

Practicum and Internship Manual

Rehabilitation Counseling Master's Program



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MANUAL OVERVIEW

Rehabilitation Counseling Program Mission & Objectives

The program mission is to promote quality rehabilitation services for individuals with disabilities through the education of rehabilitation professionals, provision of rehabilitation continuing education, and through research related to rehabilitation.

Program objectives include:

- Preparation of master's level rehabilitation counselors
- Promotion of the Code of Professional Ethics
- Advancement of the basic philosophical tenets of rehabilitation, including the value and worth of all individuals, a belief in human dignity, and the right of all persons to fully participate in society.

PROGRAM DESCRIPTION

Purpose of Clinical Education

The purpose of the clinical education component of the Rehabilitation Counseling Program is to enable students the opportunity to receive supervised experience in the work place. It is often referred to as the capstone of your educational experience. In other words, this is where it all comes together into a meaningful whole. The emphasis within the supervisory process is on the utilization of theories, models, and established bodies of knowledge in the provision of rehabilitation counseling services. This means you will be expected to remember and apply the knowledge you have obtained in all of your previous courses to the specific cases reviewed during supervision. Remember the primary difference between a professional and a technician is the ability to apply theories, models, and professional knowledge in unique situations. Special focus will be given to the student's ability to formulate a case conceptualization, which is defined as the ability to consider all of the information relevant to a case and construct an accurate conceptualization of the dynamics influencing the outcome of the case.

Our hope is that you realize that the development of your clinical skills is not an event, such as completing practicum and internship, but a life long process. In that regard, we expect that you would gain experience in the basic skills of asking questions, evaluating your performance, and continually seeking to improve your ability to work with people in a professional helping relationship.

Goals of Clinical Education

Specific goals related to Practicum and Internship are listed in the section of this manual that pertains to each of those classes. However, some overarching goals for all Practicum and Internship activities are listed here:

1. Develop strong case conceptualization skills.
2. Develop quality professional behaviors.
3. Enhance ability to develop strong working alliances with consumers.
4. Develop professional problem solving and clinical reasoning skills.

Requirements Overview

The specific requirements for Practicum and Internship may differ; therefore, specific requirements are listed in the section of this manual that relates to each of those classes. However, some general requirements that are consistent across Practicum and Internship are as follows:

1. Complete required clinical hours.
2. Complete all paperwork.
3. Submit required video recorded counseling sessions and coordinating paperwork in a timely manner.
4. Participate fully in peer supervision process.
5. Engage in supervision processes, both on-site and with the Rehabilitation Counseling Program.
6. Complete all requirements in a timely manner.
7. Attend all classes.

This class is participatory in nature. That means that the value of the class is realized as you participate in the discussions and evaluation as it happens. Attendance is absolutely necessary. Watching the recorded class session at a later date eliminates your ability to participate in the peer supervision process. For this reason, attendance in Practicum and Internship will be counted toward your grade. If you miss a certain number of class sessions, then you will not pass the class. In an experiential course, it is very difficult to give credit to someone if they did not experience anything.

We are also faced with another dilemma. We rely on the submission of video recorded counseling sessions in order to engage in the peer supervision process. Therefore, we have little flexibility if video recorded sessions are late. We will set up a schedule of presentation, and expect students to follow the timelines for submitting video recorded sessions. It is our belief that managing your time and paying attention to these details are an indication of your ability to manage a complex process in a professional setting. Not attending to required details in a professional setting could get you into trouble. We expect the same level of professional behavior in these classes as you would show in a work environment.

TIMELINES

In order to accomplish all of the tasks that are required in the practicum and internship, it is important to know and follow the specific timelines. If these timelines are not followed, and paperwork appropriately filled out, it is possible that a student's graduation may be postponed.

An important part of the clinical education component is the teaching of professional behavior, which includes knowing and adhering to deadlines and timelines. The following are deadlines for activities relevant to both practicum and internship.

- **Practicum Application Deadlines:**
February 15th- Contact Practicum/Internship Coordinator (Tracy Woolstenhulme) to discuss practicum plans and review potential practicum sites.
March 15th- Follow up with Practicum/Internship Coordinator (Tracy Woolstenhulme) regarding progress on Practicum Application and selection of practicum site.
April 15th- Submit signed Practicum Application/Agreement forms for practicum experience.
- **Internship Application Deadlines:**
May 15th- Contact Practicum/Internship Coordinator (Tracy Woolstenhulme) to discuss internship plans and review potential internship sites.
June 15th- Follow up with Practicum/Internship Coordinator (Tracy Woolstenhulme) regarding progress on Internship Application and selection of internship site.
July 15th- Submit signed Internship Application/Agreement forms for Internship experience.

CREDIT HOURS

Practicum Credit Hours

Practicum is a 3 credit hour course. The practicum course is offered during the summer semester only.

Internship Credit Hours

Nine (9) credit hours of Internship must be completed to graduate. Students will register for 4 credit hours during their first internship semester and 5 credits during their second internship semester. The internship course is offered during the Fall and Spring semesters.

PEER EVALUATION

An important activity for both the Practicum and Internship is your involvement in the peer supervision process. You will be required to watch other students' video recorded sessions and provide feedback. This is important for two reasons. First, it provides feedback to the other student on what can be done to improve his or her basic skills, case conceptualization, intervention skills, etc. Secondly, and probably more important, it requires you to consider the case as if it was yours, and get practice in your own case conceptualization and intervention skills.

Historically, students have had a difficult time providing meaningful feedback to others. It requires that you pay attention, give thoughtful consideration to the case being presented, reference your own knowledge base and clinical reasoning, and provide feedback in a helpful manner. Your feedback should contribute to the clinical decision making process. The tendency has been for students to give only complimentary feedback. While this is essential, it is equally important to give feedback that challenges the other student, and helps them extend their case conceptualization.

Additionally, the ability to give feedback, both critical and supportive, is an essential counseling skill. You need to be able to do both.

PROFESSIONAL LIABILITY INSURANCE

All students engaging in an approved clinical educational experience with the Rehabilitation Counseling Program at Utah State University are covered by the university liability policy. In accordance with CACREP (Council for Accreditation of Counseling and Related Educational Programs) standards, all students are required to have individual liability insurance while participating in both practicum and internship. This is required for all students regardless of employment situation or agency liability insurance coverage. Students are provided with several options for purchasing individual liability insurance. Proof of insurance must be submitted to the MRC Practicum/Internship Supervisor prior to beginning of both practicum and internship experiences.

PROFESSIONAL PERFORMANCE REVIEW POLICY

The relationship between personal behavior and professional competence has long been recognized in the rehabilitation counseling field. Rehabilitation counselors must be aware of the impact of their own physical, mental, and/or emotional issues on the counseling process, and the potential harmful effects these unresolved issues can have on consumer progress and outcomes.

The Revised Code of Professional Ethics for Rehabilitation Counselors states:

Section D.3.a - IMPAIRMENT. *Rehabilitation counselors are alert to the signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm the client or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until such time it is determined that they may safely resume their work. Rehabilitation counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent harm to the client. (See A.9.d.)*

In addition to meeting the academic standards set forth in the Rehabilitation Counseling Program, students are expected to conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable of and at all times adhere to the general standards of professional ethics and practice set forth by the Commission on Rehabilitation Counselor Certification (CRCC). The general and specific CRCC standards for ethical practice are listed on the CRCC web site at <http://www.crc certification.com/>. At the outset of their academic program, students are directed to review these standards and seek any clarification needed from their respective advisors.

The faculty expects students, as future professional rehabilitation counselors, to be concerned about other people, to be stable and psychologically well adjusted (personally and professionally), to be capable of effective interpersonal relationships, to be able to receive feedback willingly, and to give feedback constructively. Further, students are expected to act in a manner that demonstrates fitness for a role in the counseling profession. Finally, we expect students to be committed to continued personal growth and professional development, and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program. The faculty believes that it is ethically imperative that counselors be willing to do in their own lives what they ask their clients to do in theirs.

For all the reasons cited above, the faculty will regularly monitor not only students' academic progress but also those personal characteristics that will affect their performance in the field. The purpose of this monitoring process is to ensure that all graduates of the Utah State University Rehabilitation Counseling Program possess these characteristics sufficiently that they do not interfere with their professionalism or helping capacity.

Professional Performance Standards

Students' fulfillment of eleven Professional Performance Standards is reviewed by course instructors and supervisors during the Counseling Skill Development (REH 6130), Group Counseling (REH 6250), Practicum (REH 6140), and Internship I (REH 6170) and Internship II (6175) courses. All faculty will understand the Professional Performance Standards, and may use them as appropriate in other courses for evaluation purposes. The Standards include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Awareness of and attention to the unique cultural and societal issues related to disability

The Professional Performance Review Process

The Professional Performance Review Process will be a mandatory component of the courses mentioned above. Additionally, faculty observing student behavior that violates the noted standards at any time during the student's matriculation in the Rehabilitation Counseling Education Program will refer the student to the Professional Performance Review Process. When such a referral is made, the faculty will complete the Professional Performance Review Evaluation Form, and a written summary of the behaviors of concern.

Each Professional Performance Standard is rated on a scale of 1 (poor) to 5 (excellent) as described in the Criteria for Professional Performance Standards Evaluation. Students receiving a rating below 3 on one or more of the Professional Performance standards will be considered deficient in professional performance and subject to the following procedure:

1. The student and the issuing professor meet to discuss the Professional Performance concern(s). The student will be presented with a Professional Performance Review Evaluation Form, on which will be listed the deficient rating(s), the issuing professor's explanation for the ratings, and descriptions of required remedial actions. Next, a specific plan and timeline for implementing the needed remedial actions will be determined. Within two working days of this meeting, the issuing professor will develop a final draft of the Semester Review Report and provide a copy to the student for review and signature. Signatures of both the issuing professor and the student will verify their understanding of the concerns, the required remedial actions, and the schedule for completing them. Both the student and issuing professor will retain copies of the signed Semester Review Report, and a copy shall be forwarded by the issuing professor to the student's academic advisor and program director.
2. If a student receives more than one Professional Performance Review Evaluation Form during his/her Program of Study or fails to show reasonable progress in resolving deficiencies previously cited, he/she will be required to meet with the Rehabilitation Counseling Education Program Director in accordance with the procedure described in #1 above. Based upon the nature of new performance concerns and/or the reasons for the student's failure to comply with previously determined remedial action plans, the Program Director will consult the full Rehabilitation Counselor Education faculty regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the Program. As in #1 above, copies of any additional or revised Semester Review Reports will be retained by the student, the issuing faculty, and the academic advisor.
3. Faculty will initiate the Professional Performance Review at any time for students who engage in illegal or unethical activities or for students whose professional performance is deemed to present an immediate threat to the well being of others. In such cases and depending upon the level of perceived threat, the combined faculty may recommend discontinuation in the Program without opportunity for student remediation.

Note: All Faculty recommendations for denial of a student's continuance in the Rehabilitation Counseling Program will be forwarded to (and will be the ultimate decision of) the Dean of the Graduate School.

4. During the remediation planning process students will be advised of their right to appeal the decisions reached during the Professional Performance Review process. Appeals can be submitted to the Department Head of the Department of Special Education and Rehabilitation.

Criteria for Professional Performance Standards Evaluation

Rev. 9/08

1. Openness to new ideas (rated from Closed [1] to Open [5])		
<ul style="list-style-type: none"> - Was dogmatic about own perspective and ideas. - Ignored or was defensive about constructive feedback. - Showed little or no evidence of incorporating constructive feedback received to change own behavior. 	<ul style="list-style-type: none"> - Was amenable to discussion of perspectives other than own. - Accepts constructive feedback without defensiveness. - Some evidence of effort to incorporate relevant feedback received to change own behavior. 	<ul style="list-style-type: none"> - Solicited others' opinions and perspectives about own work. - Invited constructive feedback, and demonstrated interest in others' perspectives. - Showed strong evidence of incorporation of feedback received to change own behavior.
2. Flexibility (rated from Inflexible [1] to Flexible [5])		
<ul style="list-style-type: none"> - Showed little or no effort to recognize changing demands in the professional & interpersonal environment. - Showed little or no effort to flex own response to changing environmental demands. - Refused to flex own response to changing environmental demands despite knowledge of the need for change. - Was intolerant of unforeseeable or necessary changes in established schedule or protocol. 	<ul style="list-style-type: none"> - Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate. - Effort to flex own response to new environmental demands was evident but sometimes inaccurate. - Flexed own response to changing environmental demands when directed to do so. - Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them. 	<ul style="list-style-type: none"> - Showed accurate effort to recognize changing demands in the professional & interpersonal environment. - Showed accurate effort to flex own response to changing environmental demands, as needed. - Independently monitored the environment for changing demands and flexed own response accordingly. - Attempts to understand needs for change in established schedule or protocol to avoid resentment. - Accepted necessary changes in established schedule and attempted to discover the reasons for them.
3. Cooperativeness with others (rated from Uncooperative [1] to Cooperative [5])		
<ul style="list-style-type: none"> - Showed little or no engagement in collaborative activities. - Undermined goal achievement in collaborative activities. - Was unwilling to compromise in collaborative activities. 	<ul style="list-style-type: none"> - Engaged in collaborative activities but with minimum allowable input. - Accepted but rarely initiated compromise in collaborative activities. - Was concerned mainly with own part in collaborative activities. 	<ul style="list-style-type: none"> - Worked actively toward reaching consensus in collaborative activities. - Was willing to initiate compromise in order to reach group consensus. - Showed concern for group as well as individual goals in collaborative activities.
4. Willingness to accept and use feedback (rated from Unwilling [1] to Willing [5])		
<ul style="list-style-type: none"> - Discouraged feedback from others through defensiveness and anger. 	<ul style="list-style-type: none"> - Was generally receptive to supervisory feedback. - Showed some evidence of 	<ul style="list-style-type: none"> - Invited feedback by direct request and positive acknowledgement when

<ul style="list-style-type: none"> - Showed little or no evidence of incorporation of feedback of supervisory feedback received. - Took feedback contrary to own position as a personal affront. - Demonstrated greater willingness to give feedback than receive it. 	<p>incorporating supervisory feedback into own views and behaviors.</p> <ul style="list-style-type: none"> - Showed some defensiveness to critique through "over explanation of own actions— but without anger. - Demonstrated greater willingness to receive feedback than to give it. 	<p>received.</p> <ul style="list-style-type: none"> - Showed evidence of active incorporation of supervisory feedback received into own views and behaviors. - Demonstrated a balanced willingness to give and receive supervisory feedback.
5. Awareness of own impact on others (rated from Unaware [1] to Aware [5])		
<ul style="list-style-type: none"> - Words and actions reflected little or no concern for how others were impacted by them. - Ignored supervisory feedback about how words and actions were negatively impacting others. 	<ul style="list-style-type: none"> - Effort to determine how own words and actions impacted others was evident but sometimes inaccurate. - Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment. 	<ul style="list-style-type: none"> - Effort toward recognition of how own words and actions impacted others was impact on others through words and actions. - Initiates feedback from others regarding impact of own words and behaviors - Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change.
6. Ability to deal with conflict (rated from Unable [1] to Able [5])		
<ul style="list-style-type: none"> - Was unable or unwilling to consider others' points of view. - Showed no willingness to examine own role in a conflict. - Ignored supervisory advisement if not in agreement with own position. - Showed no effort at problem solving. - Displayed hostility when conflicts were addressed. 	<ul style="list-style-type: none"> - Attempted but sometimes had difficulty grasping conflicting points of view. - Would examine own role in a conflict when directed to do so. - Was responsive to supervision in a conflict if it was offered. - Participated in problem solving when directed. 	<ul style="list-style-type: none"> - Always willing and able to consider others' points of view. - Almost always willing to examine own role in a conflict. - Was consistently open to supervisory critique about own role in a conflict. - Initiated problem solving efforts in conflicts. - Actively participated in problem solving efforts.
7. Ability to accept personal responsibility (rated from Unable [1] to Able [5])		
<ul style="list-style-type: none"> - Refused to admit mistakes or examine own contribution to problems. - Lied, minimized or embellished the truth to extricate self from problems. - Consistently blamed others for problems without self-examination. 	<ul style="list-style-type: none"> - Was willing to examine own role in problems when informed of the need to do so. - Was accurate and honest in describing own and others roles in problems. - Might blame initially, but was open to self-examination about own role in problems 	<ul style="list-style-type: none"> - Monitored own level of responsibility in professional performance. - Invited constructive critique from others and applied it toward professional growth. - Accepted own mistakes and responded to them as opportunity for self-improvement. - Avoided blame in favor of self-examination.

8. Ability to express feelings effectively and appropriately (rated from Unable [1] to Able [5])		
<ul style="list-style-type: none"> - Showed no evidence of willingness and ability to articulate own feelings. - Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others. - Acted out negative feelings (through negative behaviors) rather than articulating them. - Expressions of feeling were inappropriate to the setting - Was resistant to discussion of feelings in supervision. 	<ul style="list-style-type: none"> - Showed some evidence of willingness and ability to articulate own feelings, but with limited range. - Showed some evidence of willingness and ability to acknowledge others' feelings-- sometimes inaccurate. - Expressions of feeling usually appropriate to the setting-- responsive to supervision when not. - Willing to discuss own feelings in supervision when directed. 	<ul style="list-style-type: none"> - Was consistently willing and able to articulate the full range of own feelings. - Showed evidence of willingness and accurate ability to acknowledge others' feelings. - Expression of own feelings was consistently appropriate to the setting. - Initiated discussion of own feeling in supervision.
9. Attention to ethical and legal considerations (rated from Inattentive [1] to Attentive [5])		
<ul style="list-style-type: none"> - Engaged in dual relationships with clients. - Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self. - Endangered the safety and the well being of clients. - Breached established rules for protecting client confidentiality. 	<ul style="list-style-type: none"> - Was responsive to supervision for occasional personal professional boundary confusion in verbal interactions with clients. - Was responsive to supervision for occasional insensitivity to diversity in professional interactions. - Used judgment that could have put client safety and well being at risk. - Used judgment that could have put client confidentiality at risk. 	<ul style="list-style-type: none"> - Maintained clear personal professional boundaries with clients. - Demonstrated consistent sensitivity to diversity. - Satisfactorily ensured client safety and well-being; - Appropriately safeguarded the confidentiality of clients.
10. Initiative and motivation (rated from Poor Initiative and Motivation [1] to Good Initiative and Motivation [5])		
<ul style="list-style-type: none"> - Often missed deadlines and classes. - Rarely participated in class activities. - Often failed to meet minimal expectations in assignments. - Displayed little or no initiative and creativity in assignments. 	<ul style="list-style-type: none"> - Missed the maximum allowable classes and deadlines. - Usually participated in class activities. - Met only the minimal expectations in assigned work - Showed some initiative and creativity in assignments. 	<ul style="list-style-type: none"> - Met all attendance requirements and deadlines. - Regularly participated in class activities. - Met or exceeded expectations in assigned work. - Consistently displayed initiative and creativity in assigned work
11. Awareness of and attention to the unique cultural and societal issues related to disability (rated from Poor [1] to Good [5])		
<ul style="list-style-type: none"> - Does not use person first language. - Assumes that disability is always the primary presenting problem. 	<ul style="list-style-type: none"> - Uses person first language the majority of the time. - Considers all developmental and case related information in 	<ul style="list-style-type: none"> - Works actively in the advocacy of persons with disability. - Effectively integrates all case related information

<ul style="list-style-type: none"> - Does not acknowledge the impact of developmental tasks on the experience of disability. - Is unaware of own feelings and emotional reaction to disability. 	<ul style="list-style-type: none"> - formulating the case conceptualization. - Demonstrates some willingness to explore own emotions and reaction to disability. 	<ul style="list-style-type: none"> - into the case conceptualization, including cultural, developmental, and psychosocial aspects of disability. - Readily addresses and accepts feedback on personal emotional reaction to disability.
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*** The Rehabilitation Counseling Faculty would like to thank the Counseling Education Program at the College of William and Mary for their significant contribution to this procedure through the sharing of their evaluation policies.*

**Rehabilitation Counselor Education Program
Professional Performance Review Policy
Review Form (Rev. 9/08)**

Note: Faculty issuing this notification shall rate and describe each area of concern. Copies shall be provided to the student and the student's academic advisor.

Student: _____

Course: _____

Instructor: _____

Course: _____ Semester: _____ Course Grade (if applicable): _____

Performance Criteria and Rating:

1. Openness to new ideas:

Open				Closed
5	4	3	2	1

Changes Needed:

2. Flexibility:

Flexible				Inflexible
5	4	3	2	1

Changes Needed:

3. Cooperativeness with others:

Cooperative				Uncooperative
5	4	3	2	1

Changes Needed:

4. Willingness to accept and use feedback:

Willing				Unwilling
5	4	3	2	

Changes Needed:

5. Awareness of own impact on others:

Aware				Unaware
5	4	3	2	1

Changes Needed:

6. Ability to deal with conflict:

Able				Unable
5	4	3	2	1

Changes Needed:

7. Ability to accept personal responsibility:

Able				Unable
5	4	3	2	1

Changes Needed:

8. Ability to express feelings effectively and appropriately:

Able				Unable
5	4	3	2	1

Changes Needed:

9. Attention to ethical and legal considerations:

Attentive				Inattentive
5	4	3	2	1

Changes Needed:

10. Initiative and motivation:

Good				Poor
5	4	3	2	1

Changes Needed:

11. Awareness of and attention to the unique cultural and societal issues related to disability

Good				Poor
5	4	3	2	1

Changes Needed:

SIGNATURES (Signatures indicate that the student and issuing faculty have met to discuss this notification and that the student has received a completed copy.)

Date: _____

Student: _____

Issuing Faculty: _____

Program Director (as needed): _____

COURSE POLICIES

Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, (435)797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice. Their website can be found at: <https://www.usu.edu/drc/>

Grade Point Requirements

Graduate Students - All graduate students must maintain 3.0 grade point average to remain an active student in the graduate program.

Academic Honesty

It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.

Notice of Academic Dishonesty

The University expects that students and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of specific standards of the University concerning academic honest, the following information is quoted from the code of Polices and Procedure for Students at Utah State University, Article V, Section 3; Violations of University Standards, Acts of Academic Dishonesty:

- A. Cheating includes intentionally: Using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity; Depending upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; and Engaging in any form of research fraud.
- B. Falsification includes the intentional and unauthorized altering or inventing of any information or citation in an academic exercise or activity.
- C. Plagiarism includes knowingly representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials
<http://catalog.usu.edu/content.php?catoid=12&navoid=3140&hl=Integrity&returnto=search>).

Violations of the above policy will subject the offender to the University discipline procedures as outlined in Article VI, Section 1 of the Handbook. Those procedures may lead to: (a) a reprimand; (b) a grade adjustment; (c) being placed on warning or probation; (d) suspension from the University; or (e) expulsion from the University.

[Learn more about the USU student code of conduct.](#)

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: Article VII Grievances (<https://studentconduct.usu.edu/studentcode/article7>).

The Instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined by the University's Student Code:

PRACTICUM MANUAL

PURPOSE OF THE PRACTICUM

The purpose of the practicum is to enable the student to apply the counseling skills learned in a variety of real-life settings with appropriate supervision and feedback.

DEFINITION, GOALS, AND OBJECTIVES OF PRACTICUM

Definition

The practicum (REH 6140) is 100 clock hours per semester, 40 hours of which must be client contact hours. Client contact is defined as having a direct interaction with the client. This includes observation as well as active involvement with the client. Activities such as case notes, and other paperwork are counted toward the overall practicum hours, but are not counted as client contact hours.

Goals

The goal of the practicum experience is to provide supervised counseling experience in an applied setting appropriate to rehabilitation counseling. This allows the student to continue his/her learning process and increase counseling skills, enabling the student to provide rehabilitation services in a greater variety of professional settings.

Objectives

1. To develop greater skills in counseling as part of the rehabilitation counseling service delivery.
2. To develop or to enhance abilities to interact with clients in a greater variety of service situations.

METHODS OF INSTRUCTION

The student will learn primarily from video recording, reading, studying, and discussing counseling sessions, submitting video recorded sessions for feedback and integrating that feedback in future sessions. In addition students will receive feedback and guidance from a site supervisor and/or university practicum supervisor.

Areas of observing and participating may include:

1. Accepting referral information
2. Contacting clients
3. Counseling and guidance for clients
4. Establishing eligibility
5. Preparing a service plan
6. Arranging services to meet client needs
7. Other activities pertinent to the practicum site

Reading and studying materials may include:

8. Agency plan
9. Policy and Procedural manual

10. Manual of forms
11. New employee orientation manual
12. Confidentiality requirements
13. Other materials and information pertinent to the practicum site

EXPECTATION FOR STUDENTS

1. Students will complete Practicum Application Forms and have them approved and signed by appropriate personnel and submit them to the university practicum supervisor by application deadlines.
2. Students will read the Code of Professional Ethics for Rehabilitation Counselors and commit to following the ethical standards and principles contained in the code by signing the document and submitting a copy with their practicum application.
3. Students are expected to report as professional staff members and to conduct themselves as professionals throughout the practicum adhering to the Code of Ethics for Rehabilitation Counselors.
4. Students are expected to dress and act professionally and to call the agency if they will be late or absent.
5. Students will adhere to the work schedule and regulations of the agency. The agency holiday schedule rather than the university holiday schedule will be observed by students.
6. Students will maintain confidentiality of client information under agency guidelines.
7. Students will maintain weekly communication with university practicum supervisor, and will receive weekly supervision at the practicum site (1 hour weekly).
8. Students will present a case review in their practicum group during the assigned class period. This includes submitting a case conceptualization of the case to be reviewed on the date listed on the class schedule.
9. Students will complete a video recorded counseling session. The following guidelines must be followed in submitting the video recordings.
 - a. The counseling sessions must be at least 20 minutes in length.
 - b. There must be adequate sound. If we can't hear what is being said then the recording will not be accepted.
 - c. We must be able to see you, preferably both you and the client. Please remember that if you are sitting in front of a window, or backlighting is too bright, we won't be able to see you. Your potential discomfort with being filmed is not a reason to not film yourself in an interview.
 - d. Videos will be submitted electronically in Canvas, BOX, or on a flash drive.

- e. Students will also submit a Counseling Skills Evaluation Rubric filled out by both the student and site supervisor, Consent to Counsel Form and Case Conceptualization with the video recording to the university practicum/internship supervisor.
10. Student-employees will maintain a weekly summary of activities experienced, progress related to learning objectives, professional development, supervision and hours spent in the agency (100 hours are required with 40 hours spent counseling of clients). Weekly Summary Forms will be submitted in Canvas and included in a final electronic Practicum Portfolio. Site supervisors may also request copies of weekly summaries. Copies of summaries should also be kept for a personal record.
11. Students will submit a 3 page comprehensive practicum report to the university practicum supervisor before credit will be given.
12. Upon completion of the practicum, the student will complete the Practicum Student Self-Evaluation, the Field Site Evaluation of the Practicum, the Practicum Experience Time Sheet and submit them to the university practicum supervisor before credit will be given.
13. Students will attend and participate in a weekly practicum class.

EXPECTATIONS FOR AGENCIES

1. The agency provides sufficient time to supervise the student (at least 1 hour weekly).
2. The agency provides adequate facilities/equipment and materials to enable the student to function on a professional level.
3. The agency provides an atmosphere whereby the student has an opportunity to benefit from the experience of other members of the staff.
4. The agency should provide the student:
 - Orientation to the agency's program components, policies, and procedures;
 - Introduction to staff and their role and function;
 - Expectations for the practicum experience;
 - Opportunities for observation of rehabilitation service delivery (in the office/facility, conferences, and in the field) in all stages of development.

SUPERVISION OVERVIEW

Site Supervisor Requirements

The site supervisor, acting as a teacher and consultant to the student, plays a critical role in the practicum experience.

1. In accordance with CACREP standards, a site supervisor must be an individual who:

- a minimum of a master's degree, preferably in counseling, or a related profession;
 - relevant certifications and/or licenses, (preferred CRC credential);
 - a minimum of two years of pertinent professional experience
 - knowledge of the program's expectations, requirements, and evaluation procedures for students; and
 - relevant training in counseling supervision.
2. The site supervisor will be expected to set aside a minimum of a one-hour time block weekly so that the student's progress can be evaluated. In addition, the student should have informal access to the supervisor during the practicum hours as the need arises.
 3. Will complete assigned student evaluations and review progress with student.

University Practicum Supervisor

Each student will be under the direction of the university practicum supervisor in the MRC program. The university supervisor will meet with the student's site supervisor and the student during the practicum to participate in the evaluation of the student's performance and to provide feedback. The university practicum supervisor shall make regular contact (e.g., three times per semester, with one being a face to face visit via Skype/Zoom/AdobeConnect) with student site supervisors during the practicum in order to evaluate the student's progress.

INTERNSHIP MANUAL

PURPOSE

This course provides for a supervised experience in which students provide rehabilitation services in a rehabilitation facility or agency. It comprises a minimum of 600 hours work in the agency or facility. Forty percent or a minimum of 240 hours need to be spent in supplying direct services to clients with disabilities.

The internship is designed to expose students to learning situations where they may observe and model individuals performing their professional role functions. In addition, students actually participate in the rehabilitation process with gradually decreasing structure and supervision.

The goal of the internship experience is to learn and to function within a new and different aspect of the rehabilitation process and organizational structure, thus allowing students to continue to learn and to improve their skills. This process will enable them to provide rehabilitation in a variety of settings.

OBJECTIVES

Upon completion of the internship, students shall have demonstrated the ability to:

1. Provide direct rehabilitation counseling services to clients in a structured and supervised setting.
2. Form effective relationships with rehabilitation clients, staff, supervisors, the agency/facility, and external agencies/facilities.
3. Establish and maintain effective counseling relationships.
4. Obtain pertinent diagnostic information and properly interpret the information in conceptualizing problems.
5. Formulate sound and realistic rehabilitation plans, make optimum use of available rehabilitation services, and evaluate the progress of clients in their rehabilitation plan.
6. Plan and organize their work, write reports, and maintain adequate records.
7. Perform rehabilitation counseling tasks with an appropriate level of supervision.
8. Maintain professional and ethical standards in work responsibilities and relationships.

METHODS OF INSTRUCTION

The student will learn primarily from reading, studying, observing, participating in, and discussing various problems and issues with the agency supervisor.

Reading and study materials may include:

1. Agency plan
2. Procedural manual
3. Manual of forms
4. New employee orientation manual

5. Confidentiality requirements
6. Other materials and information pertinent to the internship site.

Areas of observing and participating may include:

1. Accepting referral information
2. Contacting clients
3. Counseling and guidance for clients
4. Establishing eligibility
5. Preparing a service plan
6. Arranging services to meet client needs
7. Other activities pertinent to the internship site
8. Participate in interviews
9. Assume responsibility for arranging services for clients and developing a small caseload. These cases should be representative in terms of complexity, cultural diversity, and disability.

EXPECTATIONS FOR STUDENTS

2. Students will complete the internship application forms, have them approved and signed by appropriate personnel and submit them the university internship supervisor by application deadlines.
3. Students will read the Code of Professional Ethics for Rehabilitation Counselors and commit to following the ethical standards and principles contained in the code by signing the document at the end of the manual and submitting a copy with their internship application.
4. The internship should be regarded as a concentrated work experience, which includes direct client contact.
5. Students are expected to report with regularity, as professional staff members and to behave as professionals throughout the internship adhering to the Code of Professional Ethics for Rehabilitation Counselors.
6. Students are expected to dress and to act professionally and to call the agency if they will be late or absent.
7. Students will maintain weekly communication with the university internship supervisor, and meet at least one hour a week with an on-site agency supervisor.
8. Students will adhere to the work schedule and regulations of the agency. The agency holiday schedule rather than the university holiday schedule will be observed by students.
9. Students will maintain confidentiality of client information under agency guidelines.
10. Students will maintain a weekly summary of activities experienced, progress on learning objectives, personal reactions, professional development and total hours

worked at the agency including client contact hours. The Weekly Summary Form will be submitted to the university supervisor and every week. Site supervisors may also request a copy of the weekly summary. Copies of the summaries should be kept for personal record.

11. Attend and participate in internship classes.

Attendance Policy: If you have to miss a class, let us know ahead of time. Obviously, some things cannot be predicted. Due to the structure and requirements of the class, missing a certain number of classes may result in not passing the class.

12. Video record the assigned number of counseling sessions for evaluation by the instructors and feedback by peers. The following guidelines must be followed in submitting the video recordings, or they will be rejected, and no points will be awarded for them.

- a. The counseling sessions must be at least 20 minutes in length.
- b. There must be adequate sound. If we can't hear what is being said then the recording will not be accepted.
- c. We must be able to see you, preferably both you and the client. Please remember that if you are sitting in front of a window, or backlighting is too bright, we won't be able to see you. Your potential discomfort with being filmed is not a reason to not film yourself in an interview.
- d. Videos will be submitted electronically in Canvas, BOX, or on a flash drive.
- e. Students will also submit a Counseling Skills Evaluation Rubric filled out by both the student and site supervisor, Consent to Counsel Form and Case Conceptualization with the video recording to the university internship supervisor.

13. Students will submit a 3 page Comprehensive Internship Report to the university internship supervisor discussing the overall internship experience and progress related to learning objectives before credit will be given.

14. Complete other necessary paper work at the end of the Internship experience. This includes the Internship Student Self-Evaluation, Internship Field Site Evaluation, Internship Experience Time Sheet, and Final Comprehensive Internship Report.

EXPECTATIONS FOR AGENCIES

1. The agency provides sufficient time to supervise the student.
2. The agency provides adequate support staff, facilities/equipment, and materials to enable the student to complete the agency internship and function on a professional level.

3. The agency provides an atmosphere whereby the student has an opportunity to benefit from the experience of staff members.
4. The agency should provide the student:
 - a. orientation to the agency's program components, policies, and procedures;
 - b. introduction to staff and their role and function;
 - c. expectations for the internship experience;
 - d. opportunities for observation of rehabilitation service delivery (in the office/facility, conferences, and in the field) in all stages of development.
5. The agency provides work rules and guidelines to the student as part of the overall orientation to the agency.
6. The student's caseloads should represent a cross-section of clients. Emphasis on case assignment should focus on the student's specialty area, where possible.

SUPERVISION OVERVIEW

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RESOURCES

POSSIBLE PRACTICUM AND INTERNSHIP SITES

The Rehabilitation Counseling Program at Utah State University has had students placed in a wide variety of professional settings. The following is a list of professional agencies where we have had students placed.

- State Vocational Rehabilitation Agencies
- Choose to Work Programs
- Veteran's Administration: VR Counseling and Employment Units
- Division of Services for People with Disabilities
- Deseret Industries
- Disability Law Centers
- Easter Seals Society
- Goodwill Industries
- Disability Resource Centers at universities, colleges and post-secondary institutions
- LDS Employment and Resource Centers
- Independent Living Centers
- Post High Special Education Programs
- Private non-profit Vocational Rehabilitation Agencies
- Vocational Rehabilitation Service Providers
- Department of Workforce Services
- Supported Employment Agencies
- Assistive Technology Programs
- Mental Health Institutions and Agencies
- Substance Abuse Treatment Programs
- Division of Services for the Blind and Visually Impaired
- Division of Services for the Deaf and Hard of Hearing
- Hospital Vocational Rehabilitation Counseling Units
- Native American Vocational Rehabilitation Counseling Programs
- Workers Compensation Fund

PRACTICUM AND INTERNSHIP FAQs

When is the MRC Practicum/Internship Orientation held?

The MRC Pr/In Orientation is a mandatory meeting held during spring for students preparing to begin practicum and internship during the upcoming semesters.

What is the primary focus of the practicum and internship experience?

The primary focus of the practicum and internship is for students to have the opportunity to practice and improve their rehabilitation counseling skills/techniques and use of the counseling theories/models to further develop and improve their counseling strategies.

How many credits is the practicum and internship?

The practicum is 3 credits and the internship is 9 credits. The practicum course (3 credits) will be taken during summer semester. The internship course will be divided between the following fall (4 credits) and spring (5 credits) Semesters.

What constitutes direct client contact hours?

Client contact hours are defined as times when practicum students and interns are working directly with clients. For practicum students, this can include observing other professionals working with clients. Observation of clients may count for some internship situations, but must be approved by the Utah State University supervisor. "Working with clients" means engaging with clients for the purpose of accomplishing the purpose of the agency serving as the practicum/internship site.

Examples of Approved Client Contact -

- Assessment and appraisal
- Treatment planning with the clients
- Career (vocational) counseling
- Individual and group counseling treatment interventions
- Interventions to remove environmental, employment, and attitudinal barriers
- Job analysis, job development, and placement services when the client is present

Examples of Activities Not Approved for Client Contact Hours -

- Doing Paperwork and case management
- Staff meetings (even when talking about your clients)
- Time spent in the presence of clients but not engaged in clinical work.
- Supervision Meetings

Can I do all my practicum and internship hours at the same agency?

This depends on the interests, needs and career goals of the student. If you are employed with an approved vocational rehabilitation agency which provides VR counseling to people with disabilities, you may complete all of your clinical hours at your workplace or you may want to explore other VR agencies or service providers. Employed VRC's have completed part time internships with mental health institutions, vocational evaluation units and private rehabilitation facilities. If you are new to VR and/or unemployed, you may divide your clinical hours among two or three agencies to acquire more experience and knowledge as to the functioning of the various agencies.

How should my practicum/internship learning objectives be written?

Objectives should be written in first person stating what you want to accomplish, how you are going to accomplish your objective and how you will measure your progress. Learning objectives should be meaningful to you and appropriate for the setting you are working in. This is an opportunity for you to identify areas for professional development and focus on what will help you become a more effective rehabilitation professional.

Do I need a background check before beginning my clinical experience?

Most agencies now require a background check which must be done as soon as the decision on where you are going to serve your practicum or internship is made. Usually the agency will give you direction on where and how to go to complete this procedure.

If I have other questions regarding the practicum or internship who can I contact?

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