



# VCU

College of Health  
Professions

Rehabilitation Counseling

**DEPARTMENT OF  
REHABILITATION COUNSELING  
HANDBOOK OF SUPERVISED CLINICAL  
EXPERIENCES**

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*\*updated August 2023*

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## **Introduction**

This manual gives an overview of the supervised clinical experiences including Practicum (RHAB 692) and Internship (RHAB 693/5). This document includes requirements and procedures for your program of study in the Master of Science degree program in Rehabilitation Counseling at Virginia Commonwealth University. This document is intended to compliment other Department of Rehabilitation Counseling materials and publications (e.g., the Department Student Handbook and the VCU Graduate Student Bulletin). This manual is subject to ongoing review and revision.

The faculty members of the Department of Rehabilitation Counseling have the ultimate responsibility and authority for the continued development, implementation, and oversight of the practicum and internship systems (e.g., Supervised Clinical Experiences). The Clinical Coordinator is a liaison for community sites that provide training opportunities for Practicum and Internship students.

This manual deals with the philosophy and general expectations for all students enrolled in Supervised Clinical Experiences. Definitions of specific processes are provided so that all stakeholders including: Students, On-Site Supervisors, and the Faculty Supervisor have a common vocabulary to communicate experiences, expectations, and requirements for the Practicum and Internship. Also, the manual outlines the specific requirements, time frames, and responsibilities of the Student, On-Site Supervisors, and Faculty Supervisors. The Appendix contains the forms used by the students to complete the requirements of the Practicum and Internship.

## **Philosophy**

As a central and culminating part of the Master's in Rehabilitation and Mental Health Counseling, each Practicum and Internship student is expected to acquire a broad range of supervised clinical experiences. These are planned, integrated, sequential, and supervised experiences to ensure students are exposed to diverse roles, populations, settings, and types of interventions. Consistent with the mission and goals of the Department of Rehabilitation Counseling, the clinical training sequence provides a variety of professional opportunities for students by networking with rehabilitation, clinical mental health, and health care agencies throughout Virginia and the United States.

Supervised clinical experiences in a rehabilitation and/or counseling/clinical setting are required for all Practicum and Internship students. Clinical practice provides an opportunity for all students to develop techniques and skills in connection with the total rehabilitation and mental health counseling process. Since the clinical experiences are crucial components of the Master's degree curriculum in the Department of Rehabilitation Counseling, each entering graduate student is urged to begin thinking and planning for the Practicum and Internship as early in the program as possible.

Growth in knowledge, professionalism, and ethical practice occurs when Rehabilitation and Mental Health Counseling students are encouraged to take responsibility for their own learning processes. Practicum and Internship students should be active in the process of receiving

professional supervision, self-monitoring, and specific structured supervisory and collaborative work. Students should have exposure to didactic and experiential role-modeling experiences, but are expected to develop self-assessment and self-monitoring skills.

Your clinical experiences provide an opportunity for you to grow and develop as a helping professional, with guidance and support close at hand. Many Practicum and Internship students feel challenged as they begin to interact with clients and staff members. You may feel overwhelmed at first, as you try to remember counseling theory and techniques, to recall academic coursework concerning such areas as human development or multicultural issues, to keep in mind ethical guidelines, and to think about agency procedures, regulations, and policies—all while trying to attend to your first few clients! Just remember that transition time is necessary and normal as you are taking on a new, professional role on top of many other responsibilities. This is a time to build a framework of professional relational skills on a foundation of the material you have learned in your counseling program courses, your own life experiences, and your personal values and philosophies. This framework is composed of new perspectives, understandings, abilities, and skills, added gradually and with care.

During your Practicum and Internship, you will develop some of the specific personal attributes and professional competencies that you will use during your professional counseling career. On-site and faculty supervisors are dedicated to helping you develop both personally and professionally. The faculty in the Department of Rehabilitation Counseling urge you to take this opportunity to be open to any and all feedback in an effort to become the best counselor possible.

## Definitions

### Practicum

The Practicum is a planned, structured learning experience providing you an opportunity to apply, develop, and supplement the skills and knowledge developed in the academic setting. It is a training method that involves experiential activities to achieve the learning objectives. It involves learning by observing and participating under the guidance and direction of a qualified supervisor.

The Practicum requires a minimum of 100 contact hours, 40 of which are direct contact with clients. The Practicum is offered once a year during the Spring semester (e.g., RHAB 692). Prerequisites include successful completion RHAB 691. *Students will have a Practicum site prior to enrollment in 692.* Practicum must take place over at least 10 weeks of the semester while enrolled in RHAB 692, although students are required to maintain presence at their sites through the end of the semester regardless of hours accrued.

**The first call for a Fall placement is October 1 with the deadline of November 1 *the year before* you would like to enroll in 692. The first call for a Spring placement is May 1 with the deadline of June 1 *the year before* you would like to enroll in 692. Initial informational calls/meetings will occur in October and May. Students are expected to attend in order to be placed for the following year.**

### Internship

The Internship is a planned, structured learning experience providing you an opportunity to

apply, develop, and supplement the skills and knowledge developed in the academic setting. It is a training method that involves experiential activities to achieve the learning objectives. It involves learning by observing and participating under the guidance and direction of a qualified supervisor.

The Internship requires a minimum of 600 contact hours with a minimum 240 of which need to be direct contact hours with clients. Typically, interns complete the Internship over at *least* 2 consecutive semesters (e.g., Spring and Summer). If a student requires an exception to finish in a shorter timeframe, this exception must be approved by the Faculty Adviser, the Clinical Coordinator, and the Departmental Chair prior to enrollment in the course.

### Hour definition

*Direct client contact/direct service* is defined as activities such as assessment, case management, group, individual, or family counseling, that would directly involve the client. Any activity done face-to-face or via technology (e.g., videoconference, phone call) with a client that is **therapeutic in nature** would count as direct service (See Appendix I for more information). The minimum time increment is 15 minutes.

*Indirect client contact/direct service* includes activities such as appointment reminder calls, writing letters of accommodation, supervision, writing case notes, doing research on a client diagnosis or counseling activity, or client staffings without the client present. Indirect service is time spent in management, administration or other aspects of counseling service ancillary to direct client contact (See Appendix I for more information).

Driving time can be counted toward indirect hour accumulation ONLY if driving to clients' homes or client-related appointments in the community is required of the student in his or her placement. *If working at client homes is required of the student, the Clinical Coordinator must be informed.* Time can only be counted when students are traveling to a clients' home or client-related appointments during their hours on site and making these appointments for or with clients is a requirement of his or her site and internship responsibilities. *Long distance driving for client purposes that may be found in rural areas would need to be approved by Clinical Coordinator prior to logging hours and would be limited to a finite number of hours.* Commuting to-and-from work and other appointments that are not related to client cases does *not* count. (For example, a student spends Wednesdays from 8-5 at their site. From 9:30-10 they drive across Richmond to Goodwill to meet a client at their job site. This would count as *indirect* case management time in internship. It would just be like if someone was at their internship working on case files or researching for a client session. Students are technically accruing indirect service time working at their site.)

### Practicum or Internship Site

The internship site is an organization, facility, institution, or program, which provides a rehabilitation and/or mental health practice setting and appropriate supervision for a student enrolled in a Supervised Clinical Experience. All Practicum and Internship sites must have executed an Affiliation Agreement with VCU.

## Practicum Student

A practicum student is a graduate student who is enrolled in the Advanced Professional Issues course (RHAB 692). Students will be participating in supervised, practical, professional activities in an approved site. Your participation provides you an opportunity to apply the knowledge and skills learned in the classroom to a variety of consumers and facilities. You are required to abide by the contractual obligations laid out in this handbook as well as your course syllabus.

## Intern

An intern is a graduate student who is enrolled in the Internship courses (RHAB 693/5). You will be participating in supervised, practical, professional activities in an approved site. Your participation provides you an opportunity to apply the knowledge and skills learned in the classroom to a variety of consumers and facilities. You are required to abide by the contractual obligations laid out in this handbook as well as your course syllabus.

## On-Site Supervisor

The On-Site Supervisor is the individual responsible for students at each Practicum or Internship Site. Responsibilities will vary according to the facility and specific student learning objectives. The On-Site Supervisor arranges for adequate facilities, provides a general orientation to the setting, participates in evaluations, and provides one hour of weekly, on-site supervision. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision. All on-site supervisors will sign a contract and additional paperwork prior to engaging in supervision with a student (See Appendix D and E).

## Faculty Advisor

A faculty member of the Department of Rehabilitation Counseling is appointed to each graduate student when accepted into the Department. Among many duties, the Faculty Advisor assists you in assessing career goals, giving guidance regarding career plans, student evaluation, and aids you in your development through the program. The Faculty Advisor also is available if you have difficulties or concerns regarding your placement during the Supervised Clinical Experience, however any concerns regarding your Clinical Experiences should be addressed with the Clinical Coordinator first.

## Faculty Supervisor

Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.

The assigned course instructor for RHAB 692 and RHAB 693/5 is typically the faculty supervisor. The Faculty Supervisor is assigned to provide group supervision; provide formative and summative evaluation; assess, coordinate, and guide your activities; and provide a final grade of your progress. The Faculty Supervisor works with both the student and the On-Site Supervisor.



The Faculty Supervisor will have the following responsibilities:

1. Be a liaison between the university and the site
2. Be in consistent contact with the on-site supervisor over the course of the semester
3. Document that all required paperwork is completed (e.g., site affiliation agreements, contracts, evaluation forms, etc.)
4. To visit, as requested or as needed, the agency for conferences with you and the On-Site Supervisor
5. Assist you in integrating academic knowledge with clinical practice
6. Evaluate the effectiveness of your preparation

### Clinical Coordinator (this person may also be an assigned Faculty Supervisor)

The Clinical Coordinator is the Department of Rehabilitation Counseling faculty member responsible for assisting you in locating appropriate placements for the internship, coordinating development of new and existing facility relationships, and maintaining communication with Interns regarding internship requirements. Additional duties include approving your internship arrangements, maintaining internship information resources, ongoing site visits and communication to enhance site and university partnership, and maintaining a roster of current placements.

## General Information

### Criminal Background Checks

VCU policy does not require students to undergo criminal background checks, drug screenings, credit checks or the like as a condition of acceptance or enrollment.

However, clinical experiences or field internships may be an integral part of your academic program. Many of the clinical affiliates with which the University contracts to provide such clinical experiences do require criminal background checks, health screenings or drug screens as a condition of allowing students to participate in the clinical experience. Some affiliates may also require credit checks, Department of Motor Vehicles records check, review of professional disciplinary records, registry searches of certain types of sex offenders and/or verification of Social Security Numbers or legal residency.

Students assigned to a clinical rotation or internship at a clinical facility are personally responsible for completing the required checks or screening and assuring that results are obtained by the facility that asks for them. Students also will be required to bear the costs of such tests. It will be the decision of the clinical affiliate whether the student will be allowed to participate in the clinical activities. Virginia Commonwealth University does not assume any responsibility for obtaining or evaluating the results of a criminal background check, drug screen or other check, maintaining the records of results or for delivering them to clinical sites. Students may *not request* to be assigned only to those sites that do not require such checks. Students who refuse to undergo a criminal background check or drug screen or other required check may not be able to be placed at another facility and consequently may not be able to complete program requirements and graduate. The University will make reasonable efforts to place all enrolled students in clinical training. Recent Virginia legislation changes regarding the legality of cannabis possession do not change above requirements.

Clinical placement is a first step toward a career in the health professions and background checks and drug screens are typical components of hiring processes for such jobs. Sites may or may not follow through or they only do one and not the other. This is unique to agencies and the department doesn't necessarily know what they will do. **For that reason, students should always expect to have a background check and drug screen.** If you have a prescription for a controlled substance, contact the clinical coordinator.

Students are also reminded that licensing boards for certain occupations and professions may deny, suspend or revoke a license, or may deny the opportunity to sit for an examination, if an applicant has a criminal history or is convicted or pleads guilty or *nolo contendere* to a felony or other serious crime. Students should consult the licensing board of their intended profession for further information. Successful completion of a program of study at VCU's College of Health Professions does not guarantee licensure, the opportunity to sit for a licensure examination, certification or employment in the relevant occupation. **Students unable to obtain a clinical site due to questionable background checks may be subject to Administrative Review, with a possible recommendation for dismissal from the program. If a student is dismissed from a site because they either refuse a background check/drug screen or other reasons related to the background check/drug screen, they will be unable to be placed that semester and will be required to meet with the clinical coordinator and their advisor and may be subject to Administrative Review, with a recommendation for possible dismissal from the program.**

Students are also reminded that licensing boards for certain occupations and professions may deny, suspend or revoke a license or may deny the opportunity to sit for an examination if an applicant has a criminal history or is convicted or pleads guilty or *nolo contendere* to a felony or other serious crime. Students should consult the licensing board of their intended profession for further information. Successful completion of a program of study at VCU's College of Health Professions, Department of Rehabilitation Counseling does not guarantee licensure, the opportunity to sit for a licensure examination, certification or employment in the relevant occupation.

## Required Immunizations

In compliance with the code of Virginia (Section 23-7.5), VCU requires all full-time students to provide documentation of their immunizations.

These are the requirements for students enrolled in the schools of Dentistry, Health Professions, Medicine, Nursing, or Pharmacy:

- 3 Hepatitis Bs AND a positive titer
- 2 MMRs after 1st birthday OR a positive titer
- 1 Meningococcal vaccine OR a signed waiver
- 1 Tdap within the past 10 years
- 2 Varicella vaccines OR a positive titer
- 1 Influenza vaccine annually (see below for details)
- Documentation of the primary polio vaccine series is required for students  $\leq 18$  years old OR students from high risk countries (Afghanistan, Nigeria, Pakistan) OR for some away rotations.
- Tuberculosis testing (2-Step TST or IGRA on admission & annually thereafter; chest x-ray required if testing is positive)

All Health Sciences students are required to have an annual flu vaccine, unless your program is on the Health Sciences Exempted Programs List or you have submitted a Health Sciences Influenza Vaccination Exemption Request. Documentation of flu vaccine must be submitted to Student Health by December 1. If your program starts in January, please submit your current flu vaccine as soon as possible. Click here for details about how to submit your flu vaccine documentation.

### Submitting Your Immunization Record

You must **complete an electronic Certificate of Immunization AND upload a copy of your vaccine records.** Otherwise your records will be considered incomplete, and a hold will be placed on your account.

Please do not submit completed forms multiple times as this delays the data entry process.

Please allow up to 15 business days for your records to be reviewed and updated.

You may also hand deliver your records to either clinic location (Monroe Park or MCV) OR email, fax, or mail completed forms and documentation to:

University Student Health Services: Immunizations Department

Box 842022

Richmond, VA 23284-2022

Phone: (804) 827-8047

Fax: (804) 828-1093

Email: [ushsimmuniz@vcu.edu](mailto:ushsimmuniz@vcu.edu)

If you need further assistance, please call or email the Student Health Immunization Department.

During your site selection keep in mind some sites, such as hospitals, may require you, at your own expense, to give proof of certain additional vaccinations, provide the results of a criminal background check, submit to an illicit substances check, and require you to provide medical evidence you are free of such conditions as AIDS, Hepatitis, and Tuberculosis. If you choose to complete your internship in such a facility you must adhere to their requirements, but you may choose another internship site that does not require such expense on your part.

### Liability Insurance

Students enrolled in Practicum or Internship are required to obtain and maintain Professional Liability Insurance. Plans can be acquired through the American Counseling Association, HPSO, or IARP. Paperwork must be filed with your Faculty supervisor prior to beginning work at your site.

*\*If you are in the certificate program, be advised that ACA student insurance may not cover post-master's students*

### International Students

All international students should contact VCU's Global Education Office within the first semester. In order to be placed at many of our sites for clinical classes, students need a social security number in order for a background check to be performed. Please make yourself familiar with the site before reaching out to the office.

Please inform your advisor and the clinical coordinator if this process applies. A special form, called F-1 Curricular Practical Training (CPT), needs to be completed and the GEO office

can assist you. There are portions that have to be completed by the student, VCU advisor or clinical coordinator, placement site and VCU GEO before an appointment can be made with the Social Security Office. This process can take months so early planning is crucial.

Office information: <https://global.vcu.edu/students/immigration/>  
804- 828-8471

For program placement information click [here](#)

### QMHP and QMHP-Trainee(E)

The Virginia Licensing board has made a distinction for those practicing in the counseling field that are not yet licensed. In some cases, it can be advantageous for master's-level counseling students to obtain a QMHP or QMHP-T prior to or during their clinical placements. Be advised that this designation may assist you in pursuing a mental health counseling placement and be helpful if you plan to work toward your LPC. To register as a QMHP (A or C) or QMHP-T, you will need to use the on-line application through Virginia Board of Counseling. You can find more information [here](#).

### Site Selection

In order to select a placement site for Practicum and Internship, you are required to consult with the Clinical Coordinator *during the year before your enrollment in each course*. This consultation meeting is imperative, required, and not elective. **The first call for a Fall placement is October 1 with the deadline of November 1 the year before you would like to enroll in 692. The first call for a Spring placement is May 1 with the deadline of June 1 the year before you would like to enroll in 692. Initial informational calls/meetings will occur in October and May. Students are expected to attend in order to be placed for the following year. If this timeline is not adhered to, the department may be unable to place you during the semester in which you originally intended to enroll in 692.**

*Should you decide to withdraw from practicum or internship either prior to the start date of the semester or during – you must discuss your intentions with the clinical coordinator prior to making such a decision.*

### Telemental Health

Telemental health delivery became ubiquitous during COVID-19. Some sites may still rely on this modality post-pandemic. Your site may allow or require both in person and telemental health service delivery during your clinical placement.

### Interviewing for Clinical Placements

Students will work with the clinical coordinator to set up any necessary interviews for field placements. It is possible that students may need to interview with several sites before a formal placement is determined. Professional interviewing is a critical skill set for counseling trainees. If a student does not receive an offer for a placement because of identified professional or personal concerns that are relayed to the clinical coordinator by the site, a developmental plan may be initiated within the department prior to the student being able to interview for future placements.

## Completing Practicum or Internship at Employment Site

Some students may be working in an employment site that can double as their Practicum or Internship placement. Those that are employed and would like to use their employment as a clinical placement must keep in mind the following:

- This must be approved by the Clinical Coordinator prior to the semester in which you'd like to enroll in the clinical course.
- Students using their place of employment for practicum or internship recognize that they must engage in a pre-approved plan to integrate *substantive new learning* into their work to satisfy fieldwork requirements.
- An additional contract and/or paperwork may be required
- If a student leaves the place of employment for any reason (e.g., quits, gets fired, etc.), it may impact the student's ability to complete the clinical experience during that semester in which they are enrolled. Be advised you may need to retake the clinical course in which you were enrolled if you do not complete the requirements.

## Affiliation Agreement Process

If you plan to complete your Practicum or Internship at a new site that does not currently have an active agreement with VCU, you must procure one. VCU requires that a *University Affiliation Agreement* be signed by the University, the Department, and the affiliating organization prior to engaging in provision of clinical training for any student. This Agreement identifies the terms of the relationship between the two entities. Therefore:

Students must contact the Clinical Coordinator to determine whether an Affiliation Agreement between VCU and the desired site exists. If an agreement is not yet in place, the Clinical Coordinator (in consultation with the student's adviser) will determine the appropriateness of the potential site. The student must provide the site contact information needed to initiate this process as early as possible, or at least one semester before enrolling in Practicum (which is part of RHAB 692). If the site is determined to be appropriate for fieldwork, the Clinical Coordinator will initiate the process of securing an Affiliation Agreement between the site and VCU. If this process does not occur in advance of the semester in which the student wishes to engage in fieldwork, the fieldwork experience will be delayed until the Agreement is in place.

The following information is required in order for the agreement to be initiated by the Clinical Coordinator:

- i) Name and email address of Executive Director
- ii) Name and email address of site supervisor

Distance Learning students are encouraged to determine if an Affiliation Agreement exists (and to provide contact information for potential fieldwork sites if needed) well in advance of their clinical training, even if they are using their place of employment to fulfill fieldwork requirements.

A list of previously approved sites can be made available to you via the Clinical Coordinator.

## Digital Tracking for Hours and Evaluations

Time2Track is a digital service that will be used during both Practicum and Internship to

track and log hours as well as to manage the distribution and collection of evaluations. All functions of this account will be described to students in their respective courses. A subscription for each student will be purchased with collected student fees at the time of enrollment in clinical courses. The website and other information can be found here: <http://time2track.com>

## Lyssn

Lyssn is an artificial intelligence training and QI platform that uses gold-standard evaluation tools to assess and improve fidelity to evidence-based practices. Intuitive, on-demand training modules provide the same kind of feedback as an expert clinical evaluator, using the same metrics. We use this software to support students in developing clinical skills through several courses. We encourage students to practice with one another outside of courses and use the provided tools to grow and develop as counselors. A subscription for each student will be purchased with collected student fees at the time of enrollment in clinical courses.

## Supervisor qualifications

Site supervisors will have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision. Relevant training can be provided by the department.

## Timeline for Supervisors

**Introductory Letter to Site Supervisors and Review of the Handbook:** During the first two weeks of the semester of both Practicum and Internship (or before), the faculty supervisor/clinical coordinator will send site supervisors an introductory email, which will outline the purpose, goals, and schedule of the course as well as an invitation for them to attend the Site Supervisor Orientation/Education program. In addition, the supervisor will receive a copy of the Clinical Experiences Handbook including the Professional and Clinical Performance Review form that she or he will be asked to complete at the middle and end of the semester. The on-site supervisor will also complete an On-Site Supervisor Contract if they have not yet done so.

**Site Supervisor Orientation/Education:** Early in the semester, site supervisors will be invited to attend an orientation program conducted by the faculty supervisor or clinical coordinator. The purpose of this program is to provide site supervisors with general information about the Rehabilitation and Mental Health Counseling program and with specific information about the Practicum and Internship courses. It is also intended to personalize the relationship between the university and the field placement sites and to begin the development of mutually beneficial working relationships. This orientation will take place through videoconference. Individual calls for the purpose of orientation will be made to supervisors unable to participate in the group meeting.

**Site Visits/Initial Meetings by Faculty Supervisor/Clinical Coordinator:** The faculty supervisor or clinical coordinator will visit or facilitate an initial, virtual meeting with all new sites that are supervising students for the first time. This initial meeting will take place in order to

get a first-hand “feel” for the student’s internship experience, to offer support to the site supervisor and to get feedback from the supervisor regarding progress and problems to date. When feasible (e.g., geographical location) the clinical coordinator will make a physical visit. For those sites that service Distance Learning students and are out of the geographical area, virtual meetings via videoconference or phone will be set up. These visits/meetings will be continued every two to three years in order to maintain strong working relationships. Should issues arise or on-site supervisors change, visits may happen more frequently.

**Ongoing Communication:** The faculty supervisor will reach out to site supervisors periodically throughout the semester to check in on student progress. In some cases, more frequent communication may be needed between the site supervisor and the faculty supervisor. The faculty supervisor’s role is to support the site supervisor and he or she will be available for ongoing consult as needed.

**Final Email to Site Supervisors:** Near the end of each semester, the faculty supervisor/clinical coordinator will send an email to all site supervisors, thanking them for their participation and their completion and submission of the Professional and Clinical Performance Review, and soliciting their general feedback regarding the clinical experience.

**Evaluation of Students:** On-site supervisors will be responsible for evaluation student growth and skill-development over the course of each semester. The Professional and Clinical Performance Review form will be used (See Appendix G). This evaluation will be completed at both at mid-term and the end of each semester. This evaluation will be shared with the student and the faculty supervisor/clinical coordinator. These evaluations will be completed in Time2Track.

## Safety in the Clinical Setting

### *Communicable Disease or Injury*

If you are sick or if you have suffered an injury that would prevent you from actively participating in your clinical assignment, you should use discretion in reporting for clinical assignments. This is particularly true if you have a fever or other obvious signs or symptoms or if you have been diagnosed with or suspect you have a disease that could be transmitted to a patient. If you have any questions as to whether you should attend your clinical assignment, you should discuss your condition with your Clinical Coordinator, academic advisor, or the Department Chair before reporting. Do not contact the Clinical Instructor/Supervisor at the clinical site.

If, at any time, you are instructed not to participate in clinic by the Department Chair, faculty or the Clinical Instructor/Supervisor, time missed will affect your clinical hours. It is unacceptable to attend but not actively participate in your clinical assignment.

### *Standard Precautions - Prevention of Transmission of Communicable Disease*

Since health history and examination cannot identify all people with HIV or other pathogens, blood and body fluid precautions should be consistently used for all people. All students shall utilize the following guidelines.

- Use appropriate barrier precautions to prevent skin and mucous membrane exposure when contact with blood or body fluids is anticipated.

- Gloves must be worn for touching blood and body fluids, mucous membranes or non-intact skin; for handling soiled items or surfaces with blood or body fluids; and for performing venipuncture. Change gloves and wash hands after contact with each person.
- Masks and protective eyewear must be worn during procedures likely to generate droplets of blood or other body fluids to prevent exposure to mucous membranes of the mouth, nose and eyes.
- You are responsible for knowing your particulate mask size
- Gowns or aprons must be worn during procedures likely to generate splashes of blood or other body fluids to prevent exposure to skin.
- Wash hands and other body areas immediately if contaminated with blood or other body fluids.
- Wash hands immediately after removing gloves. (See Blood/Body Fluid Exposure section)
- To prevent needle stick / injection injuries, needles must not be recapped, bent, broken or manipulated by hand. After use of disposable needles syringes, blades, and other sharp items, place in puncture resistant container.
- Mouthpieces, resuscitation bags or other ventilation devices should be used to decrease transmission of infection during mouth to mouth resuscitation.
- Students with exudative lesions or weeping dermatitis should refrain from all direct care until the condition resolves.

#### *Blood and Body Fluid Exposure*

ALWAYS First CALL MCV STUDENT HEALTH 828-9220 (SEE BELOW FOR AFTER HOURS) As a student in the Rehabilitation Counseling Department, you are required to participate in clinical education course work. Any occupational exposure to blood and/or body fluid should be treated with medical urgency and evaluated by a specially trained health care practitioner. If medications are prescribed to treat exposure to HIV, the optimal start time is within one to two hours of that exposure. Please report all exposures to MCV Student Health so they can provide you with appropriate care and follow-up of these injuries.

#### *Students Rotating at MCV Hospitals*

If a student experiences a blood or body fluid exposure, he/she should:

1. IMMEDIATELY WASH THE SITE FOR 5 MINUTES with soap and water or flush eyes with normal saline or tap water for 15 minutes (remove and discard contact lenses)
2. REPORT THE INJURY TO YOUR ON-SITE CLINICAL INSTRUCTOR/DEPARTMENT SUPERVISOR IMMEDIATELY.
3. IMMEDIATELY OBTAIN A MEDICAL HISTORY ON THE SOURCE PATIENT AND HAVE BLOOD SPECIMENS DRAWN: HIV, Hepatitis B Surface Antigen, Hepatitis C antibody & Hepatic panel. (Previously drawn labs are acceptable if dated in the past 30 days, the source patient's verbal assurance of being disease free is not acceptable in any situation.)
4. Call MCV Student Health, 828-9220, as soon as possible after treatment of injury site.
5. Complete incident report form (as appropriate for each location)
6. CONTACT YOUR DEPARTMENT OF RADIATION SCIENCES CLINICAL COORDINATOR (or Program Director if Coordinator is unavailable).

*Injury during work hours Monday – Friday, 8 a.m. – 4:30 p.m.*

MCV Student Health - (804) 828-9220  
1000 East Marshall Street, Room 305



*Injury after work hours, weekends and holidays*

Post Exposure Prophylaxis (PEP) Team: From an outside phone — Dial 828-0951, then dial 4508 and leave your call back number. This available from 4:30pm till 8:00am

The PEP Team will provide immediate phone counseling and medications if warranted, and then report to MCV Student Health the next work day for labs and follow-up.

*Students Rotating Outside of MCV Hospitals*

If a student experiences a blood or body fluid exposure, he/she should:

1. IMMEDIATELY WASH THE SITE FOR 5 MINUTES with soap and water or flush eyes with normal saline or tap water for 15 minutes (remove and discard contact lenses)
2. REPORT THE INJURY TO YOUR ON-SITE CLINICAL INSTRUCTOR/DEPARTMENT SUPERVISOR IMMEDIATELY so he/she can locate the facility's protocol for non-employees.
3. ALWAYS CALL MCV STUDENT HEALTH 828-9220 (SEE BOTTOM OF PAGE 26 FOR AFTER HOURS INSTRUCTIONS)
4. Complete incident report form (as appropriate for each location)
5. CONTACT YOUR DEPARTMENT OF RADIATION SCIENCES CLINICALCOORDINATOR (or Program Director if Coordinator is unavailable).

**Developmental and Retention Policy**

The Department of Rehabilitation Counseling has developed the following student evaluation and retention procedures. These follow relevant principles and codes found in the Codes of Ethics and Standards of Practice of the American Counseling Association and the Commission on Rehabilitation Counselor Certification. All policies are held in conjunction with VCU policies regarding graduate student academic regulations. These standards can be found here: <http://bulletin.vcu.edu/graduate/study/>

With respect to these guidelines, faculty members consider not only academic abilities and skill performance when making retention decisions about students, but also such aspects as whether the student has demonstrated appropriate levels of maturity, judgment, emotional stability, interpersonal skills, and self-awareness appropriate to fulfill professional roles in counseling.

Each term, faculty members (in consultation with Practicum and Internship supervisors when applicable) meet in order to evaluate each student's progress in academic work, counseling skills, and intra-personal and interpersonal effectiveness. Each student in the program is evaluated for personal and professional competencies every semester, regardless of clinical placement. Forms such as the Professional and Clinical Performance Review may be utilized. Students assessed as having difficulty in academic, professional/interpersonal, or clinical skill sets will receive feedback concerning their progress from their adviser or faculty supervisor. Instances may arise when a situation requires evaluation and intervention at any time throughout a semester. *However, a situation that involves a significant ethical violation as determined by the departmental faculty may result in immediate dismissal from the program.* Students who are identified as having issues amenable to change in one or more of the areas evaluated are provided the following assistance in order to improve their performance.

## Problem Identification

If a student is identified by a relevant stakeholder (e.g., faculty, advisor, site supervisor, other VCU faculty/staff) with a presenting concern regarding their ability to successfully engage professionally with others, it will be addressed by the department. The teaching faculty, advisor, or campus supervisor may reach out to additional faculty to receive input on how the student is participating and engaging in other responsibilities. A faculty member will contact the student to discuss the concerns and possible plan for the student to amend behavior to address concerns. This contact be provided in a face to face, telephonic, or written format.

## Recurring or Critical Problems

If the student is unable or unwilling to address the concerns identified in the previous communication and/or meeting, or the situation is continuing or is critical (e.g., ethical breach), at least two faculty will meet with the student to re-address the ongoing concerns. The concerns will be delineated in writing and given to the student prior to this meeting for student review, unless ethical concerns require more urgent action. During this meeting, the student will be given specific information about the identified problem, the steps needed for resolution, and the time frame allowed prior to determining if further action must be considered. A written contract that states the areas that need to be improved, the methods for improvement, and time frame needed for improvement will be signed. An Academic Review to determine continuation in the program may be conducted for any student who does not meet the required deadline to sign the plan. A student may appeal any decision rendered as a result of the Academic Review, per the College and Graduate School policies.

## Insufficient Progress, Dismissal

If a student does not make expeditious progress toward resolution of the identified problem(s) by the specified timeframe, and if the faculty members agree that the student is unlikely to successfully achieve the academic, skills, or intra-and interpersonal effectiveness objectives needed to be successful in the program and the profession, then dismissal of the student from the program will be considered. A team of faculty will do a thorough review of the documentation.

Any request for dismissal is forwarded to the school dean/dean's designee, who reviews the action, signs the form and forwards it to the graduate dean within 10 business days. The graduate dean/dean's designee reviews the action, signs the form, notifies the Office of Records and Registration and sends a dismissal letter to the student via VCU email. This letter must include a statement of the student's right to appeal and inform the student that appeals must be initiated at the program/department and/or school level within 10 business days after receipt of the letter. (see here for the VCU graduate bulletin dismissal information:

<http://bulletin.vcu.edu/academic-regs/grad/dismissal/>)

## Due Process Procedures

A student who wishes to challenge a decision of the Department of Rehabilitation Counseling faculty regarding dismissal from the program has the right to an appeal using relevant appeals procedures established by Virginia Commonwealth University. See this link for more information. (<http://bulletin.vcu.edu/academic-regs/grad/dismissal/>)

## Removal or Dismissal/Termination from Site

If a student is removed or dismissed from a site for personal or professional reasons by request of the site, the site supervisor or department faculty, the student will not be re-placed in a training site during the semester in which the termination occurred and may not be placed the following semester. The student will be unable to complete the clinical course in which they are enrolled. Please note this means a student's matriculation plan may be impacted. A formal developmental process will be evoked and the student will need to show significant improvement in the identified areas before another clinical placement is sought. Depending upon the circumstances and severity of reasons for dismissal from the clinical site, dismissal from the program may also be recommended. Dismissal may be recommended without full developmental proceedings discussed above should the level of ethical and/or professional concern rise to a critical level. The Department does not guarantee a student a second placement, which may jeopardize the ability to continue in the program.

## Academic Review Committee

The Academic Review Committee is composed of several department faculty. The purpose of this committee is to evaluate student performance and make recommendations related to a student's academic or professional behavior in the program (including in clinical placement). This committee is convened at the end of each semester to discuss academic concerns (e.g., students carrying less than a 3.0 GPA, or grades at or below C) and other times throughout the year as needed should a personal/professional situation arise (e.g., dismissal from a clinical placement or egregious ethical concern). The committee makes recommendations related to whether a developmental plan or dismissal from the program is warranted. The committee may also determine whether or not the requirements of an implemented developmental plan have been met by a student.

Prior to a student review by the committee, the student will receive notice of their impending review and will be invited to submit documentation for the committee to review prior to the meeting. The committee will not be involved in every development plan carried out in the department, but is available for review of student situations when deemed necessary due to the nature of concern.

## Leave of Absence

Graduate students may request leaves of absence (LOA) from their programs through written appeals to their advisers. The graduate advisers/program directors will forward the requests to the appropriate school dean/dean designee who, following departmental governance procedures, will forward their recommendations and any supporting documentation to the dean of the Graduate School who will respond for the university. Students who are out of compliance with continuous enrollment policies and who have not been granted approved leaves of absence by the graduate dean must reapply for admission to VCU and to their graduate degree programs.

Graduate students with approved leaves of absence are exempted from continuous enrollment requirements for the LOA period. Students should note that while leaves of absence temporarily suspend continuous enrollment requirements, they do not extend time limits for completion of degrees. (See policy on Exceptions: <http://bulletin.vcu.edu/academic-regs/grad/exceptions/>)

A leave of absence must be requested and approved before or within a current semester. Requests for retroactive leaves of absence will not be approved.

The posting of the leave of absence on the student's academic record prevents registration for the approved leave of absence period. If the student wishes to return to academic study before the end of the approved leave of absence period, the Graduate School must be notified via the Special Action Form process so that the leave of absence is cancelled and the registration hold removed.

## Withdrawal

Graduate students in good academic standing, according to the academic rules and regulations articulated in the Graduate Bulletin and by individual graduate programs, may request to withdraw from a graduate program at any time. Students should notify their graduate program directors as soon as possible of the intent to withdraw from the program. The program director will then notify the Graduate School via the Special Action Form procedure. The effective term of withdrawal is recorded as the end of the last term of active registration.

Students who choose to withdraw from the program will need to re-apply for admission if they wish to return to the program. There are no guarantees that a student who has chosen to withdraw from the program will be accepted back into the program. All possible variables will be considered including the method and reasons for withdrawal, the student's current mental and emotional well-being, the impact of the withdrawal and proposed re-entry on the cohort and program, as well as other concerns. The department reserves the right to deny re-entry or to require that the student resolve any unfinished business. The Department further reserves the right to require the student to resolve any barriers to successful training or education. The Department may require that the student retake courses that are deemed by the department critical for the student's professional growth. If a student is dismissed from the program, the Dean of the CHP will be notified, followed by the VCU Graduate School. The VCU Graduate School Dismissal procedure can be found here: (<http://bulletin.vcu.edu/academic-regs/grad/dismissal/>)

## Confidentiality

All proceedings involving disciplinary actions will be held in confidence within the Department of Rehabilitation Counseling faculty and CHP Dean unless to do so would violate legal or ethical guidelines or prevent due process.

## CHP Appeal Policy

Students have a right to appeal a dismissal or another decision affecting their academic standing to the Dean of the College of Health Professions (Dr. Paula Song).

A student wishing to appeal can do so by submitting a written appeal with pertinent documentation to the Dean within ten (10) business days of notification of the decision. The Dean, or the Dean's designee, has discretion to grant an appeal based on evidence that the appealed decision was reached arbitrarily or capriciously, meaning without regard for applicable academic criteria, requirements or procedures or without reasonable academic judgment.

Pending the Dean's decision on the appeal, the student who appeals is generally permitted to continue to participate in the course or courses in which they are enrolled unless the Dean the department or program can substantiate to the satisfaction of the Dean a reason for the student not continuing.

## Appeal Process

The Dean may decide an appeal based on the written submission or may choose to appoint an Appeal Panel of faculty and students, within five business days, to review the merits of the appeal and make a recommendation to the Dean. The Appeal Panel will be selected from the standing CHP Student Appeals Committee comprised of faculty and students. Each Appeal Panel will be composed of five members, including a chair of the Appeal Panel:

- Four faculty members, including a Chair. At least one shall teach at the same level of the student who is appealing (i.e., at least one faculty who teaches at the undergraduate level if the appealing student is an undergraduate).
- A student enrolled in a program offered by the CHP at the same level of the student who is appealing.

The Chair of the Appeal Panel shall request that the appealing student and the department or program responsible for the appealed decision (each a party to the appeal) submit relevant information in writing within five business days of the request. Requests for time extensions must be submitted to the Dean or the Dean's designee.

The Appeal Panel shall maintain the confidentiality of all student and employee information in accordance with the federal Family Educational Rights and Privacy Act (FERPA) and VCU's personnel policies, respectively.

The Chair shall convene a meeting of the Appeal Panel. Following initial review, the Appeal Panel must decide and recommend to the Dean or her designee one of the following:

- Dismissal or granting of the appeal.
- Mediation of the issue informally with the consent of the student and department chair/program director; or,
- A hearing.

## Appeal Hearing

If the Appeal Panel determines that a hearing is necessary, the Appeal Panel Chair will schedule a hearing within five business days or as soon as reasonably practicable thereafter and notify all parties. Rules for the hearing are:

1. The hearing will be closed. Only those invited by the Chair, Dean, or designee may attend.
2. Witnesses (rather than the appealing student and the department or program representative) shall be excluded from the hearing except when being questioned.
3. The appealing student and department or program representative (the parties) remain present throughout the hearing until the Chair of the Appeal Panel calls for closed deliberations. At that point all but the members of the Appeal Panel will leave the hearing.
4. An appealing student may have a non-participating advisor of his or her choice. If an advisor is an attorney, the appealing student must notify the Dean or her designee, the Chair of the Appeal Panel, and the department chair or program director at least twenty-four hours in advance of the hearing.
5. The hearing will consist of the following phases:
  - Opening statement by the department chair, program director or duly designated representative describing the academic disciplinary action was taken, including the action subject to the student's appeal, and the basis for the action (written evidence may be presented). Opening statement by the student which states the grounds upon

which the appeal is based (written evidence may be presented).

- Questioning of the department or program representative by the Appeal Panel, as considered necessary.
  - Questioning of the student by the Appeal Panel as necessary.
  - Questioning of other individuals, identified by the parties or by the Appeal Panel, as may be necessary. Either party may ask questions or request clarification of statement made by the individual/s called by the Appeal Panel. To maintain the academic nature of the hearing, the Chair may require all parties to direct questions to the Chair, who will relay the question to the individual for response. The Appeal Panel will consider responses only as they are relevant to the student's appeal. If an appealing student asks questions that are not relevant to the appeal, the Chair may limit the amount of time that an appealing student has to ask questions.
  - Closing summary statements may be made by both parties.
6. Following closed deliberations, the Appeal Panel recommends one of the following to the Dean or her designee:
- That the decision/action of the department or program should be upheld.
  - That the decision/action of the department or program should be overturn
  - That the decision/action of the department or program should be modified as recommended by the Appeal Panel.

#### Appeal Disposition

The Appeal Panel Chair will submit the recommendation to the Dean or her designee within five business days of the deliberations. The recommendation must include the rationale for the recommendations and supporting materials.

The Dean shall have final decision-making authority in the matter and shall inform the appealing student and department chair or program director of her decision in writing via university email within five business days of receipt of the Appeal Panel's recommendation. The Dean's decision is the final decision in the College of Health Professions.

#### Graduate School Review for Appeals Resulting in Dismissal

After completing the College of Health Professions Student Academic Appeal process, graduate students may appeal dismissal from their graduate program to the Dean of the Graduate School. Review guidelines are available on the VCU Graduate School website or by accessing VCU graduate bulletin: <http://bulletin.vcu.edu/academic-regs/grad/dismissal/>

## CACREP REQUIREMENTS FOR CLINICAL TRAINING

### ENTRY-LEVEL PROFESSIONAL PRACTICE

- A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
- B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
- C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
- D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
- E. In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

## PRACTICUM

### CACREP Requirements

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

### Objectives of the Practicum

Supervised clinical experiences in a rehabilitation and/or counseling/clinical setting are required for all students. Clinical practice provides an opportunity for all Practicum students to develop techniques and skills in connection with the total rehabilitation and counseling process. It gives the Practicum student an opportunity to apply theory to the practice of rehabilitation and mental health counseling.

The following objectives are appropriate for all Practicum students and should be achieved by students enrolled in a Supervised Clinical Experience. Achievement of these objectives is important for the development of rehabilitation and mental health counselors. Through the

Practicum you will:

1. Apply and test academic/theoretical knowledge in a rehabilitation and/or clinical setting
2. Be evaluated throughout your Practicum experience by both your site and faculty supervisor through formative and summative processes
3. Experience the realities of the therapeutic relationship and the part that self-understanding plays in this relationship
4. Develop confidence in your ability (knowledge and skills) in an environment that provides consistent and appropriate feedback necessary for maximum professional growth and development
5. Demonstrate high standards of professional ethics (e.g., ACA and CRCC), apply appropriate legal principles, and utilize ethical decision-making skills in resolving ethical dilemmas
6. Develop an appropriate professional identity
7. Be supervised using audio/visual recordings and/or live supervision modalities throughout your Practicum experience
8. Acquire an understanding of facility structure, protocol, processes, as well as intra- and interagency working relationships
9. Demonstrate the satisfactory practice of rehabilitation and mental health counseling with individuals, groups, and/or families by some combination of the following:
  - a. Conducting individual counseling sessions
  - b. Developing and maintaining a counseling relationship
  - c. Establishing individual goals and objectives of counseling
  - d. Assisting an individual with crisis resolution
  - e. Facilitating an individual's independent decision-making and personal responsibility
  - f. Conducting group counseling sessions
  - g. Treatment or service planning (including individual employment plans)
  - h. Clinical documentation
  - i. Assessment
10. Demonstrate new learning through participation in Practicum (this is applicable to students who are completing Practicum in an already established work position).

### Evaluative Criteria

Students will be evaluated throughout the Practicum experience in formative and summative modalities. One form will be used throughout the Practicum and Internship experiences (See Appendix G). This form will be provided to the student in orientation, as well as in each supervised clinical experience. This form will be managed through a digital tracking service (e.g., Time2Track).



These forms will be used in the following way:

- On-site supervisors will complete the form twice throughout the semester (e.g., midterm and final).
- Faculty supervisors will complete the form at final
- Students may be asked to use the form for self-evaluation
- The evaluations made by the on-site supervisor and faculty supervisor will be addressed with the student.
- Receiving midterm and/or final evaluations with poor or borderline marks for competency development may impact your ability to pass the course.
- If low marks are consistently obtained, a student may need to undergo a formal developmental plan in order to document steps toward growth.

### Other Requirements

Practicum students should observe the following additional requirements:

1. Maintain regular attendance at the practicum site
2. If a student is enrolled in Practicum, he/she is contracting with the on-site and faculty supervisor to complete a full semester. The student is required to continue work at his/her site AND come to Practicum class regardless of early completion of required hours. Practicum placements must be maintained for AT LEAST 10 weeks of the semester
3. Adhere to specific rules, policies, and procedures of the on-site facility (time schedules, confidentiality, dress standards, etc.)
4. Obtain and maintain individual liability insurance
5. Participate in training programs offered by the agency
6. Demonstrate involvement in as many aspects of the rehabilitation and mental health counseling process as allowable by the agency. Any significant deviation from the originally contracted expectations must be reported to and approved by both the On-Site and Faculty Supervisor. The Faculty Supervisor will have the authority to grant reasonable waivers for deviations. However, it is your responsibility to maintain satisfactory progress acceptable to both the On-Site Supervisor and Faculty Supervisor

### General Practicum Information

#### Switching Practicum Sites

Students are not advised to switch Practicum placements within the semester. However, extenuating circumstances are possible. All problems should be addressed with Clinical Coordinator/Faculty Supervisor. If switching a practicum site becomes necessary, it must be approved by the Faculty Supervisor/Clinical Coordinator prior to leaving the placement.

#### Dividing Time Between Two Placements

Students will not divide time between two Practicum placements. All 100 hours will be completed in the same placement.

#### Timeline

- Students will consult with Clinical Coordinator prior to enrollment in RHAB 692 (see handbook pg. 4 for deadlines)

- Students are able to begin their Practicum placements and accrue hours at the start of the semester, and not before.
- Students must turn in the following paperwork in order to start accruing hours:
  - Personal Liability Insurance
  - Practicum Student Contract (Appendix B)
  - Practicum On-Site Supervisor Contract (Appendix D)
  - Training and Experience of Site supervisor (Appendix F)
  - Affiliation Agreement (if applicable)
- Students will submit logs digitally throughout the semester using Time2Track
- Students will complete their Practicum requirements in one semester. If a student is unable to complete the requirements, he/she will not pass the course.
- Students will consult with the Clinical Coordinator during the semester they are enrolled in 692 to discuss Internship placements.
- Students will submit Student Evaluation of Site at end of semester (Appendix H)
- Students will engage in formative and summative evaluation as described (Appendix G)

## **INTERNSHIP**

### **CACREP Requirements**

- After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
- Internship students complete at least 240 clock hours of direct service.
- Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. 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.

### **Objectives of the Internship**

Supervised clinical experiences in a rehabilitation and/or counseling/clinical setting are required for all students. Clinical practice provides an opportunity for all Interns to develop techniques and skills in connection with the total rehabilitation and counseling process. It gives the Intern an opportunity to apply theory to the practice of rehabilitation and mental health counseling.

The following objectives are appropriate for all Interns and should be achieved by Interns enrolled in a Supervised Clinical Experience. Achievement of these objectives is important for the development of rehabilitation and mental health counselors. Through the internship you will:

1. Apply and test academic/theoretical knowledge in a rehabilitation and/or clinical setting
2. Have an orientation to program components, policies and procedures, introduction to staff and their role and function, identification of the expectations for interns, confidentiality and due process procedures, risk assessment, and the Code of Professional Ethics for Rehabilitation Counselors and the American Counseling Association Code of Ethics
3. Be evaluated throughout your Internship experience by both your site and faculty supervisor through formative and summative processes
4. Experience the realities of the therapeutic relationship and the part that self-understanding plays in this relationship
5. Develop confidence in your ability (knowledge and skills) in an environment that provides consistent and appropriate feedback necessary for maximum professional growth and development
6. Demonstrate high standards of professional ethics (e.g., ACA and CRCC) and apply appropriate legal principles and utilize ethical decision-making skills in resolving ethical dilemmas
7. Develop an appropriate professional identity
8. Be supervised using audio/visual recordings and/or live supervision modalities throughout your Internship experience
9. Acquire an understanding of facility structure, protocol, processes, as well as intra- and interagency working relationships
10. Have experiences that increase awareness and understanding of differences in values, beliefs and behaviors of persons who are different from themselves. Internship shall promote cultural competence, foster personal growth and assist students in recognizing the myriad of counseling approaches and rehabilitation and mental health issues that affect service delivery.
11. Demonstrate the satisfactory practice of rehabilitation and mental health counseling with individuals, groups, and/or families by some combination of the following:
  - a. Conducting individual counseling sessions;
  - b. Developing and maintaining a counseling relationship;
  - c. Establishing individual goals and objectives of counseling;
  - d. Assisting an individual with crisis resolution; and,
  - e. Facilitating an individual's independent decision-making and personal responsibility.
  - f. Conducting group counseling sessions
  - g. Treatment or service planning (including individual employment plans)
  - h. Clinical documentation
  - i. Assessment
12. Demonstrate new learning through participation in Internship (this is applicable to students who are completing Internship in an already established work position).

### Evaluative Criteria

Students will be evaluated throughout the Internship experience in formative and summative modalities. One form will be used throughout the Practicum and Internship experiences (See Appendix G). This form will be provided to the student in orientation, as well as in each supervised clinical experience. This form will be managed through a digital tracking service (e.g., Time2Track).

These forms will be used in the following way:

- On-site supervisors will complete the form twice throughout the semester (e.g., midterm and final).
- Faculty supervisors will complete the form at final
- Students may be asked to use the form for self-evaluation
- The evaluations made by the on-site supervisor and faculty supervisor will be addressed with the student.
- Receiving midterm and/or final evaluations with poor or borderline marks for competency development may impact your ability to pass the course.
- If low marks are consistently obtained, a student may need to undergo a formal developmental plan in order to formally document steps toward growth.

### Other Requirements

Interns should observe the following additional requirements:

1. Maintain regular attendance at the internship site as specified in the plan.
2. If a student is enrolled in Internship, he/she is contracting with the on-site and faculty supervisor to complete a full semester. The student is required to continue interning at his/her site AND come to Internship class regardless of early completion of required hours.
3. Adhere to specific rules, policies, and procedures of the on-site facility (time schedules, confidentiality, dress standards, etc.).
4. Obtain and maintain individual liability insurance.
5. Participate in training programs offered by the agency.
6. Demonstrate involvement in as many aspects of the rehabilitation and mental health counseling process as allowable by the agency. Any significant deviation from the Internship Contract must be reported to and approved by both the On-Site and Faculty Supervisor. The Faculty Supervisor will have the authority to grant reasonable waivers for deviations. However, it is your responsibility to maintain satisfactory progress acceptable to both the On-Site Supervisor and Faculty Supervisor.

### Clinical Rehabilitation Concentration Outcomes

Participate in clinical experiences focused on providing a variety of counseling services with clients that include people with disabilities and/or chronic illness. Students will perform a wide range of therapeutic services among diverse client populations.

### Clinical Mental Health Concentration Outcomes

Participate in clinical experiences focused on providing a variety of counseling services that address mental health and emotional well-being. Students will perform a wide range of therapeutic services among diverse client populations.

### General Internship Information

#### Dividing Time Between Two Placements

Students typically complete an internship experience in one setting for reasons of continuity, integration into an agency, and exposure to a given system. However, it may be desirable in some instances to divide the internship between two placements. If this is desired by the student

intern, the Clinical Coordinator/Faculty Supervisor, and On-Site supervisor need to be consulted and an appropriate contract will be developed. Once underway, students are not advised to switch Internship placements. However, extenuating circumstances are possible. All problems should be addressed with Clinical Coordinator/Faculty Supervisor. If switching an internship site becomes necessary, it must be approved by the Faculty Supervisor/Clinical Coordinator in consultation with the student's adviser and department chair prior to making any changes.

### Timeline

- Students will meet with Clinical Coordinator the semester prior to enrollment in RHAB 693/5/6.
- Once a site is formalized, students will fill out and submit an Internship Contract (Appendix A) to the Clinical Coordinator.
- It is typical that students complete their Internship experience in *at least* two consecutive semesters (e.g., Spring and Summer). Students who require a one-semester internship must gain the approval of the Clinical Coordinator, Faculty Adviser, and Department Chair prior to enrollment.
- Students must turn in the following paperwork in order to start accruing hours:
  - Personal Liability Insurance
  - Internship Student Contract (Appendix C)
  - Internship On-Site Supervisor Contract (Appendix E)
  - Training and Experience of Site supervisor (Appendix F)
  - Affiliation Agreement (if applicable)
- Students are expected to finish the expected hour completion by the end of each semester as it corresponds to their credit enrollment (e.g., 902=200 hours; 904=400 hours)
- Students will submit logs digitally throughout the semester through Time2Track
- Students are able to begin their Internship placements and accrue hours at the start of each semester, and not before.
  - However, students may continue hours over winter break, **ONLY** if the student is continually enrolled in Internship from Fall to Spring semester and will be at the same site. Students, even if they are continually enrolled, are unable to begin a new placement prior to the start of the Spring semester.
- Students may enroll in a Summer internship if they have successfully completed RHAB 692 and have completed a minimum of 30 graduate credit hours.
- Students will submit Student Evaluation of Site at end of each semester (Appendix H)
- Students will engage in formative and summative evaluation as described (Appendix G)

**Appendices**

**Appendix A: Internship student contract**

Completed by each student after securing an Internship Placement

Intern name: \_\_\_\_\_ Site Supervisor Name: \_\_\_\_\_

Intern phone number: \_\_\_\_\_ Site Supervisor phone number: \_\_\_\_\_

Intern email: \_\_\_\_\_ Site Supervisor email: \_\_\_\_\_

Site/Agency Name: \_\_\_\_\_

I will be enrolled in Internship (RHAB 693/5/6) for the following semesters:

- Fall 20\_\_\_\_
- Spring 20\_\_\_\_
- Summer 20\_\_\_\_

I am in the:

- dual program
- clinical rehabilitation counseling concentration
- clinical mental health counseling concentration

Please check:

- I acknowledge that I have successfully completed RHAB 611 (Theories )
- I acknowledge that I have successfully completed RHAB 691 (Techniques)
- I acknowledge that I have successfully completed (or will complete RHAB 692) by the time I begin RHAB 693/5
- I acknowledge that if I do not successfully complete RHAB 692 I will be unable to begin enrollment in RHAB 693/5

Describe your plans for internship regarding tasks, responsibilities, and skills you would like to learn: \_\_\_\_\_

---

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---

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Describe 3-5 personal and professional goals you would like to work on during your Internship experience:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

By signing I am acknowledging that I have read and understand the above information.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Site Supervisor Signature

\_\_\_\_\_  
Date

## Appendix B: Practicum student responsibility contract

### Statement of Practicum Student Responsibility Contract

As a Counseling Practicum student in a professional setting, I hereby attest that I have read and understand the American Counseling Association Code of Ethics and the CRCC Code of Ethics, and will practice my counseling in accordance with these standards. Further, I will assume the responsibility for promoting my growth as a professional counselor by agreeing to initiate and/or participate in the following Practicum objectives.

**Hours:** Students participating in the Practicum Course will be required to devote a minimum of 100 hours during one semester to practicum activities, in accordance with the schedule provided below.

1. On-Campus/DL
  - a. Group Supervision (Approx. 1.5 hrs per wk/15 wks) 22.5 hours (Approx.)
2. On-Site (100 hours minimum at placement site)
  - a. Individual Counseling or other direct service (e.g., live, co-counseling, etc.) (equivalent of 3 hrs per wk/15 wks.) 45 hours
  - b. Group Counseling (1 hr per wk/10 wks) (optional\*) 10 hours\*
  - c. Indirect service (See definitions in Appendix I) (3-5 hrs per wk./15 weeks) 45- 75 hours
  - d. Individual Supervision (1 hr per wk/15 wks.) 15 hours

\*group counseling must be completed either in the Practicum or Internship experience

**Total 122- 167 hours (Approx)**

1. I will provide direct counseling service to clients that are assigned to me. The counseling format may include individual, family, marital, vocational, group, and/or assessment. I will document these services in accordance with school/agency policy and in compliance with any standards set forth by the faculty supervisor, such as video tapes, in-depth case study, a daily log, etc.
2. I will become familiar with the system within which I am placed, including organizational structure, technology, funding sources, client referral/screening/intake processes, treatment philosophy, administrative procedures, services offered and service follow-up procedures.
3. I will become familiar with other key organizations and individuals, which support the mission of my Practicum setting (e.g., intake sources, referral sources, volunteer groups, licensing agencies), and I will utilize all resources available (e.g., reading materials, in-



service training programs, observations of other staff members with clients, participation in simulated (role-play) counseling sessions, learning about tests that the organization uses, etc. to maximize my understanding of and effectiveness in the professional setting in which I am placed.

4. I will strive to develop positive working relationships with staff members and other persons/agencies affiliated with my Practicum setting, and will seek their assistance when necessary. I will, whenever possible, attend and participate in staff functions, such as staff meetings, case review sessions, in-service training, etc.
5. During the semester of my Practicum, I will be prepared to present audio/video taped sessions of my counseling activity to my supervisor and/or be prepared to have my supervisor observe live counseling sessions.
6. I understand that students are expected to demonstrate personal integrity and a commitment to professional throughout their Practicum experience. I will demonstrate the following professional performance dispositions: (a) dependability/punctuality; (b) effort/initiative/enthusiasm; (c) cooperation/flexibility/openness to new ideas; (d) self-confidence/poise; (e) warmth/genuineness; (f) professionalism; (g) awareness of impact on others; (h) effective communication; (i) willingness to accept and use feedback; (j) seeks consultation as appropriate. I am expected to exhibit personal and professional integrity by maintaining the confidentiality.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

## Appendix C: Internship student responsibility contract

### Statement of Intern Responsibility Contract

As a Counseling Internship student in a professional setting, I hereby attest that I have read and understand the American Counseling Association Code of Ethics and the CRCC Code of Ethics, and will practice my counseling in accordance with these standards. Further, I will assume the responsibility for promoting my growth as a professional counselor by agreeing to initiate and/or participate in the following Internship objectives.

**Hours:** Students participating in the Internship Course will be required to devote a minimum of 200- 400 hours during one semester to on-site Internship activities, in accordance with the credits taken and schedule provided below.

- |  |                      |
|--|----------------------|
| 1. On-Campus/DL  |                      |
| a. Group Supervision (Approx. 1.5 hrs per wk/15 wks)         | 22.5 hours (Approx.) |
| 2. On-Site (Field Placement) (200- 400 Hours Minimum)        |                      |
| a. Individual Counseling or other direct service             | 80- 160              |
| (equivalent of 6-11 hrs depending on credits per wk/15 wks.) | 120 hours            |
| b. Group Counseling (1 hr per wk/10 wks) (optional*)         | 10 hours*            |
| c. Indirect service (See definitions in Appendix I)          |                      |
| Intern activity ( 8-16 hrs per wk./15 weeks)                 | 120- 240hours        |
| d. Individual Supervision (1 hr per wk/15 wks.)              | 15 hours             |

\*group counseling must be completed either in the Practicum or Internship experience

### **Total 222- 432 hours (Approx)**

1. I will provide direct counseling service to clients that are assigned to me. The counseling format may include individual, family, marital, vocational, group, and/or assessment. I will document these services in accordance with school/agency policy and in compliance with any standards set forth by the faculty supervisor, such as video tapes, in-depth case study, a daily log, etc.
2. I will become familiar with the system within which I am placed, including organizational structure, technology, funding sources, client referral/screening/intake processes, treatment philosophy, administrative procedures, services offered and service follow-up procedures.
3. I will become familiar with other key organizations and individuals, which support the mission of my Internship setting (e.g., intake sources, referral sources, volunteer groups, licensing agencies), and I will utilize all resources available (e.g., reading materials, in-service training programs, observations of other staff members with clients, participation in simulated (role-play) counseling sessions, learning about tests that the organization uses, etc. to maximize my understanding of and effectiveness in the professional setting in which I am placed.
4. I will strive to develop positive working relationships with staff members and other persons/agencies affiliated with my Internship setting, and will seek their assistance when necessary. I will, whenever possible, attend and participate in staff functions, such as staff meetings, case review sessions, in-service training, etc.

5. During the semester of my Internship, I will be prepared to present audio/video taped sessions of my counseling activity to my supervisor and/or be prepared to have my supervisor observe live counseling sessions. I will also present cases in my supervision course including video/audio tapes of counseling sessions.
6. I understand that students are expected to demonstrate personal integrity and a commitment to professionalism throughout their Internship experience. I will demonstrate the following professional performance dispositions: (a) dependability/punctuality; (b) effort/initiative/enthusiasm; (c) cooperation/flexibility/openness to new ideas; (d) self-confidence/poise; (e) warmth/genuineness; (f) professionalism; (g) awareness of impact on others; (h) effective communication; (i) willingness to accept and use feedback; (j) seeks consultation as appropriate. I am expected to exhibit personal and professional integrity by maintaining the confidentiality.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

## Appendix D: Practicum on-site supervisor contract

As the Practicum Field Supervisor for \_\_\_\_\_, I agree to the following:

1. To provide direct, individual supervision to the above named counselor, in forms including but not limited to: case discussion and feedback; critique of and advisement on counseling skills, counseling philosophy and technique, intervention design and implementation, problem resolution and work attitudes for one hour per week.
2. To provide a supportive, learning-oriented environment which affords the student counselor opportunities for professional counseling activity and experience in giving and receiving feedback related to that professional activity.
3. To introduce and orient the student counselor to this professional setting, making sure that he/she understands its organization, role expectations and polices and procedure (including record keeping requirements for counseling activity).
4. To be reasonably available to assist the student counselor outside of the weekly supervision hour (if needed) in the performance of his/her assigned responsibilities.
5. To encourage the student counselor to participate in those professional activities that will maximize his/her learning as well as his/her effectiveness in this professional setting.
6. To either watch video/audio recordings of the student's counseling sessions and/or provide live supervision to the student regarding their clinical work over the course of the semester

Supervisor Name/Title: \_\_\_\_\_

Setting: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

## Appendix E: Internship on-site supervisor contract

As the Internship Supervisor for \_\_\_\_\_, I agree to the following:

1. To provide direct, individual supervision to the above named counselor, in forms including but not limited to: case discussion and feedback; critique of and advisement on counseling skills, counseling philosophy and technique, intervention design and implementation, problem resolution and work attitudes for one hour per week.
2. To provide a supportive, learning-oriented environment which affords the student counselor opportunities for professional counseling activity and experience in giving and receiving feedback related to that professional activity.
3. To introduce and orient the student counselor to this professional setting, making sure that he/she understands its organization, role expectations and polices and procedure (including record keeping requirements for counseling activity).
4. To be reasonably available to assist the student counselor outside of the weekly supervision hour (if needed) in the performance of his/her assigned responsibilities.
5. To encourage the student counselor to participate in those professional activities that will maximize his/her learning as well as his/her effectiveness in this professional setting.
6. To either watch video/audio recordings of the student's counseling sessions and/or provide live supervision to the student regarding their clinical work over the course of the semester

Supervisor Name/Title: \_\_\_\_\_

Setting: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

## Appendix F: Training and Experience of On-site Supervisor

We are required to keep on file a record of the training and experience of each field placement Site Supervisor. Please complete this form.

Name \_\_\_\_\_

Job Title \_\_\_\_\_

Name of institution or agency \_\_\_\_\_

Address of institution or agency (include zip) \_\_\_\_\_

\_\_\_\_\_

Work telephone number \_\_\_\_\_

E-mail address \_\_\_\_\_

**Current Licenses/Certifications:**

Type	State	Date
_____	_____	_____
_____	_____	_____

How long have you practiced as a counselor (or other helping professional)  
\_\_\_\_\_

Have you previously served as a clinical supervisor for students from VCU Rehabilitation Counseling: Y/N

Have you served as a clinical supervisor for Virginia LPC residents: Y/N

Have you had formal training in clinical supervision: Y/N

If yes, please describe this training (e.g., who provided training, focus, hours, etc.):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of VCU Rehabilitation Counseling student(s) to be supervised  
\_\_\_\_\_

**Appendix G: Professional and Clinical Performance Review**  
**Evaluation of Interns/Practicum Students**

<b>Personal/Professional Qualities</b>	Not applicable/unable to judge	Below expectations/Unacceptable/Harmful	Near/developing toward expectations	Meets expectations	Exceeds expectations
1. Dependability/Punctuality					
2. Effort/Initiative/Enthusiasm					
3. Cooperation/Flexibility/Openness to new ideas					
4. Self Confidence/Poise					
5. Warmth/Genuineness					
6. Professionalism (e.g., dress, attitudes, language, collegiality)					
7. Awareness of impact on others					
8. Effective communication					
9. Willingness to accept and use feedback					
10. Seeks consultation as appropriate					

<b>Counseling Competencies</b>	Not applicable/unable to judge	Below expectations/Unacceptable/Harmful	Near/developing toward expectations	Meets expectations	Exceeds expectations
1. Basic counseling communication skills (e.g., basic reflections, open questions, affirmations, summaries)					
2. Advanced counseling communication skills (e.g., complex reflections, reframing, interpretations, giving feedback, challenging)					
3. Interviewing/assessment skills					
4. Handles client reluctance/resistance/discord/conflict					
5. Uses specific counseling techniques appropriate to situation (e.g., role play, behavioral rehearsal, scaling, guided imagery, desensitization, etc.)					
6. Multicultural awareness and competency					
7. Overall caseload management including record keeping					
8. Ethical decision-making and appropriate boundaries					

9. Case conceptualization, diagnostic skill, and treatment planning					
10. Knowledge and application of theoretical model					
11. Termination skills					
12. Crisis response and management					
13. Engages in self-care strategies and understands the importance of self-care					

<b>Group Counseling Competencies</b>	Exceeds expectations	Meets expectations	Near/developing toward expectations	Below expectations/Unacceptable/Harmful	Not applicable/unable to judge
14. Demonstrates group leadership skills and overall group management					
15. Effectively facilitates group process and therapeutic factors (e.g., interactions between members)					

<b>Overall Evaluation</b>	Exceeds expectations	Meets expectations	Near/developing toward expectations	Below expectations/Unacceptable/Harmful	Not applicable/unable to judge
Overall Evaluation					
Growth/Development over the Semester					

Please note the counselor's or trainee's areas of strength, which you have observed:

Please note the counselor's or trainee's areas that warrant improvement, which you have observed:

Please comment on the counselor's or trainee's general performance during his/her/their clinical experience to this point:





\_\_\_ Mostly Good  
\_\_\_ Very Good

Overall assessment of the value of this practicum/internship experience for you:

Would you recommend placement of another VCU Rehabilitation and Mental Health Counseling graduate student in this practicum/internship site? Why or why not?

## Appendix I: Hour Definition and Logging Information

*DIRECT: Activities involving direct face-to-face contact with a client.*

- **Assessment:** Using oral, written, or projective methods as a diagnostic procedure.
- **Career Counseling:** Providing direction or guidance on career opportunities. May include job training activities (mock interviews, resume review with client related to immediate or near-term job opportunities)
- **Case Management (direct):** Helping clients access resources, arrange other professional services, including individual employment planning. Use only when working directly with clients.
- **Co-therapy:** Assisting other trained individuals perform therapeutic activities.
- **Crisis Intervention:** Emergency psychological care assisting individuals in a crisis situation.
- **Couples/Family Therapy:** Involves a couple, whole family, or several family members, all meeting with a therapist together
- **Group Counseling:** Involves one or more therapists working with several people at the same time (MH, SA, life skills, relational issues). Focus is primarily on group interactions rather than delivering educational content.
- **Group Training:** Group instruction that focuses on educating clients about disability, job/career issues, life skills, educational matters, etc. Focus is primarily on content/individual participants rather than group interactions.
- **Individual Therapy:** Working one-on-one with a client.
- **Intake Interview:** The first appointment with a therapist, in which the therapist asks questions in order to understand the client's situation and presenting problem.
- **Job Coaching:** Community-based work support, training and coaching activities
- **Milieu Therapy:** Form of therapy in which patients are part of a therapeutic community.
- **School (Direct Intervention):** A direct intervention in a school setting.

*INDIRECT: Activities involving indirect, or non-face-to-face, contact with a client.*

- **Assessment Scoring / Interpretation:** Scoring and/or interpreting psychological assessments.
- **Case Management (indirect):** Administrative activities that support case management (direct). Use when performing case management activities without client present.
- **Clinical Writing:** Writing treatment progress notes, or other clinical writing.
- **Professional Consultation:** Consulting with another professional regarding cases or agency issues. Includes staffings and team meetings.
- **Job Coaching (indirect):** Community based employment support including advocacy, job analysis, job restructuring, accommodations, employer consultation, etc. Does not involve direct service to/with clients.
- **Reading / Research / Preparation:** Activities that support and inform direct client hours, including chart review and session planning.
- **Seminars / Didactic Training:** Any training involving seminars or lectures, including in-services.
- **Video-Audio-Digital Recording Review:** Reviewing video or audio recordings.
- **Observation:** Observing other trained individuals perform therapeutic activities.

*SUPERVISION*

- **Individual Supervision (site)** – LPC

- **Individual Supervision (site) – Other Licensed**
- **Individual Supervision (site)- Non-licensed**
- **Group supervision (site)**
- **Group Supervision (on-campus/DL)**

Appendix J: Audio-Visual Recording Client Consent

**Virginia Commonwealth University  
Rehabilitation and Mental Health Counseling Program  
Practicum/Internship**

**Consent for Audio-Visual Recording  
Revised 1/2016**

*Note: A copy must be signed by each person participating in the counseling session to be recorded. The parent or legal guardian must sign a copy for each participating minor.*

I, the undersigned, authorize the video/audio recording of my group/individual counseling sessions with the following student counselor:

\_\_\_\_\_  
I understand that the recorded sessions will be used only for the purpose of counselor training, and that they will be viewed only by the above-named student counselor, the Practicum/Internship faculty, the site supervisor and the student counselors enrolled in the Practicum/Internship Supervision Group. I further understand that the recorded sessions will be erased/deleted upon review with compliance to HIPAA rules and regulations.

\_\_\_\_\_  
Client Name

\_\_\_\_\_  
Client Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Legal Guardian Signature for Minor Client

\_\_\_\_\_  
Date

## Appendix K: Student Acknowledgement of Clinical Handbook

I, \_\_\_\_\_, have read and agree to follow the clinical placement guidelines and procedures as described in the Department of Rehabilitation Counseling Clinical Handbook.

I understand that the site placement process is *a process* that may require flexibility on my part

I understand that, as a student, I must work with the Clinical Coordinator regarding placement issues that may include concerns, expectations, and adjustments to the placement plan.

I understand that it is the responsibility of the student to adhere to the site schedule and act in accordance with ethical and professional standards. Failure to do so may result in dismissal from the site and referral to an academic committee.

I understand the purpose of placement is to enhance my skills as a counselor and my openness to feedback and supervision is imperative to my progress.

I understand that I cannot terminate with a site prematurely or without the including the clinical coordinator in a discussion. As a student with the department, I recognize I am professionally representing the program and its relationships with sites.

---

Student Signature

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Date