

Winston-Salem State University  
Rehabilitation Counseling Program  
Practicum & Internship Manual



**WINSTON-SALEM**  
STATE UNIVERSITY

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School of Health Sciences

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# Rehabilitation Counseling Practicum & Internship Manual

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## **Introduction**

Practicum and internship activities provide essential learning activities to graduate students during their tenure in the Winston-Salem State University (WSSU) Rehabilitation Counseling Program. Practicum serves as a mechanism for graduate students to practice their micro-counseling skills under direct supervision, gain counseling and case management experience while also increasing their understanding of the service delivery process within rehabilitation settings. In addition to the experiences gained during practicum, the Internship provides students with intensive experiential opportunities designed to replicate the professional activities and duties of rehabilitation counselors currently working in the field. The information in this document establishes the protocol for graduate students, faculty supervisors, and onsite supervisors regarding practicum and internship responsibilities.

Winston Salem State University offers a distance-learning graduate program leading to a Master of Science in Rehabilitation Counseling (MSRC). The purpose of the program is to prepare qualified and competent professionals to establish partnerships with persons with disabilities to enhance their quality of life and employment readiness. Graduates may find employment in public, community, and/or private rehabilitation settings.

The program requires 60 hours of coursework and the successful completion of a thesis or project paper, which may take up to two years after a student's coursework has been completed. A cohort of graduate students is admitted into the program each Fall and Spring. Graduate students in a cohort take the same classes over a two-to-three-year period, averaging 9 to 12 credit hours per semester.

The MSRC program utilizes practicum and internship standards delineated by the Council on Rehabilitation Education (CORE). For more information on CORE guidelines for the provision of rehabilitation education, please review the accreditation manual at

<https://ncre.org/>

## **Practicum & Internship Policies**

### *Applying to Practicum & Internship Fieldwork*

After successful completion of the prerequisite six credit hours, REH 5301 Foundations of Rehabilitation Counseling and REH 5302 Theories and Techniques of Counseling, students should apply for Practicum REH 5308. Students are encouraged to speak with their faculty advisor before beginning any field work component. By doing so, students can ensure that the proper procedures for applying to practicum and internship are fulfilled and that appropriate learning experiences are gained.

### **Fieldwork Orientation**

A fieldwork orientation workshop is conducted during March for Fall semesters and in September for the Spring semester. This workshop is **required** of all students who are applying for **practicum** and their first semester of **internship**. If a student does not attend one of these workshops, he/she will be unable to enroll or register for the fieldwork course the following semester.

### **Fieldwork Expectations**

#### *Student Performance*

Graduate students performing practicum and internship duties in the community are representatives of WSSU and the field of Rehabilitation Counseling. Students are expected to demonstrate competence in service provision, professionalism, and ethical decision-making. Competence in service provision means incorporating consumer choice and quality of life as key outcomes. Graduate students are expected to be knowledgeable about scope of service (e.g., evaluation, job matching, linkage, job placement).

Competence in counseling means demonstrating empathy, good listening skills, and unconditional positive regard. Additionally, graduate students will be responsive to consumers and produce timely and accurate reports and paperwork.

*Professionalism* is recognized as regular attendance, timeliness, good hygiene, proper attire, good work habits, and upholding the procedures set forth by the practicum or internship placement. Personal attributes relating to professionalism include integrity, respect for clients and coworkers, and acceptance of diversity.

*Ethical decision-making* is demonstrating the ability to incorporate the six ethical principles (autonomy, beneficence, fidelity, justice, veracity, and non-maleficence). This includes understanding and adhering to the Professional Code of Ethics for Rehabilitation Counselors in both personal and professional situations that occur within the workplace. As stated earlier, multiple evaluations of these dispositions by graduate students, onsite supervisors, and faculty supervisors are required for successful completion of practicum and internship.

Graduate students engaged in practicum and internship activities sometimes experience unforeseen personal issues that interfere with their ability to appropriately carry out their assigned responsibilities. These situations can be intensified when problems such as substance abuse and/or chemical dependence, family violence, mental illness, and other concerns arise. In the event that a graduate student appears unable or unwilling to display the appropriate dispositions of a professional counselor in the classroom or at the placement site, the student will be referred for evaluation to remain in the program.

## **Forms & Process**

Once students have attended the orientation, they will have two weeks to complete and submit the Fieldwork Application form (See Appendix). Students should consult with their advisors when selecting sites for their fieldwork placement. Students may not contact placement sites until they have received official notification of approval from the Program Coordinator. Upon approval, students should make arrangements to schedule interviews with potential placement sites.

## **Approved Sites & Site Suitability**

Graduate practicum and internship students may be placed in public, community, or private rehabilitation settings. RSA scholars are required to participate in the public rehabilitation program, and thus, are strongly encouraged to do a practicum or internship in the public rehabilitation program. A list of approved sites is available for review at:

<http://wssumsrcfieldwork.pbworks.com/w/page/25173500/Home%20page>. In the event that placement sites appear unable to provide the appropriate learning environment or in cases where the health and safety of students may be at risk, students should notify their onsite and faculty supervisors, as well as the Program Coordinator immediately. If student concerns at placement sites still cannot be resolved with assistance, the adviser will meet with the student and the Program Coordinator to discuss alternative practicum and/or internship placement availability.

## **Requests for New Sites**

If a student is interested in a site that is not on the approved site list, the student must complete an Additional Site Form (See Appendix) and contact their adviser immediately. The site must be evaluated for the suitability as a fieldwork placement site prior to the commencement of any fieldwork activity.

## **Liability Insurance**

All students must have individual professional liability insurance activated before beginning practicum or internship. Students must maintain coverage throughout their graduate studies and provide a copy of the liability insurance coverage to your adviser and faculty supervisor. Updated copies should be submitted upon renewal. You may use your own insurance or may purchase liability insurance at student rates from Healthcare Providers Service Organization (HPSO) at [www.hpso.com](http://www.hpso.com) or from the American Counseling Association (ACA), which can be found online at [www.counseling.org](http://www.counseling.org). You will not be permitted to work at your practicum or internship site until documentation of liability insurance is on file with the program office assistant.

**For liability reasons, graduate students are not authorized by WSSU to transport consumers in their personal vehicles during their practicum and/or internship.**

## **Practicum**

Graduate students in the MSRC program enroll in the 3-credit hour course REH 5308 Practicum, during the fall of their second year of coursework if they have successfully completed the prerequisite coursework, as listed below. Prior to placement in professional public, community, or private rehabilitation settings, graduate students are expected to develop clinical competencies. Prerequisites to the practicum total 6-credit hours and are as follows:

REH 5301 Foundations of Rehabilitation

REH 5302 Theories and Techniques of Counseling

The practicum (REH 5308) is a one-semester supervised experience designed to increase the awareness of graduate students regarding the diversity of values, belief systems, and social behaviors of persons with disabilities, their varying cultural backgrounds and levels of functioning. The practicum student is expected will take place within a professional setting that offers opportunities for students to work with individuals with disabilities.

### **Practicum Activities/Duties**

Students enrolled in REH 5308 are required to attend a class designed to improve counseling skill proficiency in addition to their participation at their fieldwork site. This class provides opportunities for students to practice structuring counseling sessions, writing and analyzing case studies, using interviewing techniques, and offers additional group supervision. Students are required to complete video recordings of “**mock**” sessions in DVD or electronic format that demonstrate counseling proficiency.



## **Practicum Hours**

Students must successfully complete a minimum of 100 supervised clock hours of service in a public, community or private rehabilitation setting; 40 clock hours of which must be direct service provision to persons with disabilities. Practicum will be graded on a satisfactory (S)/unsatisfactory (U) basis. A grade of S represents that the student has completed all requirements for the university course and practicum site.

**Examples of Direct Hours:** scheduling sessions with clients; facilitating individual, family, or group counseling; drop-in clients; observing a counseling session, job placement; conducting intakes or psychological assessments; attending IEP meetings.

**Examples of Indirect Hours:** planning for sessions; attending agency in-service trainings; editing resumes and cover letters; reviewing case files, attending supervision meetings.

## **DVD or Electronic Format Requirement**

All interview sessions are to be recorded and stored in a locked location at the placement site. Sessions recorded at field sites are conducted in accordance with the regulations of the field site and the site supervisor. Students will submit the required 50-minute sessions in DVD or electronic format demonstrating their counseling skills to the university supervisor.

## **Supervision Requirement**

Graduate students will participate in structured and unstructured clinical supervision with the site supervisors for a **minimum of 1 hour per week**. All students are required to meet weekly in class with the university supervisor for group supervision for a **minimum of 1 ½ hours per week**. Students are required to arrange make-up supervision sessions due to absences.

## **Satisfactory Knowledge & Skills**

University supervisors and students will work toward improving areas that lack proficiency throughout the semester. University supervisors may contract with the student if growth areas fail to meet a satisfactory level. Students that continue to demonstrate deficiencies will be required to complete a remedial plan set

forth by the student's advisor and Program Coordinator. If a student does not successfully complete the assigned remedial plan he/she will receive a grade of "U" or a failing grade for the course.

### ***Responsibilities of the Graduate Student***

- Graduate students will obtain the necessary signatures on the *Contract of Agreement for Practicum* (See Appendix) and turn them in to the adviser by the deadline date;
- Graduate students will complete a *Student Profile Sheet* and a *Student Practicum Agreement Form* (See Appendix) and turn them in to the adviser by the designated deadline;
- Graduate students will conduct themselves in a professional manner, following all expectations of the placement site regarding dress and behavior. Graduate students will maintain a weekly log of their practicum activities, to be signed by their onsite supervisors weekly and turned in to their university supervisors by the deadline date;
- Graduate students will maintain a log of their clinical supervision hours to submit to their faculty supervisor who must verify the student's clinical experience and supervision on the credentialing application forms . For more information on the CRC credential requirements, please visit the following website: <http://www.crccertification.com/>; for the LPCA credential and requirements, please visit the following website: <http://www.ncblpc.org>;
- Graduate students will participate in midterm and final evaluations of their progress with their supervisors. Graduate students are evaluated according to the criteria set forth in their university supervisor syllabi.

### ***Responsibilities of the Onsite Supervisor***

- Onsite supervisors must hold a master's degree or higher in counseling, mental health, social work, or psychology, possess the Certified Rehabilitation Counselor (CRC) credential, and/or the Licensed Professional Counselor (LPC) credential, Licensed Clinical Social Worker (LCSW) credential, or Licensed Clinical Addictions Specialist (LCAS) credential and have served as a supervisor for at least two years;
- If the onsite supervisor does not have the CRC, this responsibility may be deferred to the faculty supervisor and the onsite supervisor may still serve;
- Onsite supervisors will provide a total of one hour of individual supervision per week to graduate students as they carry out assigned duties.
- There will be direct and periodic communication throughout the semester between the site supervisor and the faculty (e.g., site visits, conference calls, video-conferencing, electronic communication);
- Onsite supervisors will conduct a written progress review of graduate students at the midterm and completion of the course. The faculty supervisor will provide the appropriate forms;
- When it is determined that graduate students are not performing satisfactorily, onsite supervisors will notify faculty supervisors immediately. Faculty supervisors will arrange a meeting with the graduate student and/or the onsite supervisor in order to bring the issue to resolution.

### ***Responsibilities of the Faculty Supervisor***

- Faculty supervisors will review counseling sessions conducted by graduate students;
- Faculty supervisors will provide onsite supervisors with a written protocol for conducting onsite supervision and will provide contact information;
- Faculty supervisors will provide 1½ hours per week of group (with no more than ten students/group), i.e., classroom instruction. Supervision may be provided via telephone, email, web-cam, videoconferencing and/or onsite visits; Faculty supervisors will ensure that the required supervision experiences are consistent with the licensure requirements available to those students desiring to qualify for licensure.
- Faculty supervisors will collect the graduate students' written progress reports as submitted by onsite supervisors at the midterm and completion of the course. Faculty will review these reports with the onsite supervisor and with the student to determine areas in which the student counselor excels, and areas for improvement;
- When it is reported that site placements are unsatisfactory for graduate students' learning and growth, the adviser shall gather information, evaluate the situation, consult with the placement site and/or university administrators, and initiate appropriate remedial actions;
- When it is reported that graduate students have not performed satisfactorily, faculty supervisors shall gather information, evaluate the situation, and consult with the Program Coordinator who will initiate appropriate actions;

### **Internship**

Graduate students in the MSRC program will enroll in REH 6901 Internship, for 3 credit hours or 6 credit hours during the second year of coursework, if they have successfully completed the prerequisite coursework. Internship can be completed in one or two semesters. (See *Internship Hours* for more detailed information.) Prior to placement in professional public, community, or private rehabilitation settings, graduate students are expected to develop clinical competencies. Prerequisites to the Internship include a total 33 credit hours as follows:

REH 5301 Foundations of Rehabilitation  
REH 5302 Theories and Techniques of Counseling  
REH 5303 Group Counseling  
REH 5304 Vocational Assessment  
REH 5306 Medical Aspects of Disability  
REH 5308 Practicum  
REH 6301 Vocational Placement  
REH 6302 Vocational Rehabilitation Services Planning  
REH 6304 Human Growth & Development  
EDU 6306 Research and Program Evaluation  
REH 6307 Ethics

### **Internship Hours**

Per CORE guidelines, MSRC internship students must successfully complete a minimum of 600 supervised and applied clock hours of service in a public, community, or private rehabilitation setting, 240 clock hours of which must be direct service provision to persons with disabilities. Students in internship are not limited to 240 hours of direct service provision. A grade of S represents that the student has completed all requirements for the university course and practicum site. The internship course is a total of

6 credit hours and can be completed in one or two semesters. Students who choose to complete their internship in two semesters must complete 300 supervised and applied clock hours per semester.

**Examples of Direct Hours:** scheduling sessions with clients; facilitating individual, family, or group counseling; drop-in clients; observing a counseling session, job placement; conducting intakes or psychological assessments; attending IEP meetings.

**Examples of Indirect Hours:** planning for sessions; attending agency in-service trainings; editing resumes and cover letters; reviewing case files, and attending supervision meetings.

### **DVD or Electronic Format Requirement**

All interview sessions are to be recorded and stored in a locked location at the placement site. Sessions recorded at field sites are conducted in accordance with the regulations of the field site and the site supervisor. Students will submit the required 50-minute sessions in DVD or electronic format demonstrating their counseling skills to the university supervisor.

### **Supervision Requirement**

Graduate students will participate in structured and unstructured clinical supervision with the site supervisors for a **minimum of 1 hour per week**. All students are required to meet weekly in class with the university supervisor for group supervision for a **minimum of 1 ½ hours per week**. Students are required to arrange make-up supervision sessions due to absences.

### **Satisfactory Knowledge & Skills**

University supervisors and students will work toward improving areas that lack proficiency throughout the semester. University supervisors may contract with the student if growth areas fail to meet a satisfactory level. Students that continue to demonstrate deficiencies will be required to complete a remedial plan set forth by the student's advisor and Program Coordinator. If a student does not successfully complete the assigned remedial plan he/she will receive a grade of "U" or a failing grade for the course.

### **Responsibilities of the Graduate Student**

- Graduate students will complete a 600-hour internship, 240 hours of which consist of direct service provision to persons with disabilities;
- Graduate students who are RSA-funded scholars must complete a 600- hour internship in the public rehabilitation program (Vocational Rehabilitation, Division of Services for the Blind);
- Graduate students will identify placement sites of interest and obtain approval from their faculty supervisors in advance of placements;
- Graduate students will make arrangements to interview at a potential internship site;
- Graduate students will obtain *Student Professional Liability Insurance* prior to beginning their internships. Insurance can be obtained at: <http://www.hpsso.com/> ;
- Graduate students will obtain the necessary signatures on the *Contract of Agreement for Internship* (Appendix) and turn them in to their faculty supervisor in a timely manner;
- Graduate students will complete a *Student Profile Sheet* and a *Student Internship Agreement Form* (Appendix) and turn them in to their adviser by the deadline;
- With the prior permission of the Program Coordinator, students may begin internship up to one week before classes start, and/or continue up to one week after classes end in order to make up for state holidays, illnesses, and educational events that may occur during the internship. To

complete all 600 hours, interns should be prepared to work during WSSU's scheduled Spring Break;

- Graduate students will conduct themselves in a professional manner, following all expectations of the internship site regarding dress and behavior;
- Graduate students will observe all aspects of the delivery of rehabilitation services;
- Graduate students will perform all required or assigned tasks of a rehabilitation counselor, including producing written reports;
- Graduate students will participate in structured and unstructured clinical supervisory sessions with their onsite supervisors and faculty supervisors for a weekly total of one hour individually, and 1 ½ hours in a group supervision setting;
- Graduate students will maintain a weekly log of their internship activities, to be signed by their onsite supervisors and turned in to their faculty supervisors in a timely manner;
- Graduate students will maintain a log of their clinical supervision hours to submit to their faculty supervisor who must verify the student's clinical experience and supervision on the credentialing application forms. For more information on the CRC credential requirements, please visit the following website: <http://www.crccertification.com/>; for the LPCA credential and requirements, please visit the following website: <http://www.ncblpc.org>; Graduate students will participate in midterm and final evaluations of their progress with their onsite supervisors. Interns are evaluated per the criteria set forth in their faculty supervisors' syllabi;
- When it is reported that site placements are unsatisfactory for graduate students' learning and growth, the adviser shall gather information, evaluate the situation, consult with the placement site and/or university administrators, and initiate appropriate remedial actions;
- When it is reported that graduate students have not performed satisfactorily, faculty supervisors shall gather information, evaluate the situation, and consult with the Program Coordinator who will initiate appropriate actions.

### ***Responsibilities of the Onsite Supervisor***

- Onsite supervisors must hold a master's degree or higher in counseling, mental health, social work, or psychology, possess the Certified Rehabilitation Counselor (CRC) credential, and/or the Licensed Professional Counselor (LPC) credential, Licensed Clinical Social Worker (LCSW) credential, or Licensed Clinical Addictions Specialist (LCAS) credential and have served as a supervisor for at least two years;
- If the onsite supervisor does not have the CRC, this responsibility may be deferred to the faculty supervisor and the onsite supervisor may still serve;
- Onsite supervisors will provide an orientation to the intern, including orientation to organizational policies and procedures; introductions to colleagues and an explanation of their positions; expectations of the intern; confidentiality and due process; and risk assessment;
- Onsite supervisors will provide a total of one hour of individual supervision per week to interns as they carry out assigned duties; i.e., case management meetings or other staff meetings. Supervision may be provided via telephone, email, webcam, videoconferencing, and/or onsite visits;
- Onsite supervisors will conduct a written progress review of interns at the midterm and completion of the course. The faculty supervisor will provide the appropriate forms;
- When it is determined that interns are not performing satisfactorily, onsite supervisors will notify faculty supervisors immediately. Faculty supervisors will arrange a meeting with the graduate student and/or the onsite supervisor in order to bring the issue to resolution.

### ***Responsibilities of the Faculty Supervisor***

- Faculty supervisors must possess the CRC credential;
  - Faculty supervisors shall provide onsite supervisors with a written protocol for conducting onsite supervision, and with contact information for the faculty supervisor;
  - Faculty supervisors shall instruct and/or provide interns with written information on the Professional Code of Ethics for Rehabilitation Counselors. [The code can be viewed online.](#)
- Faculty supervisors will provide a total of 1 ½ hours of group supervision weekly, i.e., classroom instruction (with no more than ten students/group)
    - Faculty supervisors will initiate regular weekly contact with the onsite supervisor via telephone, email, and/or onsite visits;
    - Faculty supervisors will ensure that the required supervision experiences are consistent with the licensure requirements available to those students desiring to qualify for licensure. Faculty supervisors will collect the interns' written progress reports as submitted by onsite supervisors at the midterm and completion of the internship. Faculty will review these reports with onsite supervisors and interns to determine areas in which interns excel, and areas needing improvement;
    - When it is reported that internship placements are unsatisfactory for interns' learning and growth, faculty supervisors shall gather information, evaluate the situation, consult with the placement site and the Program Coordinator who will initiate appropriate remedial actions;
    - When it is reported that interns have not performed satisfactorily during internship, faculty supervisors shall gather information, evaluate the situation, consult with the placement site and the Program Coordinator who will initiate appropriate actions;
    - Faculty supervisors may provide individual supervision to no more than five interns per course. Enrollment in internship may not exceed five students per section.

### **Important Contact Information**

**For questions regarding practicum and internship concerns or issues regarding site approvals please contact your adviser.**

**For questions or concerns about the rehabilitation program in general, please contact the Program Coordinator:**

Yolanda V. Edwards, Ph.D., CRC  
Chair & Program Coordinator Rehabilitation Counseling Program  
Department of Rehabilitation Counseling  
School of Health Sciences  
C104 Anderson Center  
601 S. Martin Luther King Drive  
Winston-Salem, NC 27110  
(336) 750-2586 office  
(336) 750-2099 fax  
Email: [edwardsyo@wssu.edu](mailto:edwardsyo@wssu.edu)

## **Professional Ethical Standards**

All students are expected to conduct themselves according to the Code of Professional Ethics of the Commission on Rehabilitation Counselor Certification (CRCC) and any other professional association associated with the student's training emphasis. Failure to do may result in disciplinary action and possibly dismissal from the program. Guidelines citing standards for faculty, supervisors, and trainees are listed below also. Students can access an [updated version of the Code of Ethics here](#).

### **SECTION H: TEACHING, SUPERVISION, AND TRAINING**

#### **H.1. REHABILITATION COUNSELOR SUPERVISION AND CLIENT WELFARE**

- a. **CLIENT WELFARE.** Rehabilitation counselor supervisors meet regularly with supervisees to review case notes, samples of clinical work, or live observations in order to ensure the welfare of clients. Supervisees have a responsibility to understand and follow the Code.
- b. **REHABILITATION COUNSELOR CREDENTIALS.** Rehabilitation counselor supervisors work to ensure that clients are aware of the qualifications of the supervisees who render services to clients.
- c. **INFORMED CONSENT AND CLIENT RIGHTS.** Rehabilitation counselor supervisors make supervisees aware of the rights of clients including the protection of their privacy and confidentiality in the counseling relationship. Supervisees provide clients with professional disclosure information and inform them of how the supervision process influences the limits of confidentiality. Supervisees make clients aware of who has access to records of the counseling relationship and how these records are used.

#### **H.2. REHABILITATION COUNSELOR SUPERVISION COMPETENCE**

- a. **SUPERVISOR PREPARATION.** Rehabilitation counselors who offer supervision services regularly pursue continuing education activities, including both counseling and supervision topics and skills.
- b. **CULTURAL DIVERSITY IN REHABILITATION COUNSELOR SUPERVISION.** Rehabilitation counselor supervisors are aware of and address the role of cultural diversity in the supervisory relationship.

### **H.3. ROLES AND RELATIONSHIPS WITH SUPERVISEES OR TRAINEES**

- a. RELATIONSHIP BOUNDARIES WITH SUPERVISEES OR TRAINEES.** Rehabilitation counselor supervisors or educators clearly define and maintain ethical professional, personal, and social relationships with their supervisees or trainees. Rehabilitation counselor supervisors or educators avoid nonprofessional relationships with current supervisees or trainees. If rehabilitation counselor supervisors or educators must assume other professional roles (e.g., clinical and/or administrative supervisors, instructors) with supervisees or trainees, they work to minimize potential conflicts and explain to supervisees or trainees the expectations and responsibilities associated with each role. They do not engage in any form of nonprofessional interactions that may compromise the supervisory relationship.
- b. SEXUAL OR ROMANTIC RELATIONSHIPS.** Rehabilitation counselors do not engage in sexual or romantic interactions or relationships with current supervisees or trainees.
- c. EXPLOITATIVE RELATIONSHIPS.** Rehabilitation counselors do not engage in exploitative relationships with individuals with whom they have supervisory, evaluative, or instructional control or authority.
- d. SEXUAL HARASSMENT.** Rehabilitation counselor supervisors or educators do not condone or subject supervisees or trainees to sexual harassment.
- e. RELATIONSHIPS WITH FORMER SUPERVISEES OR TRAINEES.** Rehabilitation counselor supervisors or educators are aware of the power differential in their relationships with supervisees or trainees. Rehabilitation counselor supervisors or educators foster open discussions with former supervisees or trainees when considering engaging in a social, sexual, or other intimate relationships. Rehabilitation counselor supervisors or educators discuss with the former supervisees or trainees how their former relationship may affect the change in relationship.
- f. NONPROFESSIONAL RELATIONSHIPS.** Rehabilitation counselor supervisors or educators avoid nonprofessional or ongoing professional relationships with supervisees or trainees in which there is a risk of potential harm to supervisees or trainees or that may compromise the training experience or grades assigned. In addition, rehabilitation counselor supervisors or educators do not accept any form of professional services, fees, commissions, reimbursement, or remuneration from a site for supervisee or trainee placements.
- g. CLOSE RELATIVES AND FRIENDS.** Rehabilitation counselor supervisors or educators avoid accepting close relatives, romantic partners, or friends as supervisees or trainees. When such circumstances cannot be avoided, rehabilitation counselor supervisors or educators utilize a formal review mechanism.
- h. POTENTIALLY BENEFICIAL RELATIONSHIPS.** Rehabilitation counselor supervisors or educators are aware of the power differential in their relationships with supervisees or trainees. If they believe nonprofessional relationships with supervisees or trainees may be potentially



beneficial to supervisees or trainees, they take precautions similar to those taken by rehabilitation counselors when working with clients. Examples of potentially beneficial interactions or relationships include attending a formal ceremony; hospital visits; providing support during a stressful event; or mutual membership in professional associations, organizations, or communities. Rehabilitation counselor supervisors or educators engage in open discussions with supervisees or trainees when they consider entering into relationships with them outside of their role as clinical and/or administrative supervisors. Before engaging in nonprofessional relationships, rehabilitation counselor supervisors or educators discuss the rationale for such interactions, potential benefits or drawbacks, and anticipated consequences with supervisees or trainees. Rehabilitation counselor supervisors or educators clarify the specific nature and limitations of the additional role(s) they have with supervisees or trainees. Nonprofessional relationships with supervisees or trainees are time-limited or context specific and initiated with their consent.

#### **H.4. REHABILITATION COUNSELOR SUPERVISOR RESPONSIBILITIES**

- a. **DISCLOSURE AND INFORMED CONSENT FOR SUPERVISION.** Rehabilitation counselor supervisors provide professional disclosure that, at a minimum, is consistent with the jurisdiction in which they practice. Rehabilitation counselor supervisors are responsible for incorporating into their supervision the principles of informed consent. Rehabilitation counselor supervisors inform supervisees of the policies and procedures to which they are to adhere and the mechanisms for due process appeal of individual supervisory actions.
- b. **EMERGENCIES AND ABSENCES.** Rehabilitation counselor supervisors establish and communicate to supervisees the procedures for contacting them or, in their absence, alternative on-call supervisors to assist in handling crises.
- c. **STANDARDS FOR REHABILITATION COUNSELOR SUPERVISEES.** Rehabilitation counselor supervisors make their supervisees aware of professional and ethical standards and legal responsibilities. Rehabilitation counselor supervisors of post-degree rehabilitation counselors encourage these rehabilitation counselors to adhere to professional standards of practice.
- d. **RESOLVING DIFFERENCES.** When cultural, ethical, or professional issues are crucial to the viability of the supervisory relationship, both parties make efforts to resolve differences. When termination is warranted, rehabilitation counselor supervisors make appropriate referrals to possible alternative supervisors.

#### **H.5. REHABILITATION COUNSELOR SUPERVISOR EVALUATION, REMEDIATION, AND ENDORSEMENT**

- a. **EVALUATION.** Rehabilitation counselor supervisors or educators clearly state to supervisees or trainees, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Rehabilitation counselor supervisors or educators document and provide supervisees or trainees

ongoing performance appraisal and evaluation feedback.

- b. **LIMITATIONS.** Throughout ongoing evaluation and appraisal, rehabilitation counselor supervisors or educators are aware of and address the inability of some supervisees or trainees to achieve, improve, or maintain counseling competencies. Rehabilitation counselor supervisors or educators: (1) assist supervisees or trainees in securing remedial assistance when needed; (2) seek professional consultation and document their decision to dismiss or refer supervisees or trainees for assistance; (3) ensure that supervisees or trainees have recourse in a timely manner to address decisions that require them to seek assistance or to dismiss them; and (4) provide supervisees or trainees with due process according to organizational policies and procedures.
- c. **COUNSELING FOR SUPERVISEES.** Rehabilitation counselor supervisors or educators address interpersonal competencies of supervisees or trainees in terms of the impact of these issues on clients, supervisory relationships, and professional functioning. With the exception of brief interventions to address situational distress, or as part of educational activities, rehabilitation counselor supervisors or educators do not provide counseling services to supervisees or trainees. If supervisees or trainees request counseling or if counseling is required as part of a remediation process, rehabilitation counselor supervisors or educators provide them with referrals.
- d. **ENDORSEMENT.** Rehabilitation counselor supervisors or educators endorse supervisees or trainees for certification, licensure, employment, or completion of academic or training programs based on satisfactory progress and observations while under supervision or training. Regardless of qualifications, supervisors or educators do not endorse supervisees or trainees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

## **H.6. RESPONSIBILITIES OF REHABILITATION COUNSELOR EDUCATORS**

- a. **REHABILITATION COUNSELOR EDUCATORS.** Rehabilitation counselor educators who are responsible for developing, implementing, and supervising educational programs are skilled as teachers and practitioners. They are knowledgeable regarding the ethical, legal, and regulatory aspects of the profession, are skilled in applying that knowledge, and make students aware of their responsibilities. Rehabilitation counselor educators conduct rehabilitation counselor education and training programs in an ethical manner and serve as role models for professional behavior.
- b. **INFUSING CULTURAL DIVERSITY.** Rehabilitation counselor educators infuse material related to cultural diversity into all courses and workshops for the development of professional rehabilitation counselors.
- c. **INTEGRATION OF STUDY AND PRACTICE.** Rehabilitation counselor educators establish education and training programs that integrate academic study and supervised practice.
- d. **TEACHING ETHICS.** Rehabilitation counselor educators make students aware of their

ethical responsibilities, standards of the profession, and the ethical responsibilities of students to the profession. Rehabilitation counselor educators infuse ethical considerations throughout the curriculum.

- e. **PEER RELATIONSHIPS.** Rehabilitation counselor educators make every effort to ensure that the rights of peers are not compromised when students lead counseling groups or provide clinical supervision. Rehabilitation counselor educators take steps to ensure that students understand they have the same ethical obligations as rehabilitation counselor educators, trainers, and supervisors.
- f. **INNOVATIVE TECHNIQUES/PROCEDURES/MODALITIES.** When rehabilitation counselor educators teach counseling techniques/procedures/modalities that are innovative, without an empirical foundation or without a well-grounded theoretical foundation, they define the counseling techniques/procedures/modalities as unproven or developing and explain to students the potential risks and ethical considerations of using such techniques/procedures/modalities.
- g. **FIELD PLACEMENTS.** Rehabilitation counselor educators develop clear policies within their training programs regarding field placement and other clinical experiences. Rehabilitation counselor educators provide clearly stated roles and responsibilities for students, site supervisors, and program supervisors. They confirm that site supervisors are qualified to provide supervision and inform site supervisors of their professional and ethical responsibilities in this role.
- h. **PROFESSIONAL DISCLOSURE.** Before initiating counseling services, rehabilitation counselors-in-training disclose their status as students and explain how this status affects the limits of confidentiality. Rehabilitation counselor educators ensure that clients at field placement are aware of the services rendered and the qualifications of the students and supervisees rendering those services. Students obtain permission from clients before they use any information concerning the counseling relationship in the training process.

## H.7. STUDENT WELFARE

- a. **ORIENTATION.** Rehabilitation counselor educators recognize that orientation is a developmental process that continues throughout the educational and clinical training of students. Rehabilitation counselor educators have an ethical responsibility to provide enough information to prospective or current students about program expectations for them to make informed decisions about entering into and continuing in a program.
- b. **SELF-GROWTH EXPERIENCES.** Rehabilitation counselor education programs delineate requirements for self-disclosure as part of self-growth experiences in their admission and program materials. Rehabilitation counselor educators use professional judgment when designing training experiences they conduct that require student self-growth or self-disclosure. Students are made aware of the ramifications their self-disclosure may have when rehabilitation counselors whose primary role as teachers, trainers, or supervisors require acting on ethical obligations to the profession. Evaluative components of experiential training experiences explicitly delineate predetermined academic standards that are separate and do not depend on

the level of self- disclosure of students. As a condition to remain in the program, rehabilitation counselor educators may require that students seek professional help to address any personal concerns that may be affecting their competency.

#### **H.8. CULTURAL DIVERSITY COMPETENCE IN REHABILITATION COUNSELOR EDUCATION PROGRAMS AND TRAINING PROGRAMS**

- a. **DIVERSITY.** Rehabilitation counselor educators actively attempt to recruit and retain a diverse faculty and student body. Rehabilitation counselor educators demonstrate commitment to cultural diversity competence by recognizing and valuing diverse cultures and types of abilities faculty and students bring to the training experience. Rehabilitation counselor educators provide appropriate accommodations as required to enhance and support the well-being and performance of students.
  
- b. **CULTURAL DIVERSITY COMPETENCE.** Rehabilitation counselor educators actively infuse cultural diversity competency into their training and supervision practices. They actively educate trainees to develop and maintain beliefs, attitudes, knowledge, and skills necessary for competent practice with people across cultures.

## **APPENDIX**



Masters in Rehabilitation Counseling (MSRC)  
**Student Fieldwork Application**

Name \_\_\_\_\_

Semester applying for **Practicum:**

\_\_\_\_\_ Fall 20\_\_ \_\_\_\_\_ Spring 20\_\_

Semester applying for **Internship:** (*Only complete if practicum has been taken*)

\_\_\_\_\_ Fall 20\_\_ \_\_\_\_\_ Spring 20\_\_

Specify the **semester** and **year** the following prerequisite courses were **successfully completed**:

REH 5301 \_\_\_\_\_ REH 5302 \_\_\_\_\_ REH 5303 \_\_\_\_\_ REH 5304 \_\_\_\_\_ REH 5306 \_\_\_\_\_

REH 6307 \_\_\_\_\_ REH 5308 \_\_\_\_\_ REH 6301 \_\_\_\_\_ REH 6302 \_\_\_\_\_ REH 6304 \_\_\_\_\_ REH6306\_ \_\_\_\_\_

Number of Credit hours obtained (include current enrollment): \_\_\_\_\_

*\*Students must have 75% of their coursework completed prior to beginning internship*

**Name of Fieldwork Site**

**Advisor Initials**

**Coordinator Initials**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

*\*You must attach a completed Additional Site form if it is not on the pre-approved site list.*

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

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*\*You must discuss fieldwork plans with your advisor prior to submitting form to fieldwork coordinator.*

Fieldwork Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Do you currently hold a paid position at any of the sites you are applying for? N \_\_\_\_\_ Y \_\_\_\_\_

*\*You must attach a completed Employment Waiver form if you check (Y) above.*

**Application Deadlines will be announced during the Fall and Spring Orientations.**

**Submit to:** Fieldwork Coordinator at Anderson C024F or [rehabcounseling@wssu.edu](mailto:rehabcounseling@wssu.edu) by 5pm of above deadline.



*(Students should attach this form to fieldwork application)*  
**Master of Science in Rehabilitation Counseling**  
**Additional Site Form**

Name of Site \_\_\_\_\_

Address \_\_\_\_\_ Website \_\_\_\_\_

Potential Supervisor's name and credentials

\_\_\_\_\_  
\_\_\_\_\_

Supervisor's contact information

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Type of Agency (description of site, services provided)

Potential student's duties/activities at work site, etc.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_



## PRACTICUM CONTRACT

This agreement is made on \_\_\_\_\_ by and between \_\_\_\_\_  
(Date) (Field Site)

and **Winston-Salem State University**. The agreement will be effective for a period from

\_\_\_\_\_ to \_\_\_\_\_ for \_\_\_\_\_ per week for \_\_\_\_\_.  
(Starting Date) (Ending Date) (No. hours) (Student's Name)

### Purpose

The purpose of this agreement is to provide a qualified graduate student with a practicum experience in the field of counseling/psychology.

1. to assign a university faculty supervisor to facilitate communication between the university and site;
2. to provide the site prior to placement of the student the following information
  - a) profile of the student named above and,
  - b) an academic calendar that shall include dates for periods during which student will be excused from field supervision
3. to notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
4. that the faculty liaison shall be available for consultation with both site supervisors and students shall be immediately contacted should any problem change in relation to student, size, or university occur; and
5. that the university supervisor is responsible for the assignment of a fieldwork grade.

### The practicum site agrees

1. to assign a practicum supervisor who has appropriate credentials, time, and interest for raising the practicum student;
2. to provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student's performance (suggested counseling experiences included in the "Practicum Activities" section);
3. to provide the student with adequate work space, telephone, office supplies, and staff to conduct professional activities;
4. to provide supervisory contact that involves some examination of student work, including counseling sessions in DVD or electronic format, observation, and/or live supervision; and
5. to provide written evaluation of student based on criteria established by the university program.



Within the specified time frame, \_\_\_\_\_ (CRC supervisor) will be the primary practicum site supervisor. The training activities (checked below) will be provided for the student in sufficient amounts to allow an adequate evaluation of the student's level of competence in each activity.

\_\_\_\_\_ (faculty supervisor) will be the faculty liaison with whom the student and practicum site supervisor will communicate regarding progress, problems, and performance evaluations.

### Practicum Activities

- |  |   |
|--|---|
| Intake Interview                           | Interdisciplinary Case Conferences              |
| Individual Counseling                      | Individual Supervision (Site Supervisor)        |
| Group Counseling / Family Counseling       | Group/Video Supervision (University Supervisor) |
| Consulting / Intervention                  | Consultation                                    |
| Job Development & Placement / Job Analysis | Report Writing                                  |
| Career Counseling                          | Consumer Research Activities                    |
| Crisis Intervention                        | Professional/Educational Event                  |
| Service Coordination / Advocacy Services   |   |
| Case Management and Service Planning       |   |
| Assessment                                 |   |
| Other Clinical Work: _____                 |   |

Practicum Site Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Student \_\_\_\_\_ Date \_\_\_\_\_

Faculty Supervisor \_\_\_\_\_ Date \_\_\_\_\_



## STUDENT PRACTICUM / INTERNSHIP AGREEMENT

Directions: Student is to complete this form in duplicate and submit a copy of this agreement to the university practicum supervisor or internship coordinator.

1. I hereby attest that I have read and understood the Code of Ethics for Professional Rehabilitation Counselors and will practice my counseling in accordance with these standards. Any breach of these ethics or any unethical behavior on my part will result in my removal from practicum/internship and a failing grade, and documentation of such behavior will become part of my permanent record.
2. I agree to adhere to the administrative policies, rules, standards, and practices of the practicum/internship site.
3. I understand that my responsibilities include keeping my practicum/internship supervisor(s) informed regarding my practicum/internship experiences.
4. I understand that I will not be issued a passing grade in practicum/internship unless I demonstrate the specified minimal level of counseling skill, knowledge, and competence and complete course requirements as required.

Signature \_\_\_\_\_

Date \_\_\_\_\_

## Internship Data Sheet

Name \_\_\_\_\_

I prefer to be called \_\_\_\_\_

The best way to reach me is (circle one): Email Phone

Home phone \_\_\_\_\_ Best time to call \_\_\_\_\_ AM PM

Cell phone \_\_\_\_\_ Best time to call \_\_\_\_\_ AM PM

Email \_\_\_\_\_

-----  
Internship site \_\_\_\_\_

Name of organization \_\_\_\_\_

Internship address \_\_\_\_\_

Street address City \_\_\_\_\_

Onsite internship supervisor \_\_\_\_\_

Internship phone \_\_\_\_\_ Internship E-mail \_\_\_\_\_

-----  
Private CRC supervisor \_\_\_\_\_

CRC phone \_\_\_\_\_

CRC E-mail \_\_\_\_\_

-----  
Accommodations needed for internship \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please list available times for on-site visits from faculty \_\_\_\_\_  
\_\_\_\_\_

**\*It is your responsibility to secure a room/meeting area at your internship site. On-site visits may be case reviews or observations of counseling interactions in person or via DVD or electronic format.**

## WINSTON-SALEM STATE UNIVERSITY

### CLINICAL AFFILIATION AGREEMENT

This agreement made and entered into this \_\_\_\_ day of \_\_\_, 20\_\_\_\_, by and between Winston- Salem State University, hereinafter referred to as the University, for its **Rehabilitation Counseling Program**, School of Health Sciences and \_\_\_\_\_, hereinafter referred to as the Facility.

The purpose of this agreement is to form a mutual working relationship between the Facility and the University; to provide clinical learning experiences for \_\_\_\_\_, a student of the University; and to provide an enriching experience for the Facility through student contact and continuing education. In consideration of the mutual covenants, between the Facility and the University, the Facility and the University agree to the following:

#### CONTRACT PERIOD

This agreement shall become effective on \_\_\_\_\_ and terminate on \_\_\_\_\_ and shall be reviewed by the appropriate representative of each institution sixty (60) days prior to the expiration date. Both parties reserve the right to terminate the agreement with sixty (60) days prior written notice.

#### MUTUAL RIGHTS AND RESPONSIBILITIES

1. There shall be no discrimination on the basis of race, religion, sex, creed, age, marital status, disability, or national origin with regard to the educational experience of the student;
2. The University and the Facility shall be mutually responsible for planning the schedule of the student assignments to the Facility, including the number of students and the time period of the assignment subject to the availability of personnel at the Facility;
3. The University and the Facility shall ensure that the student adheres to the rules, regulations and holiday schedule of the Facility while assigned there and shall enforce any uniform requirement;
4. Communication and visits between the officially designated representatives of the University and the Facility shall be arranged as deemed necessary by either party. Advance notices of the visitations shall be given when possible. Each party shall notify the other of changes in the curriculum and staff that may affect the clinical education program;
5. Withdrawal of a student from an assignment may be requested by the Facility, the University, or the student. The Facility may request the University to withdraw a student from his/her assigned clinical education experience when his/her clinical performance is unsatisfactory or his/her behavior is disruptive or detrimental to the Faculty and/or its clients/consumers. The University may withdraw the student from the clinical education experience at the request of the Facility or when, in the University's judgment, the clinical experience does not meet the needs of the student. It is understood that only the University can dismiss the student from the professional education program for performance or conduct justifying such dismissal;
6. The University and Facility shall comply with the Family Educational Rights and Privacy Act. Student's permission must be obtained before releasing specific student data to anyone other than the University.

## **RIGHTS AND RESPONSIBILITIES OF THE FACILITY**

The Facility shall:

1. Designate an individual to serve as the Clinical Education Coordinator to be the liaison representative to the University. The name and address of the said representative and any changes in said representative shall be communicated in writing to the University;
2. Provide appropriate orientation material to the student and to the University to assist in the selection of appropriate facilities;
3. Provide the supervision, physical facilities, and equipment necessary to accomplish the purposes of this agreement;
4. Complete and return to the University, on designated forms, assessment of the clinical education experience of the student (s) within the requested time period;
5. Provide a patient caseload for the student that is appropriate to the student's needs and level of proficiency and that is adequate in size and variety to ensure the best educational experience possible;
6. Provide non-treatment learning experiences such as rounds, clinical, in-service, home programs, observation of surgery, opportunities to work with other disciplines as these opportunities become available;
7. Evaluate the student in accordance with the grading policy specified by the University at least mid-semester of the clinical experience and at the end of the clinical experience (more frequent if necessary);
8. Provide emergency medical care to the student, if needed, with the cost of medical care being borne by the student;
9. Notify the University of any student who is dismissed from the program;
10. Provide the University with its rules, regulations, schedules and orientation materials prior to student assignment;
11. Ensure that the Facility's Staff conduct themselves in accordance with the Code of Ethics of the \_\_\_\_\_ and that they abide by the \_\_\_\_\_ Act of the State(s) in which the Facility is located.

## **RIGHTS AND RESPONSIBILITIES OF THE UNIVERSITY**

The University Shall:

1. Make available to the students, prior to their arrival at the Facility, and rules, regulations, holiday schedules, and orientation materials that the University has received from the Facility;
2. Assign to the Facility only such students who are in good health at the time of reporting for their clinical education. The University shall, to the extent of its knowledge, inform the Facility of any special health problems any assigned student may have;
3. Appoint a Program Coordinator who shall be the liaison representative between the University and the Facility. The name and address of said Coordinator shall be communicated to the Facility;
4. Be responsible for determining the student's final grade;

5. Arrange schedules for the student assignments in cooperation with the Facility with information regarding the student, including the level of the student experience, materials for evaluation, and other pertinent information prior to the arrival of the student;
6. Require that student(s) bear their own cost for housing, transportation and medical treatment;
7. Require that each student obtain a minimum of \$1,000,000/\$3,000,000 professional liability insurance and the student(s) have health insurance;
8. Provide written notice to the Facility of full-time student assignment at least sixty (60) days prior to their arrival. The notice shall include the name of each student and the objectives for the clinical placement;
9. Reserve the right to withdraw a student from his/her assigned clinical education experience at the Facility when in the University's judgment the clinical experience does not meet the needs of the student (s);
10. Provide written communication and/or evaluation to the Facility regarding the clinical educational experience.

#### **RESPONSIBILITIES OF THE STUDENTS:**

1. Each student is expected to fulfill the health requirements of the Facility, describe in Exhibit A, prior to the clinical education experience. Each party agrees that it is the student's responsibility to provide adequate health and liability insurance during the clinical education experience. Students to provide proof of the same.  
The student(s) is expected to abide by the Code of Ethics as set forth by the \_\_\_\_\_ and by the \_\_\_\_\_ Act of the State(s) in which the Facility is located;
2. Students shall abide by the existing rules and regulations of the Facility, including its rules and regulations with respect to client/consumer confidentiality;
3. Students shall be deemed to have consented to the terms and conditions of this Agreement;
4. Students agree that violation of the rules and regulations of the Facility or the terms of this Agreement may subject them to immediate dismissal from the clinical learning experience.

#### **INDEPENDENT CONTRACTORS**

This Agreement does not establish an agency relationship between Facility and University and both entities affirm that each is an independent contractor.

#### **NON-ASSIGNMENT**

Neither facility nor University shall sell, transfer, or otherwise assign its obligations as specified in this agreement or any portion thereof, or the right, title, or interest herein, without prior written consent of the University.

#### **TERMINATION OF AGREEMENT**

This Agreement may be terminated without cause upon providing at least 60 days written notice to the other party prior to the beginning of the next academic term. Such termination must not affect student(s) affiliated with the Facility for the academic term in which notice is given.

**INDEMNIFICATION:** To the extent permitted by law and without waiving any defense of sovereign immunity which might otherwise be available or limiting the rights of the North Carolina Attorney General to defend claims against State agencies, University accepts responsibilities for any and all claims, loss, liability, demands, damages or any other financial demands that may be realized due to acts of nonfeasance, malfeasance, misfeasance, or negligence committed by itself or its agents, employees, independent contractors or students while in the performance of their duties or assignment pursuant to this Agreement. Contractor agrees to indemnify and hold harmless University against any claims, loss liability, demands, damages or any other financial demands that may be realized due to acts of nonfeasance, malfeasance, misfeasance, or negligence committed by Contractor, its agents, employees, independent contractors or students while in performance of their duties or assignments pursuant to this Agreement.

**NOTICES**

All communication required to be provided in writing shall be sent by Certified Mail, Return receipt Requested, U.S. Postage Pre-Paid, addressed as follows:

(a) Facility

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(b) University

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**GOVERNING LAW**

The provisions of this agreement shall be governed by the laws of North Carolina.

**AMENDMENTS**

This agreement represents, in its entirety, the mutual understanding of the parties and shall not be altered, amended or modified, except by an agreement in writing executed by the duly authorized officials of both parties.

**IN WITNESS WHEREOF,** The parties, acting through their duly authorized officials, have executed this agreement of understanding on the date listed below.

**FOR AND ON BEHALF OF: WINSTON-SALEM STATE THE FACILITY UNIVERSITY**

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Authorized Signature for the Facility Vice Chancellor for Academic Affairs

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Date

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Associate Dean of School of Health Sciences

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Date



## Internship Contract

This agreement is made this \_\_\_\_\_ day of \_\_\_\_\_, by and between \_\_\_\_\_ (hereinafter referred to as the AGENCY/INSTITUTION/SCHOOL) and \_\_\_\_\_ (hereinafter referred to as the UNIVERSITY). This agreement will be effective for a period from \_\_\_\_\_ to \_\_\_\_\_ for student \_\_\_\_\_.

### Purpose

The purpose of this agreement is to provide a qualified graduate student with an internship experience in the field of counseling/therapy.

### The UNIVERSITY shall be responsible for the following:

1. Selecting a student who has successfully completed all of the prerequisite courses and the practicum experience;
2. Providing the AGENCY/INSTITUTION/SCHOOL with a course outline for the supervised internship counseling that clearly delineates the responsibilities of the UNIVERSITY and the AGENCY/INSTITUTION/SCHOOL;
3. Designating a qualified faculty member as the internship supervisor who will work with the AGENCY/INSTITUTION/SCHOOL in coordinating the internship experience;
4. Notifying the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the AGENCY/INSTITUTION/SCHOOL;
5. Advising the student that he/she should have adequate liability and accident insurance.

### The AGENCY/INSTITUTION/SCHOOL shall be responsible for the following:

1. Providing the intern with an overall orientation to the agency's specific services necessary for the implementation of the internship experience.
2. Designating a qualified staff member to function as supervising counselor/therapist for the intern. The supervising counselor/therapist will be responsible, with the approval of the administration of the AGENCY/INSTITUTION/SCHOOL, for providing opportunities for the intern to engage in a variety of counseling activities under supervision and for evaluating the intern's performance. (Suggested counselor/therapist experiences are included in the course outline.)

### Equal Opportunity

It is mutually agreed that neither party shall discriminate on the basis of race, color, nationality, ethnic origin, age, sex, or creed.

**Financial Agreement**

Financial stipulations, if any, may vary from one AGENCY/INSTITUTION/SCHOOL to another. If a financial stipulation is to be provided, the agreement is stipulated in a separate agreement and approved by the intern, the AGENCY/INSTITUTION/ SCHOOL, and the UNIVERSITY.

**Termination**

It is understood and agreed by and between the parties hereto that the AGENCY/INSTITUTION/SCHOOL has the right to terminate the internship experience of the student whose health status is detrimental to the services provided the patients or clients of the AGENCY/INSTITUTION/SCHOOL. Further, it has the right to terminate the use of the AGENCY/INSTITUTION/SCHOOL by an intern if, in the opinion of the supervising counselor/therapist, such person’s behavior is detrimental to the operation of the AGENCY/INSTITUTION/SCHOOL and/or to patient or client care. Such action will not be taken until the grievance against any intern has been discussed with the intern and with UNIVERSITY officials. The names of the responsible individuals at the two institutions charged with the implementation of the contract are as follows:

\_\_\_\_\_  
Program Coordinator at the UNIVERSITY

\_\_\_\_\_  
Agency supervising counselor/therapist at the  
AGENCY/INSTITUTION/SCHOOL

In witness whereof, the parties hereto have caused this contract to be signed the day and year first written above.

\_\_\_\_\_  
AGENCY/INSTITUTION/SCHOOL (Administrator)

\_\_\_\_\_  
Witness

\_\_\_\_\_  
UNIVERSITY (Representative)

\_\_\_\_\_  
Witness

### Practicum/Internship Weekly Log

Student's Name: \_\_\_\_\_ Site: \_\_\_\_\_

Practicum

Internship

Date	Activity	Description of Activity	Indirect Hours	Direct Hours
<b>TOTAL</b>				
<b>Cumulative Indirect Hours</b>		<b>Cumulative Direct Hours</b>		<b>Cumulative Total Hours</b>

Signature of Site Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Student Intern: \_\_\_\_\_ Date: \_\_\_\_\_

## REHABILITATION COUNSELING MONTHLY LOG

Student's Name: \_\_\_\_\_ Month \_\_\_\_\_ Year \_\_\_\_\_

### I. HOURS OF DIRECT PROFESSIONAL SERVICE

ACTIVITIES	WEEK 1 from: to:	WEEK 2 from: to:	WEEK 3 from: to:	WEEK 4 from: To:	MONTHLY TOTALS
Intake Interview					
Individual Counseling					
Group Counseling / Family Counseling					
Consulting / Intervention					
Job Development & Placement / Job Analysis					
Career Counseling					
Crisis Intervention					
Service Coordination / Advocacy Services					
Case Management and Service Planning					
Assessment					
Other Clinical Work: _____					
<b>TOTAL</b>					

### II. HOURS OF INDIRECT ACTIVITIES

Interdisciplinary Case Conference					
Individual Supervision (Site Supervisor)					
Group / Video Supervision (University Super.)					
Consultation					
Staff Meetings					
Report Writing					
Consumer Research Activities (Consumer Background Preparation)					
Professional / Educational Event: Title:					
Other: _____					
<b>TOTAL</b>					

\_\_\_\_\_  
Site Supervisor's Signature

\_\_\_\_\_  
University Supervisor's Signature

\_\_\_\_\_  
Student's Signature

## COUNSELING SESSION REVIEW FORMAT

Student Intern: \_\_\_\_\_

Supervisor (or Peer): \_\_\_\_\_

Tape #: 1 2 3 4 5 6 7

Client Initials: \_\_\_\_\_

Date of this counseling session:

Counseling session number with this client:

Brief client background information (demographics, presenting concern):

Brief summary of the session (theoretical approach, techniques used, etc.):

Your focus (goals) in **this** session:

Conceptualization (your interpretation of what is happening with the client):

What you feel went well in this session and why:

What you would have done differently and why:

Issues you would like to discuss in supervision (It is important to complete this section thoughtfully):

## **Guidelines for Oral Case Presentations Practicum & Internship**

In preparing for your group presentation, you should select a consumer with whom you desire feedback and guidance. Prior to our meeting, you should organize information about your client and your experiences with him/her. Write a summary of the information outlined below to distribute to your peers at the time of the presentation. Please include a brief audio/video presentation of the chosen session. Your introduction **and** review of the session should last no more than **15 minutes**. This leaves the majority of the time for feedback and comments from your peers and supervisor. Your case presentation should include the following kinds of information:

### A. Personal data about client

- Age, race, and gender
- Family information/background
- Educational/employment information
- Client presentation
- General impressions of the client
- Client's strength and level of functioning
- Presenting concerns

### B. Summarize counseling history of the client

- What led the client to seek counseling at this time?
- List number of sessions conducted with this client.
- Briefly describe your theoretical approach to working with this client.
- List any accomplishments to date.
- Briefly describe any complicating factors.

### C. Solicit feedback

- What particular difficulties are you having with this case?
- What kind of help/feedback would you like from this group?

**Case Notes Format**

Client Initials:

Session Number:

Date:

Student Intern:

Supervisor:

---

Members present in the session:

Client demographics and presenting concern:

Goal(s) of current Session:

Theory used in this session:

Techniques or intervention used in current session:

Assessment of session:

Plans for next session (e.g., goals, plans, date and time):

Supervision needs:

Signature of Student Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_



## STUDENT EVALUATION FORM

Directions: The site supervisor is to complete this form in duplicate. One copy is for the student; the other copy is sent to the university supervisor.

The areas listed below serve as a general guide for the activities typically engaged in during counselor/psychologist training. Please rate the student on the activities in which he or she has engaged using the following scale:

- A** – Functions extremely well and/or independently.
- B** – Functions adequately and/or requires occasional supervision.
- C** – Requires close supervision in this area.
- NA** – Not applicable to this training experience.

Student's name	Supervisor's signature
Site	Date

**Training Activities**

- \_\_\_\_\_ 1. Intake interviewing
- \_\_\_\_\_ 2. Individual counseling/psychotherapy
- \_\_\_\_\_ 3. Group counseling/psychotherapy
- \_\_\_\_\_ 4. Testing: Administration and interpretation
- \_\_\_\_\_ 5. Report writing
- \_\_\_\_\_ 6. Consultation
- \_\_\_\_\_ 7. Psycho-educational activities
- \_\_\_\_\_ 8. Career counseling
- \_\_\_\_\_ 9. Family/couple counseling
- \_\_\_\_\_ 10. Case conference or staff presentation
- \_\_\_\_\_ 11. Other (please list)

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Compared with other graduate students in counseling at this level of training and experience, this student performs at the following level (check) one:  
\_\_\_\_ 99 % \_\_\_\_ 80 % \_\_\_\_ 60 % \_\_\_\_ 40% \_\_\_\_ 20 %

**Additional comments**

Please use additional pages for any comments that would help us evaluate the student's progress.

## STUDENT EVALUATION OF SUPERVISOR

**Suggested Use:** The practicum or internship supervisor can obtain feedback on the supervision by asking students to complete this form. The evaluation could be done at midterm and/or final. The purposes are twofold: (1) to provide feedback for improving supervision, and (2) to encourage communication between the supervisor and the student counselor.

**Directions:** The student counselor is to evaluate the supervision received. Circle the number that best represents how you, the student counselor, feel about the supervision received. After the form is completed, the supervisor may suggest a meeting to discuss the supervision desired.

**Name of practicum/Internship Supervisor:** \_\_\_\_\_

**Period covered: from** \_\_\_\_\_ **to** \_\_\_\_\_

	Poor - Adequate - Good
1. Gives time and energy in observations, tape processing, and case conferences.	1 2 3 4 5 6
2. Accepts and respects me as a person.	1 2 3 4 5 6
3. Recognizes and encourages further development of my strengths and capabilities.	1 2 3 4 5 6
4. Gives me useful feedback when I do something well.	1 2 3 4 5 6
5. Provides me the freedom to develop flexible and effective counseling styles.	1 2 3 4 5 6
6. Encourages and listens to my ideas and suggestions for developing my counseling skills.	1 2 3 4 5 6
7. Provides suggestions for developing my counseling skills.	1 2 3 4 5 6
8. Helps me understand the implications and dynamics of the counseling approaches I use.	1 2 3 4 5 6
9. Encourages me to use new and different techniques when appropriate.	1 2 3 4 5 6
10. Is spontaneous and flexible in the supervisory sessions.	1 2 3 4 5 6
11. Helps me define and achieve specific concrete goals for myself during the practicum experience.	1 2 3 4 5 6

- |   |             |
|---|-------------|
| 12. Gives me useful feedback when I do something wrong.   | 1 2 3 4 5 6 |
| 13. Allows me to discuss problems I encounter in my practicum setting.  | 1 2 3 4 5 6 |
| 14. Pays appropriate amount of attention to both me and my clients.   | 1 2 3 4 5 6 |
| 15. Focuses on both verbal and nonverbal behavior in me and in my clients.  | 1 2 3 4 5 6 |
| 16. Helps me define and maintain ethical behavior in counseling and case management.                                  | 1 2 3 4 5 6 |
| 17. Encourages me to engage in professional behavior.   | 1 2 3 4 5 6 |
| 18. Maintains confidentiality in material discussed in supervisory sessions.  | 1 2 3 4 5 6 |
| 19. Deals with both content and effect when supervising.  | 1 2 3 4 5 6 |
| 20. Focuses on the implications, consequences, and contingencies of specific behaviors in counseling and supervision. | 1 2 3 4 5 6 |
| 21. Helps me organize relevant case data in planning goals and strategies with my client.                             | 1 2 3 4 5 6 |
| 22. Helps me to formulate a theoretically sound rationale of human behavior.  | 1 2 3 4 5 6 |
| 23. Offers resource information when I request or need it.  | 1 2 3 4 5 6 |
| 24. Helps me develop increased skill in critiquing and gaining insight from my counseling tapes.                      | 1 2 3 4 5 6 |
| 25. Allows and encourages me to evaluate myself.  | 1 2 3 4 5 6 |
| 26. Explains his/her criteria for evaluation clearly and in behavioral terms.   | 1 2 3 4 5 6 |
| 27. Applies his/her criteria fairly in evaluating my counseling performance.  | 1 2 3 4 5 6 |

ADDITIONAL COMMENTS AND/OR SUGGESTIONS:

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Date

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Signature of Practicum/Intern Student

My signature indicates that I have read the above report and have discussed the content with my supervisee. It does not necessarily indicate that I agree with the report in part or in whole.

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Date

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Signature of Supervisor

## SELF-ASSESSMENT OF BASIC HELPING SKILLS AND PROCEDURAL SKILLS

### Purposes

1. To provide the trainee with an opportunity to review levels of competency in the performance skill areas of basic helping skills and procedural skills.
2. To provide the trainee with a basis for identifying areas of emphasis within supervision.

### Directions

Circle a number next to each item to indicate your perceived level of competence.

<b>Basic Helping Skills</b>	<b>Poor Average Good</b>
1. Ability to demonstrate active attending behavior.	1 2 3 4 5
2. Ability to listen to and understand nonverbal behavior.	1 2 3 4 5
3. Ability to listen to what client says verbally, noticing mix of experiences, behaviors, and feelings.	1 2 3 4 5
4. Ability to understand accurately the client's point of view.	1 2 3 4 5
5. Ability to identify themes in client's story.	1 2 3 4 5
6. Ability to identify inconsistencies between client's story and reality.	1 2 3 4 5
7. Ability to respond with accurate empathy.	1 2 3 4 5
8. Ability to ask open-minded questions.	1 2 3 4 5
9. Ability to help clients clarify and focus.	1 2 3 4 5
10. Ability to balance empathic response, clarification, and probing.	1 2 3 4 5
11. Ability to assess accurately severity of client's problems.	1 2 3 4 5
12. Ability to establish a collaborative working relationship with client.	1 2 3 4 5
13. Ability to assess and activate client's strengths and resources in problem solving.	1 2 3 4 5
14. Ability to identify and challenge unhealthy or distorted thinking or behaving.	1 2 3 4 5

- |   |           |
|---|-----------|
| 15. Ability to use advanced empathy to deepen client's understanding of problems and solutions.   | 1 2 3 4 5 |
| 16. Ability to explore the counselor-client relationship.   | 1 2 3 4 5 |
| 17. Ability to share constructively some of own experiences, behaviors, and feelings with client.   | 1 2 3 4 5 |
| 18. Ability to summarize.   | 1 2 3 4 5 |
| 19. Ability to share information appropriately.   | 1 2 3 4 5 |
| 20. Ability to understand and facilitate decision making.   | 1 2 3 4 5 |
| 21. Ability to help clients set goals and move toward action in problem solving.  | 1 2 3 4 5 |
| 22. Ability to recognize and manage client reluctance and resistance.   | 1 2 3 4 5 |
| 23. Ability to help clients explore consequences of the goals they set.   | 1 2 3 4 5 |
| 24. Ability to help clients sustain actions in direction of goals.  | 1 2 3 4 5 |
| 25. Ability to help clients review and revise or recommit to goals based on new experiences.  | 1 2 3 4 5 |
| <b>Procedural Skills</b>  |           |
| 26. Ability to open the session smoothly.   | 1 2 3 4 5 |
| 27. Ability to collaborate with client to identify important concerns for the session.  | 1 2 3 4 5 |
| 28. Ability to establish continuity from session to session   | 1 2 3 4 5 |
| 29. Knowledge of policy and procedures of educational or agency setting regarding harm to self and others, substance abuse, and child abuse | 1 2 3 4 5 |
| 30. Ability to keep appropriate records related to counseling process.  | 1 2 3 4 5 |
| 31. Ability to end the session smoothly.  | 1 2 3 4 5 |

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

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

## SITE EVALUATION FORM

Directions: Students must complete this form at the end of the Practicum and/or Internship. This should be turned in to the University Supervisor or Fieldwork Coordinator as indicated by the University program.

Student's Name \_\_\_\_\_ Site \_\_\_\_\_  
Dates of Placement \_\_\_\_\_ Site Supervisor \_\_\_\_\_

Rate the following questions about your site and experiences with the following scale:

**A. Very satisfactory B. Moderately satisfactory C. Moderately unsatisfactory D. Very Unsatisfactory**

1. \_\_\_\_\_ Amount of on-site supervision
2. \_\_\_\_\_ Quality and usefulness of on-site supervision
3. \_\_\_\_\_ Usefulness and helpfulness of faculty liaison
4. \_\_\_\_\_ Relevance of experience to career goals
5. \_\_\_\_\_ Exposure to and communication of school/agency goals
6. \_\_\_\_\_ Exposure to and communication of school/agency procedures
7. \_\_\_\_\_ Exposure to professional roles and functions within the school/agency
8. \_\_\_\_\_ Exposure to information about community resources
9. \_\_\_\_\_ Rate all applicable experiences that you had at your site:
  - \_\_\_\_\_ Report writing
  - \_\_\_\_\_ Intake interviewing
  - \_\_\_\_\_ Administration and interpretation of tests
  - \_\_\_\_\_ Staff presentation/case conferences
  - \_\_\_\_\_ Individual counseling
  - \_\_\_\_\_ Group counseling
  - \_\_\_\_\_ Family/couple counseling
  - \_\_\_\_\_ Psycho-educational activities
  - \_\_\_\_\_ Consultation
  - \_\_\_\_\_ Career counseling
  - \_\_\_\_\_ Other \_\_\_\_\_
10. \_\_\_\_\_ Overall evaluation of the site

**Comments:** Include any suggestions for improvements in the experiences you have rated moderately (C) or very unsatisfactory (D).

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_



**Statement of Understanding of Policy & Procedures  
For Practicum & Internship**

1. Maintain liability insurance throughout all fieldwork experiences. Students are required to submit one copy to be filed with the program office assistant and one copy should be provided to the university supervisor.
2. Students will be provided a practicum and internship manual.
3. All students seeking to enroll in practicum and internship must attend a mandatory orientation session. Sessions will be held during the Spring and Fall semesters.
4. Students must submit an application for practicum/internship by the announced and posted deadlines.
5. The Program Coordinator will submit notification to students once they are cleared to enroll in practicum/internship. After students receive clearance they may contact prospective sites for placement availability. Students may not contact sites before
6. The Program Coordinator will assign students' university supervisor before the semester begins.
7. Students must meet with their university supervisor prior to beginning at their sites.
8. Students and/or the university supervisor should immediately inform the Program Coordinator of any problematic issues that arise at the internship site (e.g., failure to provide appropriate experiences and/or hours, safety issues, etc.)
9. Satisfactory Knowledge & Skills: University supervisors and students will work toward improving areas that lack proficiency throughout the semester. University supervisors may contract with the student if growth areas fail to meet a satisfactory level. Students who continue to demonstrate deficiencies will be required to complete a remedial plan set forth by the student's advisor and Program Coordinator. If a student does not successfully complete the assigned remedial plan he/she will receive a grade of "U" or a failing grade for the course.
10. University supervisors will collect and review practicum/internship documents throughout the semester and submit to the Program Coordinator by the end of Final Exam period.

Student's Name (Printed): \_\_\_\_\_

Student's Signature: \_\_\_\_\_

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