Guidelines for Clinical Experiences Associated with Practicum and Internships

REHABILITATION COUNSELING PROGRAM

DEPARTMENT OF ADMINISTRATION, REHABILITATION

& POSTSECONDARY EDUCATION (ARPE)

SAN DIEGO STATE UNIVERSITY

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Revised Fall 2022

# Objectives of Clinical Experience

Students enrolled in SDSU’s Master of Science degree in Rehabilitation Counseling come from a wide range of backgrounds. 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 actual work settings. 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 clients.

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 authentic 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 client potential and prognosis.
7. Develop counseling skills which help clients 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, clients, 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. 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 (a master’s degree in counseling or a related field), 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 the student is neither expected nor required to assume 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**

**Fall 2021 and Prior to Fall 2021 Admissions:**

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–at least 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."*

**Fall 2022 Admissions:**

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:

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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–at least 300 hours clinical experience and 2) Internship – at least 300 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. 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.

**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 with the site supervisor to review the RCP Clinical Manual and guidelines for providing clinical supervision to RCP students. Site supervisors are also invited to attend RCP hosted trainings and Brown Bag research seminars, both of which are held throughout the calendar year.

Each supervisor has a masters degree or doctorate in counseling or a closely related profession, a credential in their field of study, and at least two years of pertinent counseling experience. At the initial triadic meeting, the university supervisor (practicum or internship course instructor) shares and reviews the Generalist Supervisor Fact Sheet or Psychiatric Rehabilitation Supervisor Fact Sheet with the site supervisor, depending on which track the student has selected. The fact sheets provide pertinent information about each of the Rehabilitation Counseling Program (RCP) academic tracks. The university supervisor also introduces the supervisor to the PowerPoint presentation titled Supervisor Training, requesting that they complete the training and assessment during the first week of supervision. The Supervisor Training provides all supervisors with (1) information about the program, (2) CACREP accreditation, (3) explanation of the two tracks, (4) supervision basics, (5) a step-by-step tour of specific activities that must be accomplished during the semester, and (6) a multiple-choice self-assessment with answer key.

# 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. A number of private insurance companies and professional organizations offer lost-cost liability coverage for students.

***A. Orientation Suggestions***

1. Physical Facilities - Tour of Physical Plant

 a. Files: charts, case folders, records, etc.

 b. Supply room: supplies, equipment, forms, etc.

 c. Reference material: library, manuals, technical dictionaries, occupational information, vocational testing materials, etc.

1. Agency Functions and Services

 a. History of agency

 b. Support or income structure

 c. Overview of services

 d. Administrative organization

 e. Acceptance or admission policy

 f. Referral sources

 g. Consumer population

 h. Reporting and statistical procedures

 i. Policy regarding confidentiality

 3. Agency Routines and Office Regulations

 a. Hours of work

 b. Lunch time

 c. "Breaks"

 d. Holidays

 e. Use of telephones

 f. Use of equipment and clerical personnel

 g. Travel expenses (if allowable)

 h. Signing in and out

 i. Agency report schedules and their significance in agency administration

 j. Dress codes

1. Staff (Introduction to)

 a. Managerial

 b. Professional

 c. Clerical

 d. Personal interviews with administrator and department heads: social service, occupational therapy, physical therapy, nursing, prevocational unit, medicine, psychology, speech, sheltered workshop, etc.

 5. Clients

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

***B. 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.

 1. Interviewing

 a. Intake or screening interviews

 b. Counseling interviews

 c. Social work interviews

 d. Interviewing with clients differing with respect to types and severity of disability, culture, background, etc.

 2. Procedures Involved in Diagnostic Work-Up

 a. Medical

 b. Psychological

 c. Vocational

 d. Social

 e. Cultural

 3. Case or Team Conferences

 a. Intra-agency

 b. Inter-agency

 4. Staff Meetings

 a. Administrative

 b. In-service training

 5. Medical and Psychiatric Consultation

 6. Case Recording

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

 a. Home visits

 b. Employer visits (job promotion - follow-up)

 c. 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.

 1. With Clients

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

 2. With Facilitating Personnel and Agencies

 a. 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.

 b. Intra-agency team conference with above personnel.

 c. Interagency team conference including welfare and health departments, education services, supported employment providers, training agencies, state employment services, private health and family-service agencies.

 3. Suggested Criteria for Case Selection

 a. The case should be typical or representative of those carried or served by the agency.

 b. There should be a clear-cut function for the student as opposed to an ill-defined purpose such as "general supervision."

 c. There should not be too many limitations to realistically overcome (e.g., transportation problems, limited time available for appointments, reluctance on the part of the consumer to participate, etc.).

 d. Cases should represent the different types of service rendered by the agency.

 e. There might be a balance of new and old cases which would give the student an experience with the various stages of treatment.

 f. The case situations should present an opportunity for some collateral contacts whenever possible.

 g. There should hopefully be some prospect of change or movement giving the student an experience of success.

 h. 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.

 i. The consumer should be feasible for assistance and should have little degree of personality disturbance.

 j. 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.

 k. The case selected should have potential usefulness in the instruction of students by the agency supervisor.

 l. 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 the relationship from initial interview to final contact with the consumer. Practicum/internship experiences are most useful when they provide opportunities to practice and test 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, which the agency will provide and discussion of 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 which 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 selection of a supervisor include consideration of the following essential criteria:

1. The supervisor’s experience and training have given the supervisor an identification with serving individuals with disabilities, which will enable the supervisor to give the student 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 the supervisor can help students explore their own reactions to the various roles that the student will be asked to assume, such as functioning as staff members and functioning as professional counselors; roles that may require the student 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 student is able to assume.

5. The supervisory conference should be planned in advance to insure the following content:

 a. The student should be encouraged to present cases and bring up questions that may be troubling or disconcerting.

 b. Assignments of new cases can be discussed.

 c. Questions that the student may raise in reference to agency procedures should be considered.

 d. 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 (who holds a CRC) in the Rehabilitation Counseling Program is assigned by the university to work with the clinical experience supervisor. This faculty member has the following assignments:

1. Arrange a meeting between the student and the agency personnel, which should follow an orientation to the agency by the faculty supervisor.

2. The faculty supervisor is responsible for developing and maintaining the field instruction program.

3. The faculty supervisor may visit or otherwise contact the practicum/internship facility for conferences with the student and supervisor during the period of fieldwork. The purpose of these conferences include:

 a. Providing an opportunity for the student to discuss experiences with the faculty supervisor.

 b. Assisting the student to integrate academic knowledge and theory with clinical experience.

 c. 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.

 d. Revealing information which might lead to a necessary modification of the clinical experience whenever appropriate.

 e. 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.

***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.

##### 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 on-site supervisor, faculty supervisor, and the student the opportunity to evaluate the student with respect to the following areas:

I. SUCCESS IN FORMING EFFECTIVE RELATIONS:

* With clients
* With staff
* With supervisors
* Within the agency
* Outside of the agency

II. SKILL IN COUNSELING:

Knowledge & Understanding of:

* Rehabilitation principles and processes
* Psychosocial aspects of rehabilitation

Medical aspects of rehabilitation

* Community resources
* Ethical principles and standards
* Appropriate legal principles & ethical decision-making skills

Developing and maintaining a counseling relationship

* Establishing consumer goals and objectives of counseling
* Facilitating an individual’s independent decision-making

III. 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 rehabilitation 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 stills in job developing, job placement, employer contacts, supported employment, follow-up and/or follow-along services

IV. WORK HABITS AND PERSONAL TRAITS AND ATTITUDE

V. PERSONAL TRAITS AND ATTIDUES

VI. 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 they were assigned in meeting the supervised practicum/internship goals.

3. To evaluate their own progress.

4. To compose a final write-up of the total experience, to be placed in the student's file.

**The format for reporting information appears in Appendix A. Client activity logs are to be completed on the online log. The URL will be provided by the instructor. Students are responsible for maintaining their own hard-copy backups of all logged entries and hours completed. These records will be necessary in order to apply for the Certified Rehabilitation Counselor (CRC) exam.**

**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 American Counseling Association Code of Ethics as well as 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 the practicum or internship student requires remediation due to ethical, judgment, or performance issues at the site, the site supervisor will call a staffing. All faculty will meet with the student and develop a plan of action to correct the problem, assuring that the goal and objectives they set with and for the student are manageable, measurable, time-limited, reasonable, and have a high likelihood of success. The site supervisor will evaluate the student’s performance in light of the plan of correction. If the student has not met the goal and objectives of their plan of correction, faculty will refer to the Unsatisfactory Performance Policy.

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 and receive permission to be placed at another internship site or retake the course.

# Information/Instructions for Appendices

**Appendix A: 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).

**Appendix B: 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 C: Student Evaluation of Site Form**

Completed at the end of the practicum or internship to provide the RCP information about the quality of the training experience from the student’s point of view.

**Appendix D: SDSU Release of Liability Form**

To be completed prior to the start of a practicum or internship experience.

# Appendix A: Student Evaluation Forms

**STUDENT EVALUATION: Arp 744 Beginning Practicum**

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

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

**On-Site Supervisor:**

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

Student'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

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 B: Service -Learning Agreement

Note: Please contact the Department Coordinator, regarding questions on the completion of these forms. The Department Coordinator can be contacted at 619-594-6115.

**STUDENT INTERNSHIP AND CLINICAL EXPERIENCE AGREEMENT**

A Service-Learning Agreement (insert link) for Clinical Experience 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. In the on-campus program, the Department Coordinator provides prospective clinical training sites all three documents. In the distance program, Ms. Rose Thomas (rathomas@sdsu.edu) provides these 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.

**Appendix C: Student Evaluation of Site Form**

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).

**Appendix D: SDSU Release of Liability Form**

# WAIVER OF LIABILITY, PROMISE NOT TO SUE, ASSUMPTION OF RISK AND

**AGREEMENT TO PAY CLAIMS**

Activity:

Activity Date(s) and Time(s):

Activity Location(s):

In consideration for being allowed to participate in the above-referenced Activity, on behalf of myself and my next of kin, heirs, representatives, and assigns, I hereby **release, waive, and discharge from all liability and promise not to sue** the State of California, the Trustees of The California State University, California State University, San Diego State University and their employees, officers, directors, volunteers and agents (collectively the “University”) from any and all liabilities or claims, **including claims of the University’s negligence**, resulting in any physical or psychological injury (including paralysis and death), illness, damages, property loss, or economic or emotional loss I may suffer because of my participation in the Activity, including travel to, from and during the Activity.

I am voluntarily participating in this Activity. I am aware of the risks associated with traveling to/from and participating in this Activity, which include but are not limited to physical or psychological injury, pain, suffering, illness, disfigurement, temporary or permanent disability (including paralysis), economic or emotional loss, and/or death. I understand that these injuries or outcomes may arise from my own or other’s actions, inaction, or negligence; conditions related to travel; or the condition of the Activity location(s). **Nonetheless, I assume all related risks, both known or unknown to me, of my participation in the Activity, including any associated use of University facilities or premises and any travel to, from and/or during the Activity.**

I agree to **indemnify and hold** the University **harmless** from any and all claims, actions, suits, costs, expenses, and liabilities, including attorney’s fees or damage to my property, that arise out of my participation in the Activity, including any associated use of University facilities or premises and any travel to, from and/or during the Activity. If the University incurs any of these types of expenses, I agree to reimburse the University. If I need medical treatment, I agree to be financially responsible for any costs incurred as a result of such treatment. I am aware and understand that I should carry my own health insurance.

# I am 18 years or older. I understand the legal consequences of signing this document, including (a) releasing the University from all liability, (b) promising not to sue the University, (c) and assuming all risks of participating in the Activity, including travel to, from and during the Activity

I understand that this document is written to be as broad and inclusive as legally permitted by the State of California. I agree that if any portion is held invalid or unenforceable, I will continue to be bound by the remaining terms.

[In the event that any foreign language translation of this document has been attached hereto by the University, the English language version of this document shall be the authoritative version. The English language version shall be controlling in all respects and shall prevail in case of any inconsistency with the translated version].

I have read this document in its entirety, fully understand its terms, and acknowledge that I am signing it freely and voluntarily. No other representations concerning the legal effect of this document have been made to me.

Participant Signature:

Participant Name (print): Date:

If the Participant is under 18 years old:

I, the parent/legal guardian of the Participant identified above hereby agree to all of the above on behalf of the Participant

Parent/Guardian Name (print):

Parent/Guardian Signature: Date: