GUIDELINES FOR SUPERVISED PRACTICE

IN REHABILITATION COUNSELING

Department of Rehabilitation Psychology & Special Education
University of Wisconsin-Madison

Guidelines for Supervised Practice in Rehabilitation Counseling

Introduction

The mission of the graduate program in rehabilitation counseling/rehabilitation psychology is to prepare professionals at the graduate level to serve adults with disabilities in both private and public service delivery agencies including counseling, assessment, job placement, case management, and advocacy. The range of disabilities served by graduates includes physical disabilities, psychiatric disorders, alcohol and drug abuse, traumatic brain injury and other neurological impairments, learning and intellectual disabilities, sensory disabilities, and aging.

Supervised field experience, including practicum and internship, is essential to the professional preparation of rehabilitation counselors and is thus a central component of the core curriculum in rehabilitation counseling/rehabilitation psychology at the University of Wisconsin-Madison. Practicum and internship placements provide opportunities to put classroom content into practice in actual supervised practice in rehabilitation agency settings. Curriculum outcomes specified in program accreditation standards are included in the attachments to these guidelines, and they specify applications of curriculum content to put into practice in practicum and internship placements.

The following courses are offered to provide this experience:

- RP&SE 880 Rehabilitation Counseling Psychology-Supervised Practicum I
- RP&SE 890 Rehabilitation Counseling Psychology-Supervised Practicum II
- RP&SE 910 Rehabilitation Counseling Psychology-Internship

Students in the master's degree program usually take Supervised Practicum I and II in the second and third semesters of graduate study, respectively; the Internship is usually taken during the fourth (final) semester. During the first semester students typically enroll in 194-500 Rehabilitation Counseling Psychology - Foundations and 194-810 Rehabilitation Counseling Psychology - Techniques, and also begin more limited involvement in direct service activities through observation and simulation exercises as a part of their required coursework. RP&SE 900 Supervised Practicum III is available to Ph.D. students.

Each practicum course requires a minimum of 12 hours per week (or 180 hours over a 15-week semester) of supervised field experience in a cooperating rehabilitation agency or program (certain agencies or programs may require more than 12 hours per week if a student elects those programs for practicum). Summer enrollment requires 16 hours per week in the field placement over the 11-week summer session. The two practicum placements combined will provide a combined total of 360 hours of supervised practicum experience, which will include a minimum of 80 hours of direct service to persons with disabilities, including experiences that will increase student awareness and understanding of the differences in values, beliefs, and behaviors of individual from diverse populations, and the practicum experience is prerequisite to the internship.
The internship is a full-time supervised experience of 600 hours (40 hours per week over 15 weeks), including 240 hours of direct service to individuals with disabilities, and it is possible to spread the internship over two semesters at half-time. The internship requirement may be satisfied during the summer session. However, even though official summer session only spans a 14-week period, summer interns are still required to complete a full 600 hours by expanding the internship to 15 weeks. The Clinical Practice Coordinator will assist with arrangements for starting summer internships early and/or completing them after the end of the 14-week summer session and providing for university faculty coverage for university coordination and supervision.

Students enrolled in practicum and internship courses are required to concurrently register for a weekly seminar, RP&SE 860 Rehabilitation Counseling Psychology-Clinical Practice Seminar, which provides group supervision. Students completing internships outside of the Madison area, who are too far away to attend seminars in person, will participate in the weekly seminars via Skype or other distance education technology.

All students enrolled in practicum will also receive weekly individual supervision on campus from a Ph.D. student, who has professional experience in rehabilitation counseling and is supervised by a faculty member, and the Ph.D. student will also serve as liaison to the student’s practicum site and onsite supervisor. Both the onsite and on-campus supervisors will review the student’s work, including review of interviews conducted with clients, incorporating use of recordings of interviews and/or live observation of interviews (see attached consent form for recording of interviews). In the case of interns, a faculty member who holds the CRC credential will serve as the on-campus supervisor, providing liaison to the internship site and onsite supervisor; weekly individual on-campus supervision meetings with a Ph.D. student who holds the CRC credential will also be provided only in those instances where the onsite supervision does not hold the CRC credential, as weekly individual supervision by a CRC is a requirement of the internship. In instances where individual on-campus supervision from a CRC is required but interns are placed away from Madison, weekly supervision will be provided via Skype or other appropriate distance education methods.

Policy Regarding Student Assignment

It is the responsibility of the Clinical Practice Coordinator to review the policies and practices of each cooperating field agency and determine the appropriateness of supervised field experiences provided. Students are placed in sites with consideration given to both the needs of the student and the needs of the agency. Criteria for acceptability of placements are based on the nature of assigned responsibilities; qualifications and credentials of the supervisor, including professional degrees and certification (emphasizing the Certified Rehabilitation Counselor or CRC credential); and recognized quality of services provided by the agency, including accreditation status where appropriate.

The Clinical Practice Coordinator will solicit information from students to facilitate the selection of a practicum or internship site, toward the end of the semester or summer session preceding the beginning of the field experience. The Clinical Practice Coordinator will then discuss interests and plans of the student, as needed, and will contact potential sites that would seem to provide a good match for the student. When a potential site is located, the student will be provided with the
name and phone number of the site and supervisor, and the student will then schedule an interview at the site. This interview will allow the student to meet the supervisor and learn about the opportunities available, while also providing the supervisor with an opportunity to get to know the student and his or her background, interests, and needs. If the student and potential supervisor agree to proceed, the placement will be finalized. If not, the selection process will continue until an acceptable site is found.

In internship placements, students are required to receive weekly individual supervision from a CRC. Those who do not have a CRC-credentialed supervisor on site must receive weekly individual supervision from the university, which will typically be provided jointly by a faculty member and Ph.D. student, both holding the CRC credential. For students completing internships outside of the Madison area, whose onsite supervisor does not hold the CRC credential, weekly individual supervision will be provided via Skype or other appropriate distance education technology.

Students should plan to spend no more than two of their three semesters of supervised field experience at a single agency or program site. Practicum and internship sites chosen should be based on personal interests and professional development needs, as well as the preparation provided for available future professional employment. Because of the central role of the state-federal vocational rehabilitation program in the rehabilitation service system, students are encouraged to spend at least one semester of their practicum and/or internship experience at a state vocational rehabilitation agency office. Each student should discuss placement plans with the Clinical Practice Coordinator prior to the semester in which the placement will be completed, following the established procedures.

Specific Student, Agency, and Departmental Responsibilities

1. **Student Responsibilities**

   Students should arrange their work schedule to conform to the agency requirements. Agency policy regarding such matters as dress, time of arrival, time of departure, and confidentiality must be followed.

2. **Agency Responsibilities**

   The agency assigns qualified and interested professionals on staff to oversee the student's work and provide regular supervision. A regular time schedule should be set each week for supervisor-student consultation, providing one hour of supervision per week, and the supervisor should be available to the student at other times for assistance, as needed. The practicum or internship program developed by the agency should provide the student with a realistic and representative experience of the actual duties performed by full-time professionals within that agency context, including responsibility for the provision of assessment, counseling, and/or other services to clients. It is hoped that the agency will promote the student's growth in self direction, acceptance and knowledge of professional responsibilities, and developing competence in the provision of services to clients.
3. **University Responsibilities**

The University program will provide regular seminars or group supervisory sessions for both practicum and internship students. As a major part of those seminars, students will present and discuss clients or consumers, in addition to discussing issues and sharing information on topics that they have had an opportunity to learn as a part of the field experience. Agency supervisors will be welcome to attend the on-campus supervisory meetings, especially when the students under their supervision are presenting. Regular contact will be maintained with participating agency supervisors to discuss a student progress and provide assistance. A schedule of three agency visits each semester is followed – initial planning meeting, mid-semester review, and final evaluation - when the student, agency supervisor, and university supervisor can meet together to discuss progress and provide joint supervision to the student.

Individualized written objectives are established for each student in each practicum and internship placement (see the "Field Experience Contract" form that is attached to these Guidelines). The objectives are determined at the initial joint meeting of the student, agency supervisor, and university supervisor that is held near the beginning of the semester. Responsibilities and objectives are based primarily on the professional development needs of the student, together with the unique characteristics of the agency placement, the learning and service opportunities available, and the interests and expertise of the supervisor.

**Purpose of the Supervised Clinical Practice Program**

The purpose of the program is to provide graduate students in rehabilitation counseling with an opportunity to develop and refine their counseling and case service skills within the functional milieu of a rehabilitation or related agency. Although the student, university, and agency may have somewhat varying objectives, they are mutually supportive.

**Student Objectives**

To apply classroom knowledge and skills, as specified in the attached CORE curriculum standards.

To develop knowledge, skill, and self-confidence in fulfilling professional responsibilities in assessment counseling, case management, report writing, referral procedures, and other professional activities.

To gain experience in rehabilitation counseling relationships with clients, other professionals and other agencies.

To experience counselor-client relationships and the role that self understanding plays in the relationship, including relationships with clients from diverse populations.

To become acquainted with the organizational structure, processes, and working conditions of rehabilitation and related agencies.
To identify with the profession of rehabilitation counseling and the role of a practicing professional.

To provide an awareness of community organization and resources in meeting client needs.

To gain experience in working with interdisciplinary teams.

**University Objectives**

To assess the student's ability to move from classroom experiences into "real life" situations in rehabilitation counseling practice.

To provide feedback for the continuous evaluation of the effectiveness of the core curriculum.

To facilitate university and agency personnel in developing working relationships with one another.

**Rehabilitation Agency Objectives**

To provide the student with a comprehensive orientation program and instruction, including agency expectations.

To influence the continued development of rehabilitation counselor education programs.

To share in the preparation of future rehabilitation counselors.

To provide a clinical practice experience, requiring professional responsibility commensurate with the student's knowledge and experience.

To provide a varied counseling experience, including opportunities for both short-term and extended counseling relationships, involving varied levels of severity, disability types, and client needs.

To provide professional supervision and guidance to maximize learning and growth.

To provide exposure to a variety of rehabilitation issues and situations.

To provide a realistic and representative experience of the duties performed by a full-time professional within the type of agency represented.

**Content of the Supervised Clinical Practice Program**

A uniform program of activities applicable to all students and agencies is not appropriate, given the variety of agencies and programs in which experiences occur. However, the following activities are provided as examples and could be adapted as appropriate. Placement should be organized in accordance with student, university, and agency needs and should be commensurate with the student's level of preparedness.
Orientation

Agency Function and Services  Agency Routine and Regulation
Staff and Their Roles and Functions  Physical Facilities
Clientele  Expectations for Students

Observation and Instruction

Interviewing  Procedures Involved in Diagnostic
Case Notes  Workups, Referrals
Conferences, Staffings, Consultations

Participation and Responsibility

Assessment  Follow-Up
Client Interviews  Staffings
Counseling  Casenoting and Report Writing
Placement

It is expected that, over the sequence of the three practicum and internship placements, all students will have completed significant experience in assessment, counseling, case management, job placement, utilization of community resources, and report writing and casenoting. Although substantial experience in all of these areas may not occur in every placement, all students will have completed experience in all areas at some point in their supervised field experience. At the conclusion of each practicum or internship placement, the student is required to complete the "Report of Practicum/Internship Activities" (see copy of form attached to these Guidelines) to document these experiences, and the completed form will be kept on file as an official record of experiences completed. To insure accuracy and completeness of the description of experiences, both the student and agency supervisor will be asked to sign the form.

Student Evaluation

A letter grade will be assigned at the conclusion of each semester of supervised clinical practice. The university faculty supervisor is responsible for assigning the grade. The agency supervisor is asked to provide a written evaluation of the student’s performance, using the Field Experience Evaluation Form attached to these Guidelines, but the agency supervisor is not asked to recommend a letter grade. Primary consideration in assigning grades is given to the student’s follow-through in satisfying all commitments in a reliable and conscientious manner, both to the agency and university supervisors, and to the professional potential demonstrated by the student during the course of the practicum or internship placement. Sources of information considered in determining grades include the agency supervisor’s written and verbal evaluations and comments and the university supervisors’ observations of the student during individual and group supervision.
At the midsemester joint meeting of the student, agency supervisor, and university supervisor, the performance and progress of the student are reviewed. More specifically, the student’s performance in responsibilities specified in the Field Experience Contract is discussed, along with progress in the learning objectives specified. The supervisor should complete a Field Experience Evaluation Form, which will be reviewed at the midsemester meeting. At the end of the semester, student progress in accomplishing objectives should again be evaluated and discussed to facilitate closure, identify strengths demonstrated by the student, and to target areas of needed improvement in future placements. At the final evaluation meeting, the student, agency supervisor, and university supervisor meet again to review the Report of Practicum/Internship Activities, completed by the student, and the final Field Experience Evaluation Form, completed by the agency supervisor.

Students in both practicum and internship are expected to demonstrate satisfactory competence, in the judgment of the onsite supervisor, the university supervisor, and the supervising faculty member. The onsite supervisor, university supervisor, and supervising faculty member are all involved in weekly supervision with students, in addition to joint meetings between the onsite and university supervisors at the beginning, middle, and end of the semester, so knowledge, skills, and performance are closely monitored throughout practicum and internship placements, with support and recommendations continuously provided to facilitate learning and development. Thus, any problems are addressed throughout a practicum or internship placement. However, at the end of a semester or summer session, a minimum grade of “B” is required to advance from Practicum I to Practicum II and from Practicum II to Internship.

In instances where minimum performance is not achieved, the supervising faculty member, in consultation with the student’s major professor and the chair of the Rehabilitation Psychology Program, can assign a grade of “I” (incomplete), allowing a student to continue work on achieving minimum performance. If a grade lower than “B” is assigned, the student’s performance will be reviewed by the faculty of the Rehabilitation Psychology Program in order to determine appropriate remedial action, including the possibility of discontinuation from graduate study. However, this would be a very rare occurrence, with the faculty doing everything possible to help students achieve expected knowledge, skill, and competence. In instances where a student feels that he or she has not been treated fairly, School of Education grievance procedures are available (http://www.education.wisc.edu/student/grievances.asp).

Clinical experience is probably the single most important component of our graduate program in preparing competent rehabilitation counselors for professional practice. The success of the clinical experience component depends upon the cooperative efforts of university faculty and community professionals and priority is given to facilitating those cooperative relationships.

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Attachments

Council on Rehabilitation Education (CORE) Curriculum Standards & Outcomes

Consent Form for Taping of Sessions

Student Evaluation of Practicum/Internship Site Form

Field Experience Contract

Report of Practicum/Internship Activities

Field Experience Evaluation
C.1 PROFESSIONAL IDENTITY

C.1.1 practice rehabilitation counseling in a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of Practice for the profession;

C.1.2 integrate into one’s practice, the history and philosophy of rehabilitation as well as the laws affecting individuals with disabilities including findings, purposes, and policies in current legislation;

C.1.3 describe, in general, the organizational structure of the rehabilitation, education, and healthcare systems, including public, private-for-profit, and not-for-profit service settings;

C.1.4 apply in one’s practice, the laws and ethical standards affecting rehabilitation counseling in problem-solving and ethical decision-making;

C.1.5 integrate into practice an awareness of societal issues, trends, public policies, and developments as they relate to rehabilitation;

C.1.6 create a partnership between consumer and counselor by collaborating in informed consumer review, choice, and personal responsibility in the rehabilitation process;

C.1.7 apply in one’s practice, the principles of disability-related legislation including the rights of persons with disabilities to independence, inclusion, choice and self-determination, empowerment, access, and respect for individual differences;

C.1.8 educate the public and consumers regarding the rights of people with disabilities under federal and state law;

C.1.9 articulate the differences in philosophy and the purposes of related counseling disciplines and allied health fields; and

C.1.10 explain differences among certification, licensure, and accreditation.

C.2 SOCIAL AND CULTURAL DIVERSITY

C.2.1 practice rehabilitation counseling in a manner that reflects an understanding of psychosocial influences, cultural beliefs and values, and diversity issues that affect adjustment and attitudes of both individuals with disabilities and professional service providers;

C.2.2 utilize in one’s practice an understanding of family systems and the impact of the family on the rehabilitation process;
C.2.3 articulate an understanding of the dynamics, issues, and trends of the social system in which the individual lives;

C.2.4 practice in a manner that shows an understanding of the environmental and attitudinal barriers to individuals with disabilities;

C.2.5 understand individuals’ cultural, gender, sexual orientation, aging, and disability differences and integrate this knowledge into practice;

C.2.6 identify and articulate an understanding of the social, economic, and environmental forces that may present barriers to a consumer’s rehabilitation;

C.2.7 apply psychological and social theory to develop strategies for rehabilitation intervention;

C.2.8 develop strategies for self-awareness and self-development that will support sensitivity to diversity issues;

C.2.9 articulate an understanding of the role of ethnic/racial and other diversity characteristics such as spiritually and religion, age, gender, sexual orientation, and socio-economic status in groups, family, and society;

C.2.10 continuously assess self-awareness and attitudinal aspects of rehabilitation counseling;

C.2.11 articulate current demographic characteristics and trends as well as their impact on rehabilitation service policy; and

C.2.12 identify and demonstrate an understanding of stereotypic views toward persons with disabilities and the negative effects of these views on successful completion of the rehabilitation process.

**C.3 HUMAN GROWTH AND DEVELOPMENT**

C.3.1 articulate a working knowledge of social, psychological, spiritual, and learning needs of individuals at all developmental levels;

C.3.2 understand the concepts related to learning and personality development, gender and sexual identity, addictive behavior and psychopathology, and the application of these concepts in rehabilitation counseling practice;

C.3.3 assist the consumer in developing active transition strategies to successfully complete the rehabilitation process; and

C.3.4 develop approaches that will facilitate enhancement of the consumer’s personal development, decision-making abilities, acceptance of responsibility, and quality of life.
C.4 EMPLOYMENT AND CAREER DEVELOPMENT

C.4.1 articulate and apply career development theories and the importance of work to consumers with whom one works;

C.4.2 conduct and utilize labor market analyses and apply labor market information to the needs of consumers in one’s caseload;

C.4.3 utilize career/occupational materials and labor market information with the consumer to accomplish vocational planning;

C.4.4 understand employer practices that affect the employment or return to work of individuals with disabilities and utilize that understanding in facilitating their successful employment;

C.4.5 explore occupational alternatives and develop career plans in collaboration with the consumer;

C.4.6 identify the prerequisite experiences, relevant training, and functional capacities needed for career goals of the consumer and facilitate the consumer’s understanding of these issues;

C.4.7 identify the consumer’s need for accommodation and facilitate the use of resources to meet those needs;

C.4.8 apply the techniques of job modification/restructuring and the use of assistive devices to facilitate consumer placement when appropriate;

C.4.9 assist employers to identify, modify, or eliminate architectural, procedural, and/or attitudinal barriers in facilitating the consumer’s successful job placement;

C.4.10 consult with employers regarding accessibility and issues related to ADA compliance;

C.4.11 evaluate work activities through the use of job and task analyses and utilize the evaluation in facilitating successful job placement for the consumer;

C.4.12 assess and resolve job adjustment problems on the part of the consumer through the provision of post-employment services;

C.4.13 develop job opportunities for consumers through employer contacts;

C.4.14 apply strategies for consumer job placement and job retention;

C.4.15 teach the consumer appropriate job seeking, job interviewing, and job retention skills;
C.4.16 establish follow-up and/or follow-along procedures to maximize an individual’s independent functioning through the provision of post-employment services to the consumer;

C.4.17 facilitate consumer involvement in determining vocational goals and capabilities related to the world of work;

C.4.18 review medical information with consumers to determine vocational implications of related functional limitations;

C.4.19 identify transferable skills by analyzing the consumer’s work history and functional assets and limitations and utilize these skills in assisting the consumer to achieve successful job placement;

C.4.20 assess the consumer’s readiness for gainful employment and assist the consumer in increasing this readiness;

C.4.21 provide prospective employers with appropriate information regarding consumer work skills and abilities;

C.4.22 discuss a consumer’s return to work options with the employer;

C.4.23 use computerized systems for consumer job placement assistance;

C.4.24 arrange for functional or skill remediation services that will result in successful consumer job placement;

C.4.25 identify and arrange for educational and training resources that can be utilized by consumers to meet job requirements; and

C.4.26 provide for work conditioning or work hardening strategies and resources that can be utilized by consumers in facilitating successful job placement.

C.5 COUNSELING AND CONSULTATION

C.5.1 conduct individual counseling sessions with consumers;

C.5.2 develop and maintain a counseling relationship with consumers;

C.5.3 establish, in collaboration with the consumer, individual counseling goals and objectives;

C.5.4 assist the consumer with crisis resolution;

C.5.5 facilitate the consumer’s decision-making and personal responsibility in a manner consistent with the individual’s culture and beliefs;
C.5.6 recommend strategies to assist the consumer in solving identified problems that may impede the rehabilitation process;

C.5.7 explain the implications of assessment/evaluation results on planning and decision-making;

C.5.8 demonstrate consultation and supervisory skills on behalf of and with the consumer;

C.5.9 assist the consumer in developing acceptable work behavior;

C.5.10 adjust counseling approaches or styles to meet the needs of individual consumers;

C.5.11 terminate counseling relationships with consumers in a manner that enhances their ability to function independently;

C.5.12 recognize consumers who demonstrate psychological problems (e.g., depression, suicidal ideation) and refer when appropriate;

C.5.13 interpret diagnostic information (e.g., vocational and educational tests, records and medical data) to the consumer;

C.5.14 assist consumers in modifying their lifestyles to accommodate individual functional limitations; and

C.5.15 assist consumers to successfully deal with situations involving conflict resolution and behavior management.

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**C.6 GROUP WORK**

C.6.1 articulate the principles of group dynamics with persons with disabilities including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work;

C.6.2 develop group leadership styles and approaches when working with persons with disabilities including characteristics of various types of group leaders and leadership styles;

C.6.3 facilitate the group process with the individual’s family/significant others, including advocates;

C.6.4 apply approaches used for other types of group work with persons with disabilities including skill groups, psycho-educational groups, and group counseling;

C.6.5 prepare standards for peer group leaders;

C.6.6 apply ethical and legal issues to the group counseling process;
C.6.7 integrate and apply racial/ethnic, cultural, and other diversity characteristics/issues when working with people with disabilities in groups;

C.6.8 apply theories of group counseling when working with persons with disabilities including commonalities, distinguishing characteristics, and pertinent research and literature; and

C.6.9 apply group counseling methods including group counselor orientation and behaviors, appropriate referral and selection criteria, and methods of evaluation and effectiveness.

C.7  ASSESSMENT

C.7.1 determine an individual’s eligibility for rehabilitation services and/or programs;

C.7.2 facilitate consumer involvement in evaluating the feasibility of rehabilitation or independent living objectives;

C.7.3 utilize assessment information to determine appropriate services;

C.7.4 assess the unique strengths, resources, and experiences of an individual including career knowledge and interests;

C.7.5 evaluate the individual’s capabilities to engage in informed choice and to make decisions;

C.7.6 assess an individual’s vocational or independent living skills, aptitudes, interests, and preferences;

C.7.7 assess an individual’s need for rehabilitation engineering/technology services throughout the rehabilitation process;

C.7.8 assess the environment and make modifications for reasonable accommodations;

C.7.9 use behavioral observations to make inferences about work personality, characteristics, and adjustment;

C.7.10 integrate assessment data to describe consumers’ assets, limitations, and preferences for rehabilitation planning purposes;

C.7.11 interpret test and ecological assessment outcomes to consumers and others; and

C.7.12 objectively evaluate the effectiveness of rehabilitation services and outcomes.
C.8  RESEARCH AND PROGRAM EVALUATION

C.8.1 articulate current knowledge of the field;
C.8.2 analyze research articles in rehabilitation and related fields;
C.8.3 apply research literature to practice (e.g., to choose appropriate interventions, to plan assessments, to implement meaningful program evaluation, to perform outcome analysis, to conduct consumer satisfaction studies);
C.8.4 participate in agency or community research activities, studies, and projects, and explain the importance of such participation to the development of the field;
C.8.5 use data to support professional opinion and testimony;
C.8.6 conduct a review of the rehabilitation literature on a given topic or case problem; and
C.8.7 apply knowledge or ethical, legal, and cultural issues in research and evaluation.

C.9  MEDICAL, FUNCTIONAL, AND ENVIRONMENTAL ASPECTS OF DISABILITY

C.9.1 explain basic medical aspects of the human body system and disabilities;
C.9.2 access resources for researching disability information;
C.9.3 explain functional capacity implications of medical and psychosocial information;
C.9.4 determine the need for assistive technology and the appropriate intervention resources;
C.9.5 apply working knowledge of the impact of disability on the individual, the family, and the environment;
C.9.6 support consumer empowerment and advocacy as it relates to medical treatment;
C.9.7 utilize existing or acquired information about the existence, onset, severity, progression, and expected duration of an individual’s disability; and
C.9.8 consult with medical professionals regarding functional capacities, prognosis, and treatment plans for consumers.

C.10  REHABILITATION SERVICES AND RESOURCES

C.10.1 provide the information, education, training, equipment, counseling, and supports that people with disabilities need in order to make effective employment and life-related decisions;
C.10.2 evaluate the adequacy of existing information for rehabilitation planning;

C.10.3 integrate cultural, social, economic, disability-related, and environmental factors in rehabilitation planning;

C.10.4 plan and implement a comprehensive assessment including individual, ecological, and environmental issues (e.g., personality, interest, interpersonal skills, intelligence, and related functional capabilities, educational achievements, work experiences, vocational aptitudes, personal and social adjustment, transferable skills, employment opportunities, physical barriers, ergonomic evaluation, attitudinal factors);

C.10.5 develop jointly with the consumer, an appropriate rehabilitation plan that utilizes personal and public resources;

C.10.6 explain insurance claims processing and professional responsibilities in workers’ compensation and disability benefits systems;

C.10.7 identify and plan for the provision of independent living services with consumers;

C.10.8 establish working relationships and determine mutual responsibilities with other service providers involved with the individual and/or the family, or consumer’s advocate, including provision of consumer involvement and choice;

C.10.9 develop a knowledge base of community resources and refer individuals, when appropriate;

C.10.10 assist individuals in identifying areas of personal responsibility that will facilitate the rehabilitation process and maximize their vocational rehabilitation potential (e.g., potential fiscal resources to obtain needed services);

C.10.11 serve as a consultant to other community agencies to advocate for the integration and inclusion of individuals with disabilities within the community;

C.10.12 market the benefits and availability of rehabilitation services to potential consumers, employers, and the general public;

C.10.13 identify and plan for the appropriate use of assistive technology including computer-related resources;

C.10.14 educate prospective employers about the benefits of hiring persons with disabilities including providing technical assistance with regard to reasonable accommodations in conformance with disability-related legislation;

C.10.15 demonstrate the knowledge of treatment and rehabilitation approaches for substance abuse;
C.10.16 demonstrate the knowledge of treatment and rehabilitation approaches for consumers with psychiatric disabilities;

C.10.17 demonstrate knowledge of transition from school to work;

C.10.18 perform appropriate case documentation;

C.10.19 apply disability-related policy and legislation to daily rehabilitation practice; and

C.10.20 utilize resources and consult with other qualified professionals to assist in the effective delivery of service.
Consent for Audio and/or Video Recording

You are participating in counseling and/or other rehabilitation services that are being provided by ______________________________, who is a graduate student in rehabilitation counseling/rehabilitation psychology at the University of Wisconsin-Madison and is completing practicum or internship experience. This graduate student’s work is supervised by a member of the professional staff in the agency or program where you are receiving services and also by a faculty member and Ph.D. student supervisor at the university, both of whom are experienced counselors.

In order to promote the graduate student’s learning and to help insure the quality of the services that you receive, we request your permission to allow some of your meetings with the graduate student to be audio and/or video recorded. Review of the recordings with supervisors will be helpful to the graduate student in developing skills in working with people, and the supervisors will also be able to help the student provide the best possible assistance in his or her work with you. We have generally found that the tape recording process does not interfere with services provided and may even improve them, and we have also found that most people quickly become accustomed to the taping process and may even forget that the tape recorder is running.

Tape recordings of meetings will be treated with the strictest professional standards of confidentiality. The only individuals who will view or listen to the tapes will be the graduate student and the student’s supervisors. No other use of the tape recordings will be made without your explicit consent. The tapes will be held in a secure location until they are erased.

Whether your meetings will be tape recorded or not is entirely your decision and, if you do not wish to allow the tape recording, your services will not be negatively affected in any way. In addition, if you agree to allow the tape recording and wish to revoke your consent at a later time or if you wish to stop the recording of any meeting, you will be able to do so without any negative effects on the services that you receive.

University Faculty Supervisor Name (print) ______________________________

University Faculty Supervisor Signature _____________________________ Date __________

Ph.D. Student Supervisor Name (print) ______________________________

Ph.D. Student Supervisor Signature _____________________________ Date __________

(see attached sheet)
I agree to allow the tape recording of my meetings with the graduate student indicated on the attached sheet. Specifically, I agree to the following:

____ audio recording    ____ video recording

I understand that I may revoke this consent at any time and that I may stop the recording of any meeting with no negative effects on the services that I receive. If you have a legal guardian, it will also be necessary for the guardian to sign this consent. Thank you!

Name(s) (please print) __________________________________________________________

Signature(s) ___________________________________________________________ Date __________
Student Evaluation of Practicum/Internship Site

Site: 

Supervisor: 

Semester/Summer Session:

The faculty request feedback from students each semester regarding their practicum and internship sites in order to evaluate and improve our practicum and internship program. Please provide a narrative evaluation of your placement, including both strengths and suggestions for future improvement, focusing both on the experience provided at your site and the supervision that you received from your onsite supervisor.

The information provided will only be used internally and will not be shared with placement sites. However, we encourage you to provide feedback directly to your site supervisor, as supervisors are typically looking for feedback.

Thanks for your help.
Rehabilitation Counseling/Rehabilitation Psychology

Field Experience Contract

The field experience component of undergraduate and graduate instruction in rehabilitation psychology/rehabilitation counseling is designed to provide practical experience, including the provision of direct client/consumer services, assuming responsibilities that are consistent with the student’s level of professional development and learning needs.

_________________________________________________________ will complete field experience under the supervision of ________________________________________________________________

Agency Supervisor(s) Phone

at ______________________________________________________________

Agency

_________________________________________________________

Address

from ___________ through ___________ for ________ hours per week.

Start Date End Date

_________________________________________________________

Schedule

Duties and responsibilities will include the following:
Learning objectives (knowledge and skill to be developed) will include the following:

The student will perform the duties and responsibilities specified in a reliable and conscientious manner and will maintain regular contact with the instructor, agency supervisor(s), and any other university supervisor(s), informing them of any problems that might develop in performing those duties and utilizing them as resources to facilitate learning and professional development.

The agency supervisor(s) will assign duties consistent with student readiness and provide the necessary supervision to perform those duties. The agency supervisor(s) will also provide an evaluation of the student's performance at the end of the semester, using a form to be provided.

The instructor will be available to both the student and agency supervisor to facilitate the fulfillment of this contract. The instructor and/or other designated university supervisor will meet with the student and agency supervisor (in the case of out-of-state placements, phone and/or e-mail contacts will be used) at least three times for graduate students and twice for undergraduates to facilitate planning and to monitor and facilitate progress.

______________________________________________  ______________________
Student                                           Date

______________________________________________  ______________________
Agency Supervisor(s)                               Date

______________________________________________  ______________________
Instructor                                        Date

______________________________________________  ______________________
Other University Supervisor(s)                     Date
Rehabilitation Counseling/Rehabilitation Psychology

Report of Practicum/Internship Activities

Student_________________________________________ Semester______________________

Agency/Program Site___________________________________________

This form should be reviewed at the final evaluation meeting. The completed form will provide an official record of your practicum or internship experience. Each master's degree student should have significant supervised experience in each of the following areas over the course of all practicum and internship placements completed (but not necessarily all areas in every placement). Please describe your experiences in each area during the past semester.

1. Assessment (identification of client/consumer needs; service and treatment planning; assessment interviewing; administration of psychological and vocational tests, assessment devices, and systems; and interpretation and utilization of assessment information).

2. Counseling, including career counseling (include numbers of individual and/or group counseling sessions for which you assumed responsibility and number of clients).
3. Case management and service coordination (include number of clients with whom you assumed responsibility).

4. Job development and placement (training clients in job seeking skills; supporting client job placement efforts; job development, analysis, job modification, and job restructuring; labor market surveys; direct contact and consultation with employers).

5. Utilization of community resources (identify liaison activities and community agencies and resources that you utilized and/or came to know more about).


Student _______________________________  Date __________________________

Supervisor ______________________________  Date __________________________
Rehabilitation Counseling/Rehabilitation Psychology

Field Experience Evaluation

Name of Student: _________________________________________________________________

Field Placement Agency/Program: ________________________________________________

1. Please rate the knowledge, skill, and performance of the student using the following scale:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>deficient, a definite limitation</td>
<td>marginal</td>
<td>adequate</td>
<td>more than adequate</td>
<td>outstanding, a definite strength</td>
<td>not applicable</td>
</tr>
</tbody>
</table>

a. Knowledge of agency roles, functions, and operating procedures 1 2 3 4 5 n/a

Comments:

b. Knowledge of cooperating agencies and programs 1 2 3 4 5 n/a

Comments:

c. Knowledge of client/consumer needs and problems 1 2 3 4 5 n/a

Comments:

d. Skill in relating effectively to clients/consumers 1 2 3 4 5 n/a

Comments:
e. Skill in client/consumer assessment 1 2 3 4 5 n/a
   Comments:

f. Skill in counseling and interviewing 1 2 3 4 5 n/a
   Comments:

g. Skill in professional relationships 1 2 3 4 5 n/a
   Comments:

h. Responsiveness to supervision 1 2 3 4 5 n/a
   Comments:

i. Growth in knowledge and skill 1 2 3 4 5 n/a
   Comments:

j. Professional and ethical behavior 1 2 3 4 5 n/a
   Comments:

k. Any other relevant area of skill or behavior 1 2 3 4 5 n/a
   Comments:
2. Please check the option which best describes the conscientiousness and reliability demonstrated by the student during the semester.

_______ fulfilled all responsibilities in a reliable and conscientious manner
_______ with one or two minor exceptions, met all obligations
_______ some deficiencies were evident

3. Please check the option which best describes your perceptions of the student’s potential for future performance as a professional practitioner in rehabilitation settings serving persons with disabilities and other special needs.

_______ outstanding; the student has the potential to develop into an exceptionally competent practitioner
_______ very good; the student has the potential to develop into a practitioner with above average competence
_______ good; the student has the potential to develop into a competent practitioner
_______ questionable; at present the student demonstrates some deficiencies and future potential seems uncertain
_______ poor; at present the student does not appear to have the potential to develop into a competent practitioner

4. In the space below please comment briefly on the student’s strengths and weaknesses and provide any other information that might be helpful in guiding future professional development.

Supervisor’s name ______________________________________ Date _________________

Supervisor’s signature ______________________________________________________________