Guidelines for Clinical Experiences Associated with Practicum and Internships

REHABILITATION COUNSELING PROGRAM THROUGH DISTANCE LEARNING

DEPARTMENT OF ADMINISTRATION, REHABILITATION

& POSTSECONDARY EDUCATION (ARPE)

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# Table of Contents

Table of Contents 2

Objectives of Clinical Experience 4

Rehabilitation Counseling Program - Learning Agreements 4

Phases Of Training 5

Required Supervision 6

Professional Liability Insurance 6

Suggestions For Specific Phases 7

A. Orientation Suggestions 7

1. Physical Facilities - Tour of Physical Plant 7

2. Agency Functions and Services 7

3. Agency Routines and Office Regulations 7

4. Staff (Introduction to) 7

5. Consumers 8

B. Observation Considerations 8

1. Interviewing 8

2. Procedures Involved in Diagnostic Work-Up 8

3. Case or Team Conferences 8

4. Staff Meetings 8

5. Medical and Psychiatric Consultation 8

6. Case Recording 8

7. Counselor "Field" Rounds (Provision of Services) 8

C. Participation Recommendations 9

1. With Consumers 9

2. With Facilitating Personnel and Agencies 9

3. Suggested Criteria for Case Selection 9

Supervision and Responsibilities 10

Clinical Experience Supervisor Responsibilities 10

Faculty Supervisor Responsibilities 11

Intern/Student Responsibilities 11

Reports and Evaluation 12

I. Success in Forming Effective Relationships: 12

II. SKILL IN COUNSELING: 12

III. Case Work Skills & Abilities: 12

IV. WORK HABITS AND PERSONAL TRAITS & ATTITUDE 13

V. PERSONAL TRAITS & ATTITUDES 13

VI. PROFESSIONAL GROWTH AND POTENTIAL 13

Information/Instructions for Appendices 14

Appendix A: Clinical Experience Agreement 14

Appendix B: Acceptance Form 14

Appendix A: Clinical Experience Agreement 15

Appendix B: Interviewee Consent Form 16

Appendix C: Acceptance Letter 17

Appendix D: Student Evaluation Forms 18

STUDENT EVALUATION—ARP 744: Intermediate Practicum and ARP 745: internship 22

Appendix E 30

Appendix f 31

# Objectives of Clinical Experience

Students enrolled in SDSU’s Distance Learning Program for the Master of Science degree in Rehabilitation Counseling come from a broad spectrum of professional rehabilitation work experience. Historically, the majority of students in the distance learning program have worked in a counseling setting for many years, although we do have some students who are just entering the realm of counseling. This handbook encompasses guidelines and expectations for all of these graduate students.

The principle objective for students new to the field is to provide an opportunity for a gradual transition from the University setting into an actual work setting. This transition involves testing theory against practice and providing the students with the opportunity to determine their own strengths and areas for needed improvement. When this transition is made with appropriate supervision, the students will find greater strength and confidence in what they are doing. Thus, students have the opportunity to learn under effective supervision and to adapt themselves more realistically to the professional life they are about to enter.

For students who are already working in the field, the supervised clinical experience provides an opportunity for self-reflection, self-assessment, and professional development. Students identify specific skills and strategies for improvement and monitor themselves on their progress. The clinical experience may also provide students with an opportunity to learn about unfamiliar areas of the field, and to do so in a structured and supervised context. Continuous growth and lifelong learning are important for all professionals in order to be as effective as possible in serving their consumers.

In addition to providing benefits to each student, it is expected that the practicum/internship site will benefit from this experience. The student brings to the agency an enthusiasm to learn and a willingness to accept guidance and direction from other professionals. The University presents to the agency an opportunity to help in the preparation of professional specialists to work with consumers and at the same time, re-evaluate its own methods of operation and service to consumers in light of the knowledge that the student brings with her/him.

The University profits from this supervised clinical experience in that completion of the learning process must depend upon the practical application of the learning to real life experiences. The work of the University is not finished until the students have realistically practiced what they have learned, and feel confident in the new situations which lie ahead.

The objectives of the practicum/internship experience are summarized as follows:

1. Guide the student toward the development of specific professional skills and technical knowledge relating to the direct delivery of service to consumers in a rehabilitative environment.
2. Supplement the knowledge and skills learned in the academic setting.
3. Provide an opportunity for practical application of classroom instruction.
4. Provide the students with counseling situations in which they can develop confidence in their ability to apply new learning and techniques.
5. Assist the students in developing skills in planning for efficient use of time and resources.
6. Assist the students in making a valid prediction of consumer potential and prognosis.
7. Develop counseling skills which help consumers gain insight into their own interests and abilities subsequent to making their own decisions about goals, and assist them in identifying steps to be taken in reaching those goals.
8. Help the students develop positive working relationships with the supervisor, staff, and related community agencies at all levels.
9. Provide environments that reflect diversity in practices, consumers, and professionals.
10. Expose students to emerging technologies and related contemporary issues.

# Rehabilitation Counseling Program - Learning Agreements

Each agency has the right to expect any student assigned to them to have certain basic knowledge. This should include knowledge of human behavior, psychological and medical aspects of disability, occupational and community resource information, counseling theory, diversity, rehabilitation, philosophy and principles, and communication skills.

The agency has the responsibility for developing a student assignment that will best meet the needs of the student and the agency. This involves among other factors, the readiness of the student and the degree of responsibility he/she can assume, the personality characteristics of the student and the senior staff member to whom he/she will be assigned, a recognition of caseloads which may interfere, not only with adequate supervision of the trainee, but also may influence a staff member to give routine or non-training aspects of the rehabilitation process to the student. Consideration of the assignment involves the awareness that it may be necessary to rotate a student through various positions in order to give a thorough understanding and orientation to the various agency operations and also to provide a means for evaluating the student in different settings within the agency, in the event that the first assignment does not prove effective.

# Phases Of Training

The supervised practicum/internship is divided into three phases: Orientation, Observation, and Participation. These, no doubt, will overlap to some extent in time sequence, and will vary with the individual student’s background/experience. It is desirable, however, that the time devoted to participation be longer than that devoted to orientation and observation.

It is expected that each student will work under the close supervision of one of the agency's staff members. This person should have a desire to aid in the preparation of new professional personnel and a willingness and ability to become part of the total learning experience. The person must be willing to devote the necessary time for proper training and have the ability to supervise the student in clinical experience as demonstrated by successful experience and professional training at the graduate level, as well as appropriate professional certification (such as the CRC for Rehabilitation Counselors).

The climate of the practicum/internship is best set when the agency accepts the student as a professional colleague even though it is understood that he/she is neither expected nor required to carry the same responsibilities as fully qualified staff members. It helps the student to develop a sense of professional responsibility if allowed to attend and participate in various staff meetings and be accepted as one of the professional staff.

Students are expected to review, understand and follow conformity to agency rules, regulations, and standards; confidentiality of information; and follow-through with staff assignments, which are given by the agency supervisor.

***Time Commitment***

Student time commitment is negotiated between the student and field site coordinator. It is reasonable that some clinical sites will have a minimum number of required hours before they will accept a practicum/internship student. In general, practicum students should expect to spend a ***minimum*** of 5 hours/week with the field site agency. Internship students should expect to spend a ***minimum*** of 30 hours/week. For eligibility to qualify for CRCC certification, 600 supervised hours are required in accordance with the following Council for the Accreditation of Counseling and Related Educational Program (CACREP) Standards:

*CACREP Section 3, Parts F and G: Minimum of 100 hours of supervised rehabilitation counseling practicum with at least 40 hours of direct service with actual clients.* This requirement is met through ARP 744 Beginning Practicum as follows: 1) instructional experiences which are met through in-class activities such as papers, role-play videos, and group discussions; 2) clinical experience at a practicum site, with at least **40 of the total placement hours in direct service** with individuals with disabilities at the practicum site.

CACREP Section 3, Parts J and K: Students shall have supervised rehabilitation counseling internship activities that include a minimum of 600 hours of applied experience…with at least 240 hours of direct service with actual clients.

This requirement is met through ARP 744 Intermediate Practicum and ARP 745 Internship as follows: 1) Intermediate Practicum–150 hours clinical experience and 2) Internship – at least 450 hours clinical experience. Both clinical experiences must occur in a rehabilitation service agency and shall include direct services to PWD totaling at least 240 hours as documented on the online log. Both clinical experiences require weekly progress reviews and logs. All hours and notes should be recorded on the program’s online logs – **students should also maintain their own copies.**

*"Direct services are defined as services that are directly related to a specific client/consumer. These include: a) one on one direct contact with the client/consumer--this includes in person, phone, Skype, email, or any other electronic form of contact; b) conducting or observing interviews, counseling sessions, assessments, or any other professional service provided to a specific client/consumer; and c) arranging through direct contact with another agency services for a client/consumer."*

# Required Supervision

ARP 744: Beginning Practicum:

Per CACREP Standard Section 3, Parts H and I, practicum experiences shall include an average of one (1) hour per week of individual and 1 1/2 hours per week of group (with no more than 12 students/group) supervision. The required group supervision time requirement is met through participation in the weekly class meeting. Given the abbreviated course length of ARP 744: Beginning Practicum in the Summer term, the class meets weekly for 3 hours. The on-site supervisor provides the individual supervision time, while the faculty member provides group supervision through the weekly class meetings.

ARP 744: Intermediate Practicum and 745: Internship:

Per CACREP Standard Section 3, Parts L and M, internship experiences shall include an average of one (1) hour per week of individual and 1½ hours per week of group (with no more than 12 students/group) supervision by a program faculty member who is a CRC or qualified individual working in cooperation with a program faculty member who is a CRC. The on-site supervisor provides the individual supervision time, while the faculty member provides group supervision through the weekly class meetings. When ARP 745: Internship is taught in the summer term, the class meets weekly for 3 hours.

**Site Supervisor Qualifications**

Per CACREP Standard Section 3, Part P, site supervisors have (1) a minimum of a master’s degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program’s expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

**Site Supervisor Professional Development**

Per CACREP Standard, Section 3, Part Q, the program provides orientation, consultation, and professional development opportunities to site supervisors. At the start of each practicum and internship class, the program faculty meets via video conferencing with the site supervisor to review the CDER Clinical Manual and guidelines for providing clinical supervision to CDER students. Site supervisors are also invited to attend CDER hosted trainings and Brown Bag research seminars, both of which are held throughout the calendar year.

# Professional Liability Insurance

Per CACREP Standard Section 3, Part A, all practicum and internship students are required to carry personal liability insurance. The faculty instructors for the practicum and internship courses will present students with possible options for purchasing liability insurance and verify students have obtained personal liability insurance. One option is Proliability.com, where annual policies for over $3,000,000 can typically be purchased for approximately $30. To receive a quote, please go to the following URL: <https://www.proliability.com/Professional-Liability-Insurance/Students-Individuals>. Additionally, a number of professional organizations offer lost-cost liability coverage for students.

# Suggestions For Specific Phases

## Orientation Suggestions

### Physical Facilities - Tour of Physical Plant

* + 1. Files: charts, case folders, records, etc.
    2. Supply room: supplies, equipment, forms, etc.
    3. Reference material: library, manuals, technical dictionaries, occupational information, vocational testing materials, etc.

### Agency Functions and Services

* + 1. History of agency
    2. Support of income structure
    3. Overview of services
    4. Administrative organization
    5. Acceptance or admission policy
    6. Referral sources
    7. Consumer population
    8. Reporting and statistical procedures
    9. Policy regarding confidentiality

### Agency Routines and Office Regulations

* + 1. Hours of work
    2. Lunch time
    3. "Breaks"
    4. Holidays
    5. Use of telephones
    6. Use of equipment and clerical personnel
    7. Travel expenses (if allowable)
    8. Signing in and out
    9. Agency report schedules and their significance in agency administration
    10. Dress codes

### Staff (Introduction to)

* 1. Managerial
  2. Professional
  3. Clerical
  4. Personal interviews with administrator and department heads: social service, occupational therapy, physical therapy, nursing, prevocational unit, medicine, psychology, speech, sheltered workshop, etc.

### Consumers

Select several typical cases, current or closed, for study or analysis, which illustrate agency function, consumers served, and the specialist's role.

## Observation Considerations

In order for the student to feel secure in the new setting, it is desirable to provide a period of observation prior to the assessment of the cases.

### Interviewing

* + 1. Intake or screening interviews
    2. Counseling interviews
    3. Social work interviews
    4. Interviewing with consumers differing as to types and severity of disability, culture, background, etc.

### Procedures Involved in Diagnostic Work-Up

* + 1. Medical
    2. Psychological
    3. Vocational
    4. Social
    5. Cultural

### Case or Team Conferences

* + 1. Intra-agency
    2. Inter-agency

### Staff Meetings

* + 1. Administrative
    2. In-service training

### Medical and Psychiatric Consultation

### Case Recording

### Counselor "Field" Rounds (Provision of Services)

* + 1. Home visits
    2. Employer visits (job promotion - follow-up)
    3. Community resources:

State employment service

Schools

On-the-job training

Hospitals

Rehabilitation centers

Workshops, etc.

## C. Participation Recommendations

Students should be permitted to engage in as many activities as individual readiness and time availability will allow. The student should progress to a point by the end of the practicum/internship where he/she will be able to complete a few less complicated cases or at least carry them far enough along to have a sense of accomplishment in seeing the consumers' progress toward appropriate goals.

### With Consumers

Screening interviews, intake interviews, counseling, planning interviews, follow-up on training or placement.

### With Facilitating Personnel and Agencies

* 1. Individual consultation with other professional personnel intra- or inter-agency, concerning an assigned case: social caseworker, psychologist, physician, therapist, teacher, prevocational evaluator, employment service, and other community resource personnel and employers.
  2. Intra-agency team conference with above personnel.
  3. Interagency team conference including welfare and health departments, sheltered workshops, training agencies, state employment services, private health and family-service agencies.

### Suggested Criteria for Case Selection

* 1. The case should be typical or representative of those carried or served by the agency.
  2. There should be a clear-cut function for the student rather than an ill-defined purpose such as "general supervision."
  3. There should not be too many reality limitations (transportation problems, limited time available for appointments, reluctance on the part of the consumer to attend the appointment, etc.).
  4. Cases should represent the different types of service rendered by the agency.
  5. There might be a balance of new and old cases, which would give the student an experience with the various stages of treatment.
  6. The case situations should present an opportunity for some collateral contacts whenever possible.
  7. There should hopefully be some prospect of change or movement giving the student an experience of success.
  8. The problem, insofar as predictable, should be capable of amelioration through services within the agency and without the need to go beyond agency program for other services.
  9. The consumer should be feasible for assistance and should have little degree of personality disturbance.
  10. The nature of the case problem should be such as to allow the student and consumer to work through to problem solution and plan of action without undue pressure or need for precipitate action.
  11. The case selected should have potential usefulness in the instruction of students by the agency supervisor.
  12. The case selected should be a challenge to the professional development of the student, reflecting diversity of ethnicity, disability, and/or challenges.

Cases of increasing complexity can be assigned, including a variety of problems and requiring services outside the agency, as student growth and capacity increase. Students have the opportunity to become emotionally involved, to test their impressions, and to develop awareness of their own use of relationship from initial interview to final contact with the consumer. Practicum/internship experiences are most useful when they provide opportunities to practice and test out techniques, and when they lead to self-understanding, as well as consumer understanding, in a well-supervised setting.

# Supervision and Responsibilities

The role of supervision in practicum/internships is challenging and very often is the decisive factor in the success or failure of a student's experience. Supervision involves at least four major dimensions: (1) planning, (2) assignment, (3) observation, and (4) evaluation.

Ideally, an agency should have one full-time staff member assigned to the supervised clinical aspect of the agency's operation. In the planning phase of supervision, this supervisor should communicate with the University faculty and discuss the students who are ready for assignment, their strengths and limitations, the opportunities for assignment within the agency, and how the student's interests and needs can best be met by the opportunities the agency will provide. The planning sessions should also involve discussion of the experiences provided by the agency and the respective roles of the University and the agency in close evaluation and consideration of the student's progress.

Observation involves continual contact with a senior member, adequate written reports when necessary, and an opportunity for the student and supervisor to meet as frequently as necessary to discuss the clinical experience. Observation should also be a responsibility of the student, since one of the goals of supervised clinical experience is to give the student a practical awareness of the goals, limitations, and operational framework in which the service is provided.

Evaluation is always a joint responsibility of the academic supervisor and the agency that is providing the practicum/internship. Evaluation can take several forms, but even in the most structured evaluation framework, there should be an opportunity for modifying it to meet the particular student's needs.

# Clinical Experience Supervisor Responsibilities

Although the supervisor is selected primarily by the agency, the evaluation of qualifications and suitability for supervision should be the joint responsibility of the agency and the University. The individual's responsibility for selecting the supervisor should consider the following essential criteria:

1. The experience and training have given the student familiarity with serving individuals with disabilities, which will enable the supervisor to give the trainee a proper orientation to the field of service.
2. The supervisor has had sufficient experience, not only in service areas, but also as an administrator and in representing the agency to other disciplines in the community, so that he/she can help the trainees explore their own reactions to the various roles which the rehabilitation counselor will be asked to assume, such as functioning as staff members and functioning as professional counselors, who may have to balance their own professional aspirations with the limitations of the agency.
3. Supervisory conferences should occupy an integral part of the supervisor's assigned duties rather than being subordinate to other administrative duties.
4. Supervision involves day-to-day responsibility for the student's activities, depending on the degree of active responsibility the trainee is able to assume.
5. The supervisory conference should be planned in advance to insure the following content:
   1. The student should be encouraged to present cases and bring up questions that may be troubling or disconcerting.
   2. Assignments of new cases can be discussed.
   3. Questions regarding agency procedures may be raised.
6. New developments in service provisions to the consumers with disabilities as they affect the student should be considered.

# Faculty Supervisor Responsibilities

A member of the University faculty in the Rehabilitation Counseling Program is assigned by the University to work with the clinical experience supervisor. Every faculty member holds a current Certified Rehabilitation Counselor (CRC) designation. This faculty member has the following assignments:

1. The faculty supervisor is responsible for maintaining the clinical experience program.
2. The faculty supervisor may contact the practicum/internship student’s site supervisor for possible phone conferences with the student and supervisor during the period of clinical experience. The purpose of these phone conferences include:
   1. Providing an opportunity for the student to discuss experiences with the faculty supervisor.
   2. Assisting the student to integrate academic knowledge and theory with clinical experience.
   3. Giving an opportunity to the faculty supervisor to maintain an ongoing evaluation of the effectiveness of the student's academic work in terms of the ability to relate to current experiences.
   4. Revealing information which might lead to a necessary modification of the clinical experience whenever appropriate.
   5. Offering the University's services in whatever way necessary to assist the agency in providing the most effective clinical experience.

Although we have been stressing the responsibilities of the agency supervisor and the faculty member, who are primarily responsible for the student, supervision should also include any counselor who works with the student.

# Intern/Student Responsibilities

One of the most effective methods of communicating the results of the supervised clinical experience to the agency supervisor and the faculty member is through reports by the student. Written reports are required from each student. It is essential that the student keep an on-line weekly log of activities. Students are asked to keep hardcopy backups of all logged entries and hours completed. The faculty will describe the information to be in these activity logs. However, generally, they are to include the following:

1. Total number of hours spent at the agency
2. Number of Direct Service hours provided to individuals with disabilities
3. Work Activities
   1. Planning of work in respect to consumer interviews, visiting agencies and other community resources, dictating reports, etc
   2. Supervising and coordinating the plans
   3. Degree of involvement in placement and follow-up of consumers
4. Interaction with representatives from other disciplines such as medicine, education, industry, etc.
   1. Supervisory conferences at the agency
   2. Attendance at agency conferences and in-service training programs
   3. Attendance at conferences relating to the consumer but held in outside agencies.

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# Reports and Evaluation

The University's policies require that the students be assigned a Credit/No Credit grade at the conclusion of each unit of supervised practicum/internship. The assignment of Credit/No Credit is the responsibility of the Rehabilitation Counseling Program faculty supervisor. The evaluation of the agency supervisor will be sought to assist in the grade determination.

The evaluation process is jointly participated in by the student, the agency supervisor, and the faculty supervisor. The emphasis is on the student's individual growth toward professional maturity. Together they evaluate the student's readiness to enter the profession -- and the needs for further training. In evaluating the student, several principles will be observed:

1. The underlying philosophy and approach of the evaluation will be directed constructively toward strengthening the student both personally and professionally.
2. Evaluation will be *with* a student rather than merely *of* a student.

The supervised practicum/internship experience should provide the agency supervisor, faculty supervisor, and the student the opportunity to evaluate the student in the following areas:

### Success in Forming Effective Relationships:

* With Clients
* With other professionals
* Staff
* Supervisors
* Overall Agency
* Outside Agencies

### SKILL IN COUNSELING:

* + - Knowledge & Understanding of:
    - Rehab principles and process
    - Psychological aspects of rehabilitation
    - Medical aspects of rehabilitation
    - Community resources
    - Ethical principles & standards
    - Appropriate legal principles & ethical decision-making skills
    - Developing & maintaining a counseling relationship
    - Establishing consumer goals & objectives of counseling
    - Facilitating an individual’s independent decision-making

### Case Work Skills & Abilities:

* Development of a rehabilitation plan
* Report writing and documentation
* Identification of individual strategies to resolve problems that impede the rehabilitation process
* Identify available resources and determine jointly, with the consumer, an appropriate rehab plan
* Facilitate, with the consumer, the development of a rehabilitation transition, and/or independent living plan
* Communicate with other service providers involved with the consumer/family
* Determine mutual responsibilities with other services providers involved with the consumer/family
* Assist consumers in identifying potential fiscal resources to obtain needed services
* Evaluate the feasibility of a consumer’s rehabilitation or independent living objectives
* Assess the consumer’s capabilities to make decisions
* Establish follow-up and/or follow-along procedures to maximize a consumer’s independent functioning
* Demonstration of skills in job analysis, work-site modification and or/ restructuring, including the application of appropriate technology
* Demonstration of skills in job developing, job placement, employer contacts, supported employment, follow-up and/or follow-along services

### WORK HABITS AND PERSONAL TRAITS & ATTITUDE

### PERSONAL TRAITS & ATTITUDES

### PROFESSIONAL GROWTH AND POTENTIAL

At the end of the practicum/internship program, the student will be asked:

* + 1. To evaluate the academic program in terms of its effectiveness in preparation for practicum/internship experience.
    2. To evaluate the effectiveness of the agency to which he/she was assigned in meeting the supervised practicum/internship goals.
    3. To evaluate his/her own progress.
    4. To compose a final write-up of the total experience, to be placed in the student's file.

**PROCEDURES FOR UNSATISFACTORY PERFORMANCE**

University faculty supervisor and on-site supervisor will provide supervision, feedback and guidance to help students succeed in practicum/internship through weekly individual or group supervision session. If a student is not performing satisfactorily in a practicum/internship placement, efforts by University and on-site supervisors will be taken to identify problem areas and specific recommendations will be provided to the student for improvement. If problems persist and the student does not improve his or her performance in order to meet the passing criteria specified in practicum/internship syllabus, thestudent will receive a “**No Credit**” grade at the end of the semester. If a student receives a “No Credit” grade, s/he may retake the course.

Students are required to comply with the Code of Professional Ethics for Rehabilitation Counselors of the Commission on Rehabilitation Counselor Certification and procedural policies of the placement agency and the university.Ethical concerns and or problem situations should be presented to both the on-site and the University supervisors and should be addressed in a timely manner. If a student performs in an unethical or unprofessional manner, as identified by either the University faculty supervisor or practicum/internship site supervisor, the student’s practicum/internship at the site may be terminated. Termination from the placement institution must be agreed upon by the student, on-site supervisor, and university supervisor within a mutually accepted time.

If a student is terminated from his or her practicum/internship site for ethical misconduct, the student will receive a “No Credit” grade unless good cause is shown for withholding the “NC” grade. The student may appear before the AD HOC Ethics Committee of CDER and receive permission to be placed at another internship site or retake the course.

# Information/Instructions for Appendices

## Appendix A: Clinical Experience Agreement

Prior to first day of the practicum or internship:

\*Sign, scan, and email to: [ksakai@sdsu.edu](mailto:ksakai@sdsu.edu);

\*Send electronic copy (signature not required) to hharris@mail.sdsu.edu

## Appendix B: Acceptance Form

\*To be completed by clinical site supervisor at beginning of clinical course and returned to SDSU faculty/staff as instructed on specific course site. This must be on file with SDSU’s Department of Rehabilitation Counseling before student may begin to log clinical hours.

**Appendix C**: **Acceptance Letter for Supervising a Student Intern**

\* To be completed by the clinical site supervisor and the student at the beginning of clinical course and returned to SDSU faculty/staff as instructed on specific course site. This must be on file with SDSU’s Department of Rehabilitation Counseling before student may begin to log clinical hours

**Appendix D: Student Evaluation Form**

\*To be completed by student’s on-site supervisor and returned by date requested by course faculty (each course website will provide instructions for returning this form).

**Appendices E and F: Service-Learning Agreement:**

Before completion of either form, student should determine with faculty/staff if their clinical site is already on file with SDSU. If so, the student does not need to go further with the Service-Learning Agreement. If the clinical site is not established/approved by SDSU, the following applies:

Formal written agreements between SDSU, ARPE, and the clinical experience placement site must be in place for students to earn recognized hours. Students will be covered under the SDSU Student Professional Liability Insurance Program (SPLIP) as long as an agreement is in place. This coverage is different than the personal liability insurance students are required to carry for participation in practicum and internship courses.

# Appendix A: Clinical Experience Agreement

**Clinical Experience Agreement** (to be signed by student)

I acknowledge that I have read and fully understand the Clinical Experience Manual and Appendices.

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

Printed Name: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

Faculty Advisor: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

##### \*Sign, scan and email to Kelly Sakai: ksakai@sdsu.edu

##### \*Send electronic copy (signature not required) to hharris@sdsu.edu

# Appendix B: Interviewee Consent Form

San Diego State University

Rehabilitation Counseling Program - Distance

ARP 744 (Practicum) or ARP 745 (Internship) in Rehabilitation Counseling

Interviewee Consent Form

The graduate student/counselor,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(name) is currently participating in a practicum experience in Rehabilitation Counseling at San Diego State University. As part of this class, he/she is required to present a case in which he/she is involved to a seminar group of other graduate-level counseling students. The purpose of this case presentation is to give the student/counselor experience in case presentation and the application of counseling and communication skills.

You are being asked to allow this graduate student/counselor to present information on your case to the practicum seminar. The information presented will be kept confidential and will not be discussed with anyone external to the practicum group members.

The case presentation and assessment of student/counselor, counseling/communication skills application is for educational purposes only. Your cooperation is completely voluntary and will not affect the services you are currently receiving. Thank you for your help.

I, as interviewee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(name) have read and understand the above information and give my consent to the student/counselor to present my case to the practicum seminar.

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

Signature of Interviewee Date

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

Signature of Student/Counselor Date

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

Signature of Faculty Member Date

# Appendix C: Acceptance Letter

**Acceptance Letter  
for Supervising a Student Intern**

Your colleague \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(student name) is currently enrolled in an internship or practicum course in his or her Master’s degree program in Rehabilitation Counseling. The principle objective of these courses is to provide an opportunity for each student to further develop his or her skills and knowledge relating to the direct delivery of service to consumers in a rehabilitation environment. To accomplish these goals, students are required to develop goals and strategies to attain their goal, in one area on the job where they can increase their abilities. Once the goals and strategies are established each student keeps a weekly log discussing their progress.

We are seeking your assistance with this process. Please note the duties of a Clinical Experience Site Supervisor (for students enrolled in either a Practicum or Internship course) listed below:

1. Assist student in developing appropriate goals and objectives to be completed during the 12 or 15-week internship or practicum course.

2. Sign off on student’s goals and strategies.

3. Meet weekly with student to review progress.

4. Engage in meetings with the student and university instructor at the start and end of

the semesters to review learning goals and evaluation of the student.

5. Complete student evaluation form at the end of the semester (see below).

Once you have read this acceptance form, please sign and email it to the faculty instructor for the practicum or internship course. Please hold the student evaluation form, which is to be sent to your Instructor at the end of the course.

Thank you for your willingness to participate in your colleague’s professional growth.

I acknowledge that I have read and fully understand the requirements for supervising a student in the CDER Master’s degree program.

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

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

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

# Appendix D: Student Evaluation Forms

**EVALUATION OF PRACTICUM STUDENT**

**Rehabilitation Counselor Program**

**San Diego State University**

**Department of Administration, Rehabilitation & Postsecondary Education**

**Directions:** The on-site supervisor completes this form at the end of the ARP 744 Beginning Practicum experience. The form should be signed by the student and the on-site supervisor, scanned, and emailed to the university supervisor.

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

Student's Assignment/Duties:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

Name of Organization:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone Number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax Number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**On-Site Supervisor:**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_CRC#\_\_\_\_\_\_\_

Students's Schedule: \_\_\_\_SUN \_\_\_\_MON \_\_\_\_TUES \_\_\_\_WED \_\_\_\_THURS \_\_\_\_FRI \_\_\_\_SAT

Days/Hours

Number of hours intern worked:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Beginning & ending dates:**

**Definition of Rating Terms**

**Excellent**: Always performs above the minimum requirements and shows outstanding aptitude and application of techniques and concepts of Rehabilitation Counseling.

**Above Average**: Always meets minimum requirements in a satisfactory manner, and performs at a level considerably above that normally expected of a graduate intern.

**Average:** Usually meets minimum requirements in a satisfactory manner; performs as might be expected of a graduate intern.

**Below Average:** Occasionally fails to meet minimum requirements in a satisfactory manner; performs at a level somewhat below that expected of a graduate intern.

**Not Acceptable:** Fails to meet minimum requirements in a satisfactory manner; performs at a level considerably below that expected of a graduate intern.

**No Basis:** No basis exists on which to evaluate the graduate intern.

**PART A: Behavioral and Competency Description of the Graduate Intern.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Excellent | **Above Average** | Average | **Below Average** | **Not Acceptable** | **No Basis** |
| **I.** **SUCCESS IN FORMING EFFECTIVE RELATIONS** | | | | | | |
| **A. With Clients** |  |  |  |  |  |  |
| **B. With Other Professionals:** |  | | | | | |
| Staff |  |  |  |  |  |  |
| Supervisors |  |  |  |  |  |  |
| Within the Agency |  |  |  |  |  |  |
| Outside of the Agency |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
| **II. WORK HABITS AND PERSONAL TRAITS & ATTITUDE:** | | | | | | |
| **\*A. Work habits** |  |  |  |  |  |  |
| **Work habits:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | |
| **\*B. Personal Traits & Attitudes** |  |  |  |  |  |  |
| **Personal traits and attitudes:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **\*III. PROFESSIONAL GROWTH AND POTENTIAL** |  |  |  |  |  |  |
| **Professional growth and potential:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **\*If "below average" or "not acceptable," please comment on reverse side of this sheet.**  What type of rehabilitation setting, clients, services, and skills do you feel this graduate intern would be most effective in? | | | | | | |
| **Additional comments:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |

On-Site Supervisor’s Signature CRC# Date

Student’s Signature Date

University Supervisor’s Signature CRC# Date

# STUDENT EVALUATION—ARP 744: Intermediate Practicum and ARP 745: internship

Rehabilitation Counselor Program - Distance

San Diego State University

Department of Administration, Rehabilitation & Postsecondary Education

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

Course (check one): ARP 744\_\_\_\_ ARP 745\_\_\_\_

Start and end dates of course:

Student's Assignment/Duties:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

Name.of Organization:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone Number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**On-Site Supervisor:**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_CRC#\_\_\_\_\_\_\_

Schedule: \_\_\_\_SUN \_\_\_\_MON \_\_\_\_TUES \_\_\_\_WED \_\_\_\_THURS \_\_\_\_FRI \_\_\_\_SAT

Days/Hours \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total number of hours logged:\_\_\_\_\_\_\_\_\_\_\_\_ Direct service hours logged:

Definition of Rating Terms

**Excellent**: Always performs above the minimum requirements and shows outstanding aptitude and application of techniques and concepts of Rehabilitation Counseling.

**Above Average**: Always meets minimum requirements in a satisfactory manner, and performs at a level considerably above that normally expected of a graduate intern.

**Average:** Usually meets minimum requirements in a satisfactory manner; performs as might be expected of a graduate intern.

**Below Average:** Occasionally fails to meet minimum requirements in a satisfactory manner; performs at a level somewhat below that expected of a graduate intern.

**Not Acceptable:** Fails to meet minimum requirements in a satisfactory manner; performs at a level considerably below that expected of a graduate intern.

**No Basis:** No basis exists on which to evaluate the graduate intern.

PART A: Behavioral and Competency Description of the Graduate Intern

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Excellent | Above Average | Average | Below Average | Not Acceptable | No Basis |
| I. SUCCESS IN FORMING EFFECTIVE RELATIONS | | | | | | |
| **A. With Clients** |  |  |  |  |  |  |
| **B. With Other Professionals:** |  | | | | | |
| Staff |  |  |  |  |  |  |
| Supervisors |  |  |  |  |  |  |
| Overall Agency |  |  |  |  |  |  |
| Outside Agencies |  |  |  |  |  |  |
| Success in forming and maintaining effective relationships:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| II. SKILL IN COUNSELING: | | | | | | |
| **A. Knowledge & Understanding Of:** |  | | | | | |
| Rehab principles and process |  |  |  |  |  |  |
| Psychological aspects of rehabilitation |  |  |  |  |  |  |
| Medical aspects of rehabilitation |  |  |  |  |  |  |
| Community resources |  |  |  |  |  |  |
| Ethical principles & standards |  |  |  |  |  |  |
| Appropriate legal principles & ethical  decision-making skills |  |  |  |  |  |  |
| Developing & maintaining a counseling relationship |  |  |  |  |  |  |
| Establishing consumer goals & objectives of counseling |  |  |  |  |  |  |
| Facilitating an individual's independent decision-making |  |  |  |  |  |  |
| Skills in counseling:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
|  | Excellent | Above Average | Average | Below Average | Not Acceptable | No Basis |
| **B. Case Work Skills & Abilities** |  |  |  |  |  |  |
| Development of a rehabilitation plan |  |  |  |  |  |  |
| Report writing and documentation |  |  |  |  |  |  |
| Identification of individual strategies to resolve problems that impede the rehabilitation process |  |  |  |  |  |  |
| Identify available resources and determine jointly, with the consumer, an appropriate rehab plan |  |  |  |  |  |  |
| Facilitate, with the consumer, the development of a rehabilitation transition, and/or independent living plan |  |  |  |  |  |  |
| Communicate with other service providers involved with the consumer/family |  |  |  |  |  |  |
| Determine mutual responsibilities with other service providers involved with the consumer/family |  |  |  |  |  |  |
| Assist consumers in identifying potential fiscal resources to obtain needed services |  |  |  |  |  |  |
| Evaluate the feasibility of a consumer's rehabilitation or independent living objectives |  |  |  |  |  |  |
| Assess the consumer's capabilities to make decisions |  |  |  |  |  |  |
| Establish follow-up and/or follow-along procedures to maximize a consumer's independent functioning |  |  |  |  |  |  |
| Demonstration of skills in job analysis, work-site modification and/or restructuring, including the application of appropriate technology |  |  |  |  |  |  |
| Demonstration of skills in job developing, job placement, employer contacts, supported employment, follow-up and/or follow-along services |  |  |  |  |  |  |
| **\***III. WORK HABITS AND PERSONAL TRAITS & ATTITUDE: | | | | | | |
| **\*A. Work habits** |  |  |  |  |  |  |
| Work habits:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **\*B. Personal Traits & Attitudes** |  |  |  |  |  |  |
| Personal traits and attitudes:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| \*IV. PROFESSIONAL GROWTH AND POTENTIAL |  |  |  |  |  |  |
| Professional growth and potential:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **\*If "below average" or "not acceptable," please comment on reverse side of this sheet.**  What type of rehabilitation setting, clients, services, and skills do you feel this graduate intern would be most effective in? | | | | | | |
| Additional comments:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |

Rater’s Signature CRC# Date

Student’s Signature Date

Faculty Coordinator’s Signature CRC# Date

**EVALUATION OF JOB SHADOWING INTERNSHIP EXPERIENCE**

**Rehabilitation Counselor Program**

**San Diego State University**

**Department of Administration, Rehabilitation & Postsecondary Education**

**Purpose:** Students in the San Diego State University Rehabilitation Counseling Program (RCP) receiving stipend funding from the Rehabilitation Services Administration under the direction of Dr. Charles Degeneffe and Dr. Mark Tucker are required to obtain 30 hours of job shadowing at a State Vocational Rehabilitation (State VR) agency if they are not using a State VR agency for the bulk of their internship hours. RCP students obtain internship hours through a) ARP 744: Intermediate Practicum and b) ARP 745: Internship.

**Directions:** The on-site supervisor completes this form at the end of the job shadowing experience and reviews it with the student and the university supervisor at the conclusion of the learning experience. The form should be signed by the student and on-site supervisor, scanned, and emailed to the university supervisor and placed in the student’s file.

At the start of the semester, the student will meet with the site supervisor at the State VR agency and the university supervisor (by phone) to complete a learning plan and outline activities the student will engage in during the semester. The student, the site supervisor, and the university supervisor will then meet again (by phone) at the conclusion of the semester to review learning goals and the site supervisor’s evaluation of the student activities and performance.

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

Check one: ARP 744: Intermediate Practicum:\_\_\_\_

ARP 745: Internship:\_\_\_\_

Semester/Year:

State Vocational Rehabilitation Agency Name:

Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone Number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**On-Site Supervisor:**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_CRC# (if applicable)\_\_\_\_\_\_\_

Number of job shadowing hours:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Beginning & ending dates:

**Summary of Job Shadowing Activities:**

**Commentary on Student’s Professional Behavior and Attitude:**

**Recommendations and Summary Comments:**

On-Site Supervisor’s Signature CRC# (if applicable) Date

Student’s Signature Date

University Supervisor’s Signature CRC# Date \_\_

# Appendix E

SAN DIEGO STATE UNIVERSITY

**SAN DIEGO STATE UNIVERSITY**

**RISK MANAGEMENT IN THE CSU SYSTEM**

Note: Please contact Kelly Sakai, CDER Academic Coordinator, regarding questions on risk management. Kelly can be contacted at 619-594-3278 or ksakai@sdsu.edu.

**Risk Management in the CSU**

The CSU has developed a systematic approach to managing risk exposures at CSU campuses. Each campus has a designated risk manager and all the campus managers meet quarterly as a group. In addition, the office of risk management in the Chancellor’s Office has restructured the overall risk management program to be more collaborative. In 1996, special legislation was passed to permit the CSU as a state agency, and auxiliary organizations as separate nonprofit corporations, to create a quasi public entity to establish and perform pooled group insurance and related risk management functions for the benefit of all who elect to join this entity and to participate. Thus, on January 1, 1997, the California State University Risk Management Authority (CSURMA) was formed by the CSU and those qualified auxiliary organizations that joined with the intention of participating in the risk management programs to be offered by the Authority. CSURMA presently has several risk management programs in effect including:

**Participation by CSU campuses:**

􀀩 Pooled Liability Program

􀀩 Pooled Workers’ Compensation Program

􀀩 IDL/NDI/UI Program (Industrial Disability Leave/Non-Industrial Disability Insurance/

Unemployment Insurance)

**Participation by the auxiliary organizations:**

􀀩 Auxiliary Group Purchase Insurance Program (AGPIP)

**Participation by both CSU campuses and auxiliary organizations:**

􀀩 Property Program

􀀩 Athletic Injury Medical Expense (AIME) Program

One of CSURMA’s primary goals is to develop a forum for the auxiliary organizations and the CSU to develop strategies to streamline and integrate the risk management practices of the CSU system. While CSURMA was established to protect resources by providing broad coverage and quality risk management services that stabilize risk costs in a reliable, economical and beneficial manner, the risk managers also work to ensure safe campus practices that protect CSU students, faculty and staff. Therefore, articulating and implementing policies and procedures to prevent risk are important aspects of risk management.

# Appendix f

Note: Please contact Kelly Sakai, CDER Academic Coordinator, regarding questions on the completion of these forms. Kelly can be contacted at 619-594-3278 or ksakai@sdsu.edu.

**STUDENT INTERNSHIP AND CLINICAL EXPERIENCE AGREEMENTS**

A Service-Learning Agreement for Clinical Experience (attached to the next page) is required between the University department and the practicum/internship placement institution in the community. Also, new training sites need to complete a Service Learning Agreement Questionnaire and a Learning Plan. Ms. Kelly Sakai provides prospective clinical training sites all three documents.

The academic department initiates the process by inserting the required information and forwards the agreement to the placement institution for signature.

Upon receipt of a signed agreement from the placement institution, the department forwards the document to the Contract and Procurement Management office, to include the name, address, and phone number of the Facility’s representative.

Procurement routes the agreement for appropriate University signatures.

A Procurement agent will mail a fully executed agreement to the department and the placement institution.

**Service-Learning Agreement**

University and Learning Activity Site

This Agreement entered into and effective this \_\_ day of \_\_\_\_\_\_\_\_, \_\_\_\_ between the Trustees of the California State University on behalf of San Diego State University, (College \_\_\_\_\_\_\_\_\_\_\_ / Department \_\_\_\_\_\_\_\_\_\_, referred to as “University,” and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, referred to as “Learning Activity Site.”

1. **General Provisions**

A. **Program Activities**

1. The Learning Activity Site will provide the University’s student(s) with a student-focused learning experience that also meets the stated needs of the Learning Activity Site.
2. The Learning Activity Site and the University will meet as necessary to facilitate a mutually beneficial experience for all involved, or at the request of any of the parties involved.
3. The University will work closely with the Learning Activity Site to meet the expectations and priorities of the Learning Activity Site as well as the student outcomes.

B. **Safe and Productive Learning Environment**

1. To achieve its desire to provide a safe and productive environment for the University’s student(s), the Learning Activity Site will:
2. Give student(s) a tour of the site as necessary and provide information regarding all emergency procedures.
3. Provide information on the unique nature of the population of the program.
4. If appropriate, discuss with students the reasonably foreseeable risks associated with the Learning Activity Site and the tasks and responsibilities the student(s) have been assigned.
5. Determine **IF** a student(s) must be fingerprinted. **If** fingerprinting is necessary, the Learning Activity Site will obtain the fingerprints, request criminal background clearance from the appropriate agency(ies), and maintain the confidentiality of any results as required by federal or state law.
6. Notify the University’s Office of Risk Management (619-594-5631) and the supervising faculty as soon as is reasonably possible of any injury or illness to a student(s) participating in a learning activity offered by the Learning Activity Site.

2. University will advise the student(s) of following:

a. To abide by Learning Activity Site rules and regulations while on site and working with Learning Activity Site clients.

b. That his/her interactions with clients are expected to be appropriate.

c. To maintain the confidentiality of the Learning Activity Site’s proprietary information, records and information concerning its clients.

**II. Structure and Support of Service-Learning Student(s)**

1. **Site Supervision.** Prior to the start of the learning activity, the Learning Activity Site will inform the student(s) who will be responsible for their supervision and safety while on site. The supervisor will meet with the student(s) as necessary to facilitate the student(s) learning experience and professional development, provide support and review progress on assignments and activities. The supervisor will communicate as necessary during the semester with the University staff or faculty member who assigned the learning activity.
2. **Training and Orientation.** The Learning Activity Site will provide student(s) with a general orientation and any specific training needed prior to their working with clients or providing service.
3. **Work Space.** Student(s) will have an appropriate space at the Learning Activity Site site in which to conduct their assigned work. The Learning Activity Site will provide access and training for any and all equipment necessary for student(s) to fulfill their service role.
4. **Evaluation.** The Learning Activity Site supervisor will fill out survey(s) regarding quality of service performance of the student(s) if requested by the University or the student.
5. **Payment** (*If Applicable – For paid positions only*) – The LEARNING ACTIVITY SITE will pay student(s) according to applicable law including any required withholding and reporting whether payment is wage, stipend, or payment under a grant. If required by law, the LEARNING ACTIVITY SITE shall consider student(s) employees and, as such, shall provide workers’ compensation insurance.

**III. Length of Agreement Term**

This agreement shall become effective upon execution and shall continue until terminated by either party after giving the other party 30 days advance written notice of the intention to so terminate; provided further, however, that any such termination by LEARNING ACTIVITY SITE shall not be effective against any STUDENT who at the date of mailing of said notice by LEARNING ACTIVITY SITE was participating in said program until such STUDENT has completed the program as mutually agreed upon provided such student is performing satisfactorily. If either party wishes to terminate due to non-performance or failure to meet expectations, the party requesting termination shall consult with the other party to seek resolution prior to termination.

It is the responsibility of all parties to review the agreement annually to ensure that the agreement terms are current. Any changes to this agreement must be in writing via amendment and executed by all parties.

***Notices***

All notices and correspondence herein provided to be given, or which may be given by either party to the other, shall be sent to the following:

To the Learning Activity Site: Agency Name

Street Address

City State Zip

Attention

To SDSU : San Diego State University

5500 Campanile Dr.

San Diego CA 92182-1616

Attention

SDSU Department Chair

And Contract and Procurement Management AD116The attached

General Provisions, consisting of two pages, is incorporated by reference and made a part of this agreement.

This document reflects my understanding of the relationship.

**LEARNING ACTIVITY SITE** **SAN DIEGO STATE UNIVERSITY**

5500 Campanile Dr.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ San Diego CA 92182

Agency Name

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Authorized Signatory Department Chair

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

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Street Address Associate Dean

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Fax

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Print Name

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

Date

**General Provisions**

Indemnification

The learning activity site shall be responsible for damages caused by the negligence of its directors, officers, agents, employees and duly authorized volunteers occurring in the performance of this agreement. San Diego State University shall be responsible for damages caused by the negligence of its directors, officers, employees and duly authorized volunteers occurring in the performance of this agreement. It is the intention of the Learning Activity Site and the University that the provision of this paragraph be interpreted to impose on each party responsibility for the negligence of their respective directors, officers, employees and duly authorized volunteers.

Insurance

The Learning Activity Site shall procure and maintain General Liability Insurance, comprehensive or commercial form with $1,000,000.00 minimum limit for each Occurrence and minimum limit of $2,000,000.00 General Aggregate, as mutually agreed upon for this placement.

The California State University system has elected to be insured for its General Liability exposure through the self-insured CSU Risk Management Authority.

The State of California has elected to be self-insured for its vehicle liability and Workers’ Compensation and property exposures. As a State agency, the California State University, Office of the Chancellor, the Trustees, and the CSU system of campuses are included in this self-insured program.

The University shall provide professional and personal general liability coverage for students performing community service or volunteer work for academic credit, through the Student Academic Field Experience for Credit Liability Insurance Program (SAFECLIP).  The coverage limits under this program are $1,000,000.00 for each Loss and $2,000,000.00 Aggregate for all Covered Parties, and not per student.  Any affiliate institution to whom the Named Insured is obligated by written agreement to provide such coverage as is afforded by this policy, shall be named as an additional insured.

The University shall provide professional, personal general liability, and educator’s errors and omissions liability coverage for students enrolled in Nursing, Allied Health, Social Work, or Education credential programs performing community service or volunteer work for academic credit, through the Student Professional Liability Insurance Program (SPLIP).  The coverage limits under this program are $1,000,000.00 for each Loss and $3,000,000.00 Aggregate for all Covered Parties, and not per student.  Any affiliate institution to whom the Named Insured is obligated by written agreement to provide such coverage as is afforded by this policy, shall be named as an additional insured.

Insurance **International**

In the event the Learning Activity Site is an international location, the above referenced SAFECLIP or SPLIP coverage for the students does not apply.  The University will advise the student that they will be required to procure insurance. It will be the students responsibility to procure adequate insurance for the Learning Activity Site’s experience.  Information for obtaining insurance coverage may be obtained from the following web-site <http://www.isc.sdsu.edu/study_abroad/health-insurance-prosp.html> .

Status of Students

Students shall at no time throughout this agreement be considered officers, employees, agents or volunteers of the University.

Governing Law

All contracts and purchase orders shall be construed in accordance with, and their performance governed by, the laws of the State of California. Further, Learning Activity Site shall comply with any state or federal law applicable to Learning Activity Site's performance under this Contract.

Assignments

Without written consent of the CSU, this agreement is not assignable by the Learning Activity Site either in whole or in part.

Agreement Alterations & Integration

No alteration or variation of the terms of the agreement shall be valid unless made in writing and signed by the parties hereto, and no oral understanding or agreement not incorporated herein shall be binding on any of the parties hereto.

Endorsement

Nothing contained in this Agreement shall be construed as conferring on any party hereto any right to use the other party’s name as an endorsement of product/service or to advertise, promote or otherwise market any product or service without the prior written consent of the other parties. Furthermore nothing in this Agreement shall be construed as endorsement of any commercial product or service by the University, its officers or employees.

Survival

Upon termination of this contract for any reason, the terms, provisions, representations and warranties contained in this agreement shall survive expiration or earlier termination of this agreement.

Severability

If any provision of this agreement is held invalid by any law, rule, order of regulation of any government or by the final determination of any state or federal court, such invalidity shall not affect the enforceability of any other provision not held to be invalid.

Entire Agreement

This agreement constitutes the entire agreement and understanding of the parties with respect to the subject matter hereof and supercedes all prior agreements, arrangements, and understandings with respect thereto. No representation, promise, inducement, or statement of intention has been made by any party hereto that is not embodied herein, and no party shall be bound by or liable for any alleged representation, promise, inducement, or statement not set forth herein.

STUDENT SITE EVALUATION FORM

**Directions:** The student completes this form at the end of the practicum and/or internship. The form should be turned in to the university supervisor.

Student 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**

**NA. Does not apply**

 1. \_\_\_\_\_\_\_\_ Amount of on-site supervision

 2. \_\_\_\_\_\_\_\_ Quality and usefulness of on-site supervision

 3. \_\_\_\_\_\_\_\_ Relevance of experience to career goals

 4. \_\_\_\_\_\_\_\_ Exposure to and communication of the placement institution’s goals & policies

 5. \_\_\_\_\_\_\_\_ Exposure to professional roles and functions within the placement institution

 6. \_\_\_\_\_\_\_\_ Exposure to information about community resources

7. \_\_\_\_\_\_\_\_ Exposure to diversity

 8. \_\_\_\_\_\_\_\_ Rate all applicable experiences that you had at your site:

\_\_\_\_\_\_\_ Ethical decision-making

\_\_\_\_\_\_\_ Developing & maintaining a counseling relationship

\_\_\_\_\_\_\_ Establishing consumer goals & objectives of counseling

\_\_\_\_\_\_\_ Individual/group counseling

\_\_\_\_\_\_\_ Development and implementation of a rehabilitation plan

\_\_\_\_\_\_\_ Case report writing and documentation

\_\_\_\_\_\_\_ Service coordination

\_\_\_\_\_\_\_ Job analysis, work-site modification and or/ restructuring, including the application of appropriate technology

\_\_\_\_\_\_\_ Job developing, job placement, employer contacts, supported employment, follow-up and/or follow-along services

\_\_\_\_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. \_\_\_\_\_\_\_\_ Overall evaluation of the site

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