room to talk freely they will tell you things you didn’t think to ask about.

**Immediacy** – paying attention to what is going on at the time. Includes staying on the topic and letting the client know that what they said was very important.

**Confrontation** – not to be done in a harsh manner, confronting or challenging a client involves the counselor providing the client with a new way of looking at an issue. Identify the conflict, point out the issues with the client (clearly in a concrete manner) and then evaluate the effectiveness of the intervention.
APPENDIX D
(Log – Weekly Summary of Hours)
# LOG

## WEEKLY SUMMARY OF HOURS OF PRACTICUM EXPERIENCE

**Semester ______ Year ______**

(Use a separate log for each supervised work setting and for each status indicated below.)

Name of student ________________________________

Site Supervisor ______________________________

Practicum Site __________________________________

Faculty/Student Supervisor _______________  Week of __________

<table>
<thead>
<tr>
<th></th>
<th>Mon.</th>
<th>Tues.</th>
<th>Wed.</th>
<th>Thur.</th>
<th>Fri.</th>
<th>Total Hours</th>
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<tbody>
<tr>
<td>Individual Counseling</td>
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<td>Individual Counseling</td>
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<td>Group Counseling Performed</td>
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<td>Case Management</td>
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<tr>
<td>Administering and Evaluating Tests, Writing Clinical Reports, Process/ Progress Notes</td>
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<tr>
<td>Supervision, Individual Face-to-Face</td>
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<td>Workshops, Seminars, Training Sessions or Conferences; Staffing</td>
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<td>Other: Orientation; File Review</td>
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Total for Week
APPENDIX E
(Counseling Skill Evaluation)
**COUNSELING SKILLS EVALUATION**

(To be completed by Faculty or Doctoral Student Supervisor and Student)

Rehabilitation Counseling & Administration Program

<table>
<thead>
<tr>
<th>Student</th>
<th>Semester</th>
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<table>
<thead>
<tr>
<th>Supervisor</th>
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<table>
<thead>
<tr>
<th>Date of Evaluation</th>
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<table>
<thead>
<tr>
<th>Hours/Weeks Completed to Date</th>
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On a scale of 1–10 (one representing lowest and 10 representing highest rating), please rate the student on each of the following skills.

*All responses 6 or below should be accompanied by example or explanation under the comment section.

<table>
<thead>
<tr>
<th>Counseling Skills</th>
<th>1</th>
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<th>7</th>
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<th>10</th>
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<tbody>
<tr>
<td>In counseling situation, the student:</td>
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<tr>
<td>1. Maintains appropriate conduct in personal relationships with clients.</td>
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<td>2. Develops trust and rapport with clients.</td>
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<td>3. Is able to refocus client as appropriate.</td>
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<td>4. Is able to discern and accurately reflect feelings the client is conveying.</td>
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<td>5. Maintains a non-judgmental attitude.</td>
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<td>6. Is able to prioritize client problems.</td>
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<td>7. Is able to identify client themes.</td>
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<td>8. Uses open-ended questions appropriately.</td>
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<td>9. Uses confrontation with the client appropriately.</td>
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<td>10. Is able to set attainable short and long-term goals in line with client readiness.</td>
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<td>11. Sets objectives for the session and is able to keep on track over the course of the session.</td>
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<td>12. Is able to formulate specific plans and strategies for client behavior change.</td>
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<td></td>
<td>Counseling Skills (cont.)</td>
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<td></td>
<td>In counseling situation, the student:</td>
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<td>13.</td>
<td>Is able to manage expression of strong feelings by clients.</td>
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<td>14.</td>
<td>Is able to conceptualize the client accurately within a theoretical frame of reference.</td>
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<td>15.</td>
<td>Facilitates client expression of thought and feeling.</td>
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<td>16.</td>
<td>Recognizes and interprets client’s “hidden” messages.</td>
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<td>17.</td>
<td>Resists being threatened by or defensive with the client.</td>
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<td>18.</td>
<td>Is able to continue to move the session toward some therapeutic outcome.</td>
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<td>19.</td>
<td>Is able to set clear boundaries with client.</td>
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<td>20.</td>
<td>Begins and ends the counseling session on time.</td>
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<td>21.</td>
<td>Is aware of cultural differences and influences.</td>
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<td>22.</td>
<td>Keeps their own personal problems out of the counseling session.</td>
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<td>23.</td>
<td>Helps the client explore feelings/themes/and alternate approaches to presented issues.</td>
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<td>24.</td>
<td>Keeps the client focused.</td>
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<td>25.</td>
<td>Refrains from imposing personal values on the client.</td>
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<td>26.</td>
<td>Recognizes their own limit of competency.</td>
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**Preparation**

The student:

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<tbody>
<tr>
<td>1.</td>
<td>Completes client profiles in thorough and complete manner.</td>
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<tr>
<td>2.</td>
<td>Is appropriately prepared, looking up client diagnosis, medication and other pertinent information.</td>
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<td></td>
<td>Personal/Professional Growth</td>
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</tr>
<tr>
<td>1.</td>
<td>Demonstrates knowledge of and uses appropriately the Rehabilitation Counseling Code of Ethics.</td>
</tr>
<tr>
<td>2.</td>
<td>Recognizes personal limitations and strengths.</td>
</tr>
<tr>
<td>3.</td>
<td>Is aware of own needs and conflicts.</td>
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<tr>
<td>4.</td>
<td>Is aware of own anxiety in the counseling session.</td>
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<td>5.</td>
<td>Shows commitment to personal/professional growth.</td>
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<tr>
<td>6.</td>
<td>Welcomes the opportunity for additional learning experiences or training.</td>
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<tr>
<td>7.</td>
<td>Identifies and manages personal feelings generated in counseling.</td>
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</table>

Comments:

Student Signature — “I have read the above evaluation”:

______________________________________________________________

Supervisor Signature __________________________________________

Evaluation Date ______________________________________________

Recommended Grade ____________ (at end of semester)
APPENDIX F
(Site Supervisor Evaluation of Student in Practicum)
Rehabilitation Counseling & Administration Program  
Rehabilitation Institute  
Southern Illinois University Carbondale

**SITE SUPERVISOR EVALUATION OF STUDENT IN PRACTICUM**

<table>
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<tr>
<th>The student:</th>
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<th>7</th>
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<tbody>
<tr>
<td>1. Dresses appropriately; maintains well-groomed appearance.</td>
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<td>2. Is on time.</td>
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<td>3. Prepares adequately for counseling sessions (looks up client medications/medical/psychiatric diagnosis, etc.)</td>
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<td>4. Formulates appropriate treatment plans.</td>
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<td>5. Writes complete and appropriate case notes.</td>
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<td>6. Does case notes and other paperwork in a timely fashion.</td>
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<td>7. Keeps appointments with clients.</td>
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<td>8. Communicates with site supervisor appropriately.</td>
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<td>9. Demonstrates appropriate professional behavior on site.</td>
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<td>10. Follows policy/procedures/rules/regulations of the agency.</td>
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<tr>
<td>11. Maintains client confidentiality.</td>
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<td>12. Demonstrates sense of responsibility.</td>
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<td>13. Demonstrates courtesy to fellow workers.</td>
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On a scale of 1–10 (one representing lowest and 10 representing highest rating), please rate the student on each of the following skills.

*All responses 6 or below should be accompanied by example or explanation under the comment section.*
Comments:

Site Supervisor Signature

Date

Signature of Student

Date
APPENDIX G
(Student Evaluation of Faculty or Doctoral Student Supervision)
REHABILITATION COUNSELING PRACTICUM
Student Evaluation of Faculty or Doctoral Student Supervisor

Supervisor ___________________________  Counselor ___________________________

**Rating Scale:**

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Strongly Disagree</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>1</td>
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</table>

1. Provides me with useful feedback regarding counseling behavior.  NA 1 2 3 4 5 6 7
2. Helps me feel at ease with the supervision process.  NA 1 2 3 4 5 6 7
3. Makes supervision a constructive learning process.  NA 1 2 3 4 5 6 7
4. Provides me with specific help in areas I need to work on.  NA 1 2 3 4 5 6 7
5. Addresses issues relevant to my current concerns as a counselor.  NA 1 2 3 4 5 6 7
6. Helps me focus on new alternative counseling strategies that I can use with my clients.  NA 1 2 3 4 5 6 7
7. Helps me focus on how my counseling behavior influences the client.  NA 1 2 3 4 5 6 7
8. Encourages me to try alternative counseling skills.  NA 1 2 3 4 5 6 7
9. Structures supervision appropriately.  NA 1 2 3 4 5 6 7
10. Adequately emphasizes the development of my strengths and capabilities.  NA 1 2 3 4 5 6 7
11. Enables me to brain-storm-solutions, responses, and techniques that would be helpful in future counseling situations.  NA 1 2 3 4 5 6 7
12. Enables me to become actively involved in the supervision process.  NA 1 2 3 4 5 6 7
13. Makes me feel accepted and respected as a person.  NA 1 2 3 4 5 6 7
<table>
<thead>
<tr>
<th>Rating Scale:</th>
<th>Not Applicable</th>
<th>Strongly Disagree</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Deals appropriately with the affect in my counseling sessions.</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>15. Deals appropriately with the content in my counseling sessions.</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>16. Motivates me to assess my own counseling behavior.</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>17. Conveys competence.</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>18. Is helpful in critiquing report writing.</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>19. Helps me use assessments constructively in counseling.</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>20. Appropriately addresses interpersonal dynamics between self and counselor.</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>21. Can accept feedback from counselor.</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>22. Helps reduce defensiveness in supervision.</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23. Enables me to express opinions, questions, and concerns about my counseling.</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>24. Prepares me adequately for my next counseling session.</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>25. Helps me clarify my counseling objectives.</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>26. Provides me with the opportunity to adequately discuss the major difficulties I am facing with my clients.</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>27. Encourages me to conceptualize in new ways regarding my clients.</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>28. Motivates me and encourages me.</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>29. Challenges me to accurately perceive the thoughts, feelings, and goals of my client and myself during counseling.</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Rating Scale:  

<table>
<thead>
<tr>
<th>NA</th>
<th>Not Applicable</th>
<th>Strongly Disagree</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
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<tbody>
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<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

30. Gives me the chance to discuss personal issues related to my counseling.  
   Rating: NA 1 2 3 4 5 6 7

31. Is flexible enough for me to be spontaneous and creative.  
   Rating: NA 1 2 3 4 5 6 7

32. Focuses on the implications and consequences of specific behaviors in my counseling approach.  
   Rating: NA 1 2 3 4 5 6 7

33. Provides suggestions for developing my counseling skills.  
   Rating: NA 1 2 3 4 5 6 7

34. Encourages me to use new and different techniques when appropriate.  
   Rating: NA 1 2 3 4 5 6 7

35. Helps me to define and achieve specific concrete goals for myself during the practicum experience.  
   Rating: NA 1 2 3 4 5 6 7

36. Gives me useful feedback.  
   Rating: NA 1 2 3 4 5 6 7

37. Helps me organize relevant case data in planning goals and strategies with my client.  
   Rating: NA 1 2 3 4 5 6 7

38. Helps me develop increased skill in critiquing and gaining insight from my counseling recordings.  
   Rating: NA 1 2 3 4 5 6 7

39. Allows and encourages me to evaluate myself.  
   Rating: NA 1 2 3 4 5 6 7

40. Explains the criteria for evaluation clearly and in behavioral terms.  
   Rating: NA 1 2 3 4 5 6 7

41. Applies criteria fairly in evaluating my counseling performance.  
   Rating: NA 1 2 3 4 5 6 7

Comments:
APPENDIX H
(Student’s Written Summary of Practicum)
DESCRIPTION AND EVALUATION OF
REHABILITATION COUNSELING PRACTICUM CLINICAL

As part of your Practicum assignment, you are required to provide a typewritten report. This report is due at the end of the Practicum period and should include completion of the attached sheet as well as:

1. Write a narrative description of your overall practicum activities.

2. Estimate the percent of time spent in various activities.

3. Summarize your personal and emotional reactions and insights to your clinical practice.
STUDENT EVALUATION
REHABILITATION COUNSELING PRACTICUM
(To accompany a written summary of your experiences)

Student ____________________________________________

Faculty/University Supervisor ____________________________

Name of agency _________________________________________

Site Supervisor _________________________________________

Population served ________________________________

Period of Practicum ________________________________

1. What were the satisfactory aspects of your clinical practice?

2. Was the clinical practice meaningful? Please explain.

3. What were the unsatisfactory aspects of your clinical practice?
4. What were the limitations of your practicum experience?

5. What could have been done to make your practicum more meaningful?

6. On a scale of excellent, satisfactory or poor, how would you rate your practicum experience?

7. Other comments or remarks.
## LOG

### SUMMARY OF PRACTICUM EXPERIENCE

Semester _______ Year _______

Name of student ____________________________________________

Site Supervisor ____________________________________________

Practicum Site _____________________________________________

Faculty/Student Supervisor ________________________________

<table>
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<tr>
<th></th>
<th>Mon.</th>
<th>Tues.</th>
<th>Wed.</th>
<th>Thur.</th>
<th>Fri.</th>
<th>Totals</th>
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<tr>
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<td>(number of hours observation)</td>
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<tr>
<td>Individual Counseling Performed by You</td>
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<td>Job Placement and Development</td>
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<td>Administering and Evaluating Tests, Writing Clinical Reports, Process/ Progress Notes</td>
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<td>Supervision, Individual Face-to-Face</td>
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<tr>
<td><strong>Totals</strong></td>
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APPENDIX I
(Linkage Agreement)
Linkage Agreement for Practicum  
Rehabilitation Counseling and Administration Program  
Southern Illinois University Carbondale

_______________________________ agrees to serve as a practicum site for students completing the Rehabilitation Counseling and Administration (RCA) Program in the Rehabilitation Institute at Southern Illinois University Carbondale.  

It is mutually understood and agreed that practicum shall include 8 hours per week for a period of 16 weeks. During this time each student is expected to spend at least 40% of the practicum hours in the provision of client related duties, and to audio record or video record sessions. Each student will meet with a designated university supervisor for one hour per week to review progress within the agency, and to review the recorded counseling sessions. The agency on-site supervisor will have responsibility for the assignment of cases, and for on-site supervision. It is the student's responsibility to maintain a weekly log of clinical activities and a Record of Supervision contacts using forms provided by the university. The on-site supervisor is expected to complete an evaluation of the student's progress at midterm and at the end of the practicum. This evaluation shall be reviewed and signed by the student, the university supervisor, and the agency on-site supervisor. The agency may elect to use additional evaluation materials as appropriate. Evaluations should be returned directly to the RCA Program to be included in the student's permanent file. The university supervisor will be responsible for assigning a grade for the student's practicum experience.  

The agency agrees that the on-site supervisor shall have a Master's Degree or higher in Rehabilitation Counseling (preferably CRC) or closely related field. The university agrees to provide an appropriately credentialed and experienced university supervisor, and agrees to provide professional liability coverage for students who are enrolled in REHB 594-C, Practicum in Rehabilitation Counseling. Students are also required to maintain additional professional insurance. The agency acknowledges that it is licensed by the appropriate state licensing or credentialing authority (e.g., OASA, DMH, ORS, IDPH, etc.).  

During the practicum, students are expected to abide by the policies and procedures of the host facility or agency. Maintenance of standards of confidentiality with regard to case records, clients, families and significant others will be followed at all times. Audio or video recordings may be recorded only with the permission of the client and the host facility. The student will take appropriate safeguards to maintain the confidentiality of the recordings, and all recordings will be erased following supervision. This agreement shall be effective from __________ until __________. Termination of this agreement may be made by either party on a semester by semester basis.

Faculty Practicum Supervisor  
RCA Program  
Date  
Signature of Agency Liaison  
Date  
Printed Name of Agency Liaison

Student: ________________________________
PRACTICUM AGREEMENT
REHABILITATION COUNSELING & ADMINISTRATION PROGRAM
SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

_____________________________ is accepted for practicum in
Rehabilitation Counseling at ________________________________
during ________________ Semester, 20 __. The practicum entails eight hours per week for a
period of 16 weeks. During this time, ________________________________
will be expected to spend at least 40% of his/her time in direct counselclients. Counseling sessions
must be audio recorded or video recorded, and permission for recording must be obtained from the
client. The student will take appropriate safeguards to maintain the confidentiality of the
recordings, and all recordings will be erased following supervision.

_____________________________ is also expected to meet with
his/her faculty supervisor at least one hour per week for each week of practicum to review the
recorded counseling sessions. During practicum, students are expected to abide by the policies
and procedures of the agency or facility serving as their practicum site. Maintenance of
confidentiality of clients, their families and significant others is to be followed at all times.
Decisions regarding any release of information are to be made by the on-site supervisor. Questions
or problems involving the practicum should immediately be directed to the student’s faculty
supervisor at 618-453-8268.

_____________________________ Faculty Supervisor’s Signature
_____________________________ Site Supervisor’s Signature
_____________________________ Rehabilitation Counseling Student’s
Signature
APPENDIX K
(Informed Consent Forms)
INFORMED CONSENT:

Consent for Counseling and Consent for Observation and Audio/Video Recording

The purpose of this form is to provide you with information about my background and to give you the opportunity to give consent for counseling as well as consent for observation and audio/video recording of counseling sessions. I am a Master’s Degree student in the Rehabilitation Counseling & Administration Program at the Rehabilitation Institute at Southern Illinois University Carbondale. The Rehabilitation Counseling & Administration Program is accredited by the national accrediting body, the Council on Rehabilitation Education (CORE). As a Rehabilitation Counseling student I am bound to the Scope and Standards of Practice for Rehabilitation Counseling and to the Code Professional Ethics for Rehabilitation Counselors as described by CORE.

In order to provide quality counseling services, counselors in training for the degree in Rehabilitation Counseling from the Rehabilitation Counseling & Administration Program are required to receive clinical supervision. To aid in this, counseling sessions are monitored by a faculty supervisor or clinical supervisor and supervision group through review of audio/video recordings and/or actual observations of counseling sessions. Information from the client’s clinical case file may also be reviewed by the faculty supervisor or clinical supervisor. Such information will be treated in accordance with the Code of Ethics for Professional Rehabilitation Counselors. Recordings of individual counseling sessions will be erased after they have been reviewed with the faculty/clinical supervisor.

“I understand that I am not required to participate in the counseling program described above. I give my consent to the matters noted above as a free and voluntary act.”

_________________                      ____________________
  date                        signature of client

_________________                      ____________________
  date                        signature of counselor

_________________                      ____________________
  date                        signature of a witness
INFORMED CONSENT:

RIGHTS AND LIMITS OF CONFIDENTIALITY

The counseling services offered by counselors in training for the Master’s Degree in the Rehabilitation Counseling & Administration Program at the Rehabilitation Institute, Southern Illinois University Carbondale are confidential within the parameters of clinical supervision described in the “Consent for Counseling and Observation and Consent for Video/Audio Recording” and in accordance with the guidelines of the agency/facility within which you are receiving services. Everything we discuss within the counseling session will be confidential except for matters pertaining to (1) suicide; (2) harm or threat to harm another person; (3) legal activity resulting in a court order; (4) physical/sexual abuse or neglect of minors, persons with disabilities, and the elderly; and (5) anything else as required by law. Under those circumstances, I am obligated to report these acts or intended acts to appropriate others.

“I have read and understand my rights as well as the limits of confidentiality.”

__________________________________________  
date                                        signature of client

__________________________________________  
date                                        signature of counselor

__________________________________________  
date                                        signature of a witness
APPENDIX L
(Code of Professional Ethics for Rehabilitation Counselors)

Go to:
https://www.crccertification.com/code-of-ethics-4
Practicum Manual and CRC Code of Ethics Statement

Name: _______________________________________________________

I have read and understand the practicum manual and CRC code of ethics.

Signature: __________________________________________________________________________

Date: _______________________________________________________________________________