

DEPARTMENT OF REHABILITATION COUNSELING
HANDBOOK OF SUPERVISED CLINICAL EXPERIENCES

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HANDBOOK OF SUPERVISED CLINICAL EXPERIENCES

Introduction

This manual gives an overview of the supervised clinical experiences including Practicum (RHAB 692) and Internship (RHAB 696/697). 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 Handbook for Students 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 internship 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 in an internship. 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 conferences. 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 arena for you to try your wings as a helping professional, with guidance and support close at hand. Many Practicum and Internship students feel a bit overwhelmed as they begin to interact with clients and staff members. You may have difficulty 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.

Your clinical experiences can be viewed as a time to build a framework of new 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. Your goal is to construct a strong framework over a solid foundation, working diligently but patiently, and often standing back to take a look at the work you have accomplished thus far.

During your Practicum and Internship, you will be developing 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 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 secured by the completion of RHAB 691 in the Fall semester.* Practicum must take place over at least 10 weeks of the semester while enrolled in RHAB 692.

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 600 contact hours with a minimum of 240 direct contact hours with clients. Typically, interns complete the Internship over at *least 2* consecutive semesters (e.g., Fall and Spring). If a student requires an exception, 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., 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 696/697). 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 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 at the beginning of each semester in which they are working with students (See Appendix D and E).

Faculty Adviser

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 Adviser assists you in assessing career goals, giving guidance regarding career plans, student evaluation, and aids you in your development through the program. The Faculty Adviser 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 696/697 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, 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. Clinical experiences or field internships, however, may be an integral part of your academic program and 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, DMV 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 an outside facility are personally responsible for completing the required checks or screenings and assuring that results are obtained by the facility that asks for them. This means that students also may 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. The University will make reasonable efforts to place all enrolled students in clinical training.

Students unable to obtain a clinical site due to questionable background checks may be subject to Administrative Review, and 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 School of Allied 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.

REQUIREMENTS FOR HEALTH SCIENCES STUDENTS: (Allied Health, Dental, Medical, Nursing, Pharmacy)

- 3 Hepatitis Bs AND a positive titer
- 2 MMRs after 1st birthday OR a positive titer
- 1 Meningococcal vaccine OR a signed waiver
- 3 Polios, with one dose after 4th birthday (required for students \leq 18 years old; required for students from high risk countries; may be required for some away rotations)
- 1 Tdap within the past 10 years
- 2 Varicella vaccines OR a positive titer
- 1 Influenza vaccine annually
- Tuberculosis testing (2-Step TST or IGRA on admission & annually thereafter; chest x-ray required if testing is positive)

Submitting Your Immunization Record

Submit your Certificate of Immunization on time to avoid a hold on your registration!

- Students must complete the VCU Certificate of Immunization or the VCU Health Sciences Certificate of Immunization. These forms are available online or directly from the offices of University Student Health Services.
- If you are a Health Sciences student and your specific program requires you to submit a Certificate of Immunization to their office, you must also send a separate copy to University Student Health Services.
- Students may hand-deliver their completed Certificate of Immunization to either Student Health clinic location (Monroe Park campus or the VCU Medical Center campus).
- Students may also send, fax, or email completed forms to:
 Immunization Department
 University Student Health Services
 P.O. Box 842022
 Richmond, VA 23284-2022
 Phone: (804) 827-8047
 Fax: (804) 828-1093
 Email: ushsimmuniz@vcu.edu

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*

Site Selection

In order to select a placement site for Practicum and Internship, you are required to consult with the Clinical Coordinator *during the semester before your enrollment in each course*. This consultation meeting is imperative, required, and not elective.

******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 address, phone and fax numbers of organization
 - ii) Name and address of Executive Director
 - iii) Name and address, Title, phone and fax numbers, and email address of site supervisor
 - iv) Credentials of the site supervisor (CRC cert., LPC license, graduate degree, etc.)

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 will be 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. **Students must register and pay for an annual account at the beginning of their Practicum experience.**

This same account will serve you throughout Practicum and Internship. All functions of this account will be described to students in their respective courses.

The website and other information can be found here: <http://time2track.com>

Timeline for Supervisors

Introductory Letter to Site Supervisors and Review of the Handbook: During the first weeks of the semester of both Practicum and Internship, the faculty supervisor/clinical coordinator will send site supervisors an introductory letter, 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. At this time, the on-site supervisor will also complete an On-Site Supervisor Contract.

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. The specific date, time and location of the

orientation program will be determined at the beginning of the semester. This orientation program may be held via video or phone conference. 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.

Final Letter to Site Supervisors: Near the end of each semester, the faculty supervisor/clinical coordinator will send a letter 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.

Remediation and Retention Policy

The Department of Rehabilitation Counseling has developed the following student evaluations 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/general-academic-regulations-graduate-students/>.

Respecting these guidelines, the 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 meet in order to evaluate each student’s progress in academic work, counseling skills, and intra-personal and interpersonal effectiveness. Forms such as the Professional and Clinical Performance Review may be utilized. Those 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. 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 Meeting

An identified faculty member will meet with the student (e.g., faculty supervisor or adviser) and give specific examples of the difficulties, which have been identified by the faculty, supervisors, recipients of services, or relevant members of the University community. The student and the adviser will then discuss the change expectations and relevant procedures. Explanation will be made at this time as to the seriousness of the problem. Steps for resolution will be recommended. A time frame for change will be created and agreed upon by both parties. An agreement about steps for resolution will be signed and placed in the student's Department file.

Recurring or Critical Problems

If the agreed upon resolution of the initial identified problem is not met by the student, or the situation is continuing or is critical (e.g., ethical breach), a team of faculty members may be appointed by the department chair to meet with the student. 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 particular 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 by the student, the faculty team, and the department chair. A copy of this agreement will be given to the student and the original placed in the student's departmental file.

Insufficient Progress, Dismissal

If a student does not make expeditious progress toward resolution of the identified problem(s), 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. The department chairperson will appoint a committee composed of Rehabilitation Counseling faculty who are not directly involved in the specific complaints or problems involving the student. This committee will investigate the history of progress toward resolution and report this to the full faculty. The decision whether to dismiss a student will then be made by the department faculty in a closed meeting. The student will be notified of the decision by the department chairperson.

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.

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/graduate/study/general-academic-regulations-graduate-students/exceptions/>)

Leaves 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 SAHP will be notified, followed by the VCU Graduate School. The VCU Graduate School Dismissal procedure can be found [here \(http://bulletin.vcu.edu/graduate/study/general-academic-regulations-graduate-students/appeal-process-students-dismissed-vcu-graduate-program/appeal-process-students-dismissed-vcu-graduate-program.pdf\)](http://bulletin.vcu.edu/graduate/study/general-academic-regulations-graduate-students/appeal-process-students-dismissed-vcu-graduate-program/appeal-process-students-dismissed-vcu-graduate-program.pdf)

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](http://bulletin.vcu.edu/graduate/study/general-academic-regulations-graduate-students/appeal-process-students-dismissed-vcu-graduate-program/) for more information. (<http://bulletin.vcu.edu/graduate/study/general-academic-regulations-graduate-students/appeal-process-students-dismissed-vcu-graduate-program/>)

Confidentiality

All proceedings involving disciplinary actions will be held in confidence within the Department

of Rehabilitation Counseling faculty and SAHP Dean unless to do so would violate legal or ethical guidelines or prevent due process.

PRACTICUM

CACREP Requirements

- Students are required to 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 are required to complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- Practicum students will 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 are required to 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 Internship 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
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:

- Students, on-site supervisors, and faculty supervisors will complete the form twice throughout the semester (e.g., midterm and final).
- The evaluations made by the on-site supervisor and faculty supervisor will be addressed with the student.
- If low marks are consistently obtained, a student may need to undergo a formal Remediation procedure 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.

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 the semester prior to enrollment in RHAB 692.
- 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
- Students will complete their Practicum requirements in one semester. If a student is unable to complete the requirements, he/she will earn an Incomplete.

- 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 will complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
- Internship students are required to complete at least 240 clock hours of direct service.
- Internship students will 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 are required to 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
 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:

- Students, on-site supervisors, and faculty supervisors will complete the form twice throughout the semester (e.g., midterm and final).
- The evaluations made by the on-site supervisor and faculty supervisor will be addressed with the student.
- If low marks are consistently obtained, a student may need to undergo a formal Remediation procedure 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.

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.

Timeline

- Students will meet with Clinical Coordinator the semester prior to enrollment in RHAB

696/697.

- 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., Fall and Spring). 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 (e.g., 300 hours each semester for two semesters).
- Students will submit logs digitally throughout the semester
- 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.
- 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)

Appendix A
Internship 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 696/697) for the following semesters:

Fall 20____

Spring 20____

Summer 20____

Please check:

- 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 696/697
- I acknowledge that if I do not successfully complete RHAB 692 I will be unable to begin enrollment in RHAB 696/697

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

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

Clinical Coordinator Signature

Date

Appendix B
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. <u>On-Campus/DL</u> | |
| a. Group Supervision (Approx. 1.5 hrs per wk/15 wks) | 22.5 hours (Approx.) |
| 2. <u>On-Site (Field Placement) (100 Hours Minimum)</u> | |
| a. Individual Counseling or other direct service
(e.g., live, structured observation, 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. Other on-site Practicum activity (3 hrs per wk./15 weeks) | 45 hours |
| d. Individual Supervision (1 hr per wk/15 wks.) | <u>15 hours</u> |

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

Total	137.5 hours (Approx)
--------------	-----------------------------

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

7. 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) openness to new ideas, (b) flexibility, (c) cooperativeness with others, (d) willingness to accept and use feedback, (e) ability to give feedback constructively, (f) awareness of own impact on others, (g) ability to deal with conflict, (h) ability to accept personal responsibility, (i) ability to express feelings effectively and appropriately, (j) attention to ethical and legal considerations, and (k) initiative and motivation. I am expected to exhibit personal and professional integrity by maintaining the confidentiality.

Student Name: _____

Date: _____

Student Signature: _____

Appendix C 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 300 hours during one semester to Internship activities, in accordance with the schedule provided

below.

- | | |
|--|----------------------|
| 1. <u>On-Campus/DL</u> | |
| a. Group Supervision (Approx. 1.5 hrs per wk/15 wks) | 22.5 hours (Approx.) |
| 2. <u>On-Site</u> (Field Placement) (300 Hours Minimum) | |
| a. Individual Counseling or other direct service
(equivalent of 8 hrs per wk/15 wks.) | 120 hours |
| b. Group Counseling (1 hr per wk/10 wks) (optional*) | 10 hours* |
| c. Other on-site Practicum activity (10 hrs per wk./15 weeks) | 150 hours |
| d. Individual Supervision (1 hr per wk/15 wks.) | <u>15 hours</u> |

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

Total

307.5 hours (Approx)

2. 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.

3. 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.

4. 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.

5. 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.

6. 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 my counseling sessions.

7. 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) openness to new ideas, (b) flexibility, (c) cooperativeness with others, (d) willingness to accept and use feedback, (e) ability to give feedback constructively, (f) awareness of own impact on others, (g) ability to deal with conflict, (h) ability to accept personal responsibility, (i) ability to express feelings effectively and appropriately, (j) attention to ethical and legal considerations, and (k) initiative and motivation. 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 policies 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 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 and return it by email or via the student to Denise Hall, Faculty Supervisor (drhall@vcu.edu).

Name _____

Job Title _____

Name of institution or agency _____

Address of institution or agency (include zip) _____

Work telephone number _____ FAX _____

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 candidates: 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	UNABLE TO JUDGE	POOR	BORDERLINE	ACCEPTABLE	GOOD	EXCELLENT
Personal/Professional Qualities						
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						
Counseling Competencies						
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. Expresses empathy						
4. Engages clients						
5. Focuses clinical interactions (focused/goal-oriented)						
6. Evokes client motivation						
7. Builds therapeutic relationships with clients						
8. Maintains appropriate boundaries						
9. Handles client reluctance/discord						
10. Explores client emotions/clinical themes						
11. Uses specific counseling techniques appropriate to situation (e.g., role play, behavioral rehearsal, scaling, guided imagery, desensitization, etc.)						
12. Demonstrates multicultural awareness						
13. Overall caseload management						
14. Ethical decision-making						
Group Counseling Competencies						
15. Demonstrates group leadership skills (e.g., linking, blocking, drawing members out)						

16. Demonstrates skill in executive functions of leadership (e.g., managing time, organizing content focus, initiating and closing group sessions)						
17. Skillfully facilitates group therapeutic factors (e.g., climate, cohesion)						
18. Effectively facilitates group process (e.g., interactions between members)						
Overall Evaluation						
Growth/Development over the Semester						
Additional comments:						

Appendix H
 Student Evaluation of Site (Practicum or Internship)
 Completed by each student at the end of each semester (in Time2Track)

Student Name: _____

Are you enrolled in (circle one): Practicum or Internship

Semester: _____ Year: _____

Site: _____

Supervisor Name: _____ Title: _____

STUDENT EVALUATION OF SITE/SITE SUPERVISOR	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Please rate the following regarding your clinical experience at your site					
1. I had access to clients for direct service					
2. My orientation experiences were appropriate and useful					
3. I had a wide range of clinical training experiences					
4. I felt safe and supported at my site, including feeling part of the staff and safe to discuss concerns and questions					
5. I experienced personal and professional growth as a result of my work at my site					
Please rate the following regarding your clinical experience with your site supervisor					
6. My supervisor gave me useful feedback on my role as a counselor					
7. My supervisor promoted my personal and professional growth					
8. My supervisor was an appropriate role model					
9. My supervisor motivated and encouraged me					
10. My supervisor was competent and professional					

Overall quality of training experience:

- ___ Mostly Bad
 ___ Some Bad/Some Good
 ___ Mostly Good
 ___ Very Good

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

Would you recommend placement of another VCU Rehabilitation 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 upon the named student counselor's completion of the Practicum/Internship course.

Client Name

Client Signature

Date

Parent/Legal Guardian Signature for Minor Client

Date