

Student Handbook for Rehabilitation Counseling and Human Services M.Ed./M.S.



**Department of Leadership
and Counseling
College of Education
University of Idaho**

Dear Students of Rehabilitation Counseling and Human Services;

I am pleased to welcome you to the University of Idaho's College of Education. You are joining hundreds of graduate students, who at any given time, are working on degrees in the college — focusing on counseling, administrative and curriculum leadership, and the movement sciences. By joining this program, you have made a commitment to serve individuals with significant need—providing guidance that helps ensure their access to meaningful and productive lives.

As you likely know, counseling is not a career for just anyone. Patience, empathy, knowledge and excellent problem solving skills are required. We hope you come to us with patience, empathy and finely honed problem-solving skills. This program will add critical knowledge to your repertoire—helping to ensure your future success as a rehabilitation counselor.

This program prepares you to make a positive difference in individuals' lives. It will require focus and dedication, willingness to embrace feedback to improve your work and persistence in the challenges that come your way. In exchange, your faculty will ensure that coursework prepares you for national exams, that their feedback leads to improvements in your practice and that collaboration and interaction with your peers provides you with a network of dedicated professionals to help launch your career.

Poet nikki giovanni has written a poem entitled "the drum¹." It goes like this:

daddy says the world
is a drum tight
and hard
and I told him
i'm gonna beat out
my own rhythm

May each of you firmly establish your own rhythm in this program. And as important, may you hone your skills that support others finding theirs.

Warm wishes,



Cori Mantle-Bromley, Dean

College of Education

¹ giovanni, n. (2003). the drum. Reprinted by permission from Farrar, Straus and Giroux in S. M. Intrator & M. Scribner, (Eds.), Teaching with fire: poetry that sustains the courage to teach (p. 154). San Francisco: Jossey-Bass. (Original work published 1971)

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Welcome Message/Program Orientation

Dear New Cohort of Students,

We are writing to welcome you to the Master's program in Rehabilitation Counseling and Human Services (RCHS)!

This program is nationally accredited by the Council on Rehabilitation Education (CORE). It is a 60 credit hour program. The program is offered in Coeur d'Alene and Boise. Courses are offered using a variety of course delivery formats: face-to-face, online, hybrid, and video conferencing.

We know that when making a decision to pursue graduate school, there are a number of factors to consider. With this in mind, based on the available data, the employment outlook for rehabilitation counselors remains strong. Also, students can become eligible to sit for the national Certified Rehabilitation Counselor (CRC) exam and graduates can become eligible to obtain their License as a Professional Counselor (LPC). We are excited to be building a rehabilitation counseling program in Boise and Coeur d'Alene, with a focus on quality, and to be helping to address the needs of the disability and rehabilitation communities in the greater Boise and Coeur d'Alene areas and across the state by training qualified rehabilitation counseling professionals.

Earning a graduate degree in RCHS prepares students for careers in rehabilitation counseling working for vocational rehabilitation agencies such as the Idaho Division of Vocational Rehabilitation, the Idaho Industrial Commission, and the Idaho Commission for the Blind and Visually Impaired. Community rehabilitation programs, independent living programs, workers' compensation and insurance companies, disability support programs within higher education, traumatic brain injury programs, rehabilitation hospitals, substance abuse programs, community mental health agencies, and community-based correction programs also may employ our graduates. This degree may open the door to a private practice as well.

We as a program faculty look forward to working with you to meet your career goals within the counseling profession and specialty discipline of rehabilitation counseling. Again welcome to the program!

Sincerely,

Dr. Austin, on behalf of the rehabilitation counseling faculty

Bryan S. Austin, Ph.D., LPC, CRC
Assistant Professor and Program Coordinator
University of Idaho
Department of Leadership and Counseling
Rehabilitation Counseling and
Human Services Program
College of Education

Faculty Profile/Contact Information

Bryan S. Austin, Ph.D., LPC, CRC is an Assistant Professor and Program Coordinator of the Rehabilitation Counseling and Human Services Program. He earned his doctorate in Rehabilitation Counselor Education from Michigan State University. Dr. Austin is Licensed Professional Counselor (LPC) in the state of Idaho and nationally Certified Rehabilitation Counselor (CRC). He has worked in rehabilitation for 19 years and has extensive clinical experience providing direct services to individuals with disabilities in a variety of practice settings in the fields of mental health, intellectual/developmental disabilities, and vocational rehabilitation. He has significant experience advising and supervising students and rehabilitation agency staff, and performing program evaluation responsibilities. Dr. Austin has served as an advocate for the National Rehabilitation Association, Government Affairs Summit, in Washington, D.C. Most notably, he has worked as an educator, researcher, clinical supervisor, vocational rehabilitation counselor, behavior specialist and consultant.

Dr. Austin's primary research interests include clinical judgment skill competencies/counselor debiasing techniques, clinical supervision, rehabilitation counselor professional identity, employment for individuals with intellectual and co-occurring psychiatric disabilities, and instrument development. Dr. Austin has published articles in peer-reviewed rehabilitation journals pertaining to clinical supervision in vocational rehabilitation, program evaluation, rehabilitation counselor professional identity development, employment outcomes for VR consumers with intellectual and co-occurring psychiatric disabilities, and clinical judgment skill competencies/debiasing techniques. His recent publication outlets include: *Journal of Applied Rehabilitation Counseling, Rehabilitation Research, Policy, and Education, Journal of Rehabilitation, and Journal of Rehabilitation Administration*. Dr. Austin regularly presents his scholarly work at the annual National Council of Rehabilitation Educators Spring Conference.

Beth Cunningham, M.A., CRC, CVE, part-time clinical instructor, is a CRC and Certified Vocational Evaluator (CVE). Beth graduated with her Master's degree in Rehabilitation Counseling from the University of Northern Colorado. Upon graduation, she began working as a Vocational Evaluator in Denver, Colorado. In 1994, Beth moved to Boise to work for Idaho Division of Vocational Rehabilitation (IDVR) as a rehabilitation counselor working with the school to work caseload. In 1997, she began a vocational evaluation program at Community Partnerships of Idaho. She was promoted to Employment Services Director in 2000 and continued that job until December 2009. At that time, she left to pursue a private vocational consulting company, in which she does a variety of work including Social Security Vocational Expert testimony, case management and worker's compensation work. In January 2012, Beth began working part-time for the Rehabilitation Counseling and Human Services Program at the University of Idaho. She is currently recruiting students, teaching, and providing clinical supervision for the program and coordinates professional development trainings for rehabilitation professionals in the community in collaboration with the program and IDVR.

Mary Barros-Bailey, Ph.D., CRC, NCC, Adjunct Faculty, is a CRC, National Certified Counselor (NCC), bilingual rehabilitation counselor, vocational expert, and life care planner in private practice with Intermountain Vocational Services, Inc. in Boise, Idaho. She served on the Commission on Rehabilitation Counselor Certification (CRCC) from 2003-2008, including chairing the Ethics Committee from 2005-2007 and the CRCC from 2007-2008. Dr. Barros-Bailey served as the Chair of the Occupational Information Development Advisory Panel, a discretionary committee chartered by the Social Security Administration, during its existence from 2009-2012 to provide the Agency with independent advice and recommendations for the development of a new occupational information system to replace the *Dictionary of Occupational Titles* (DOT; U.S. Department of Labor, 1991) in its disability programs. Her research and publication areas of interest include professional ethics, aging and rehabilitation issues, occupational data and disability, and multicultural/cross-cultural/international issues. She serves on the editorial boards of several peer-review publications, has presented nearly 150 times nationally and internationally on professional topics, and has taught as adjunct faculty with Boise State University and the University of Idaho.

Study Plan for RCHS Program

After accepting admission into the program, students will be assigned a major professor/program advisor. Students will also be responsible to submit an electronic study plan that will include all courses; a minimum of 61 credits within the program's curriculum required to graduate. This study plan should be completed and submitted online to the student's major professor/program advisor by the end of the second semester of study within the program, typically Fall Semester when the new student cohort starts taking coursework. The major professor/program advisor will work with students and their study plans to ensure correct courses and credits are included for the earning the degree; M.Ed. or M.S. More specifically, students must initiate the process, fill out the study plan, and submit it to their major professor/program advisor for approval. The student's major advisor will then approve or ask for additional changes prior to final approval. See the following University of Idaho website link for instructions on how graduate students complete and submit study plan to their major professor/program advisor: <http://www.uidaho.edu/registrar/graduation/audit>

For additional assistance in completing your study plan, you may also contact Cheri Cole at the University of Idaho in Moscow. Her contact information is:

Cheri Cole
Management Assistant
College of Graduate Studies
Phone: (208) 885-6243
Email: cheric@uidaho.edu

Student Resource for Learning

The following information is general information intended to help students get started:

- Student resource information – Boise: <http://www.uidaho.edu/boise/boise-academics/Student-Handbook>
Coeur d'Alene: <http://www.uidaho.edu/cda/studentguide>
- To get AirVandal Gold wireless account, BbLearn password, VandalWeb password, set up Vandal email account, you need to follow instructions on the University of Idaho, Moscow ITS Helpdesk website or contact them directly for assistance. Here is the link: <http://support.uidaho.edu/services/helpdesk/>
- To learn about BbLearn, See Student Help website at: <http://www.webpages.uidaho.edu/bblearnhelp/student-help/> or you can call (208) 885-HELP.
- BbLearn/Collaborate is a synchronous online format. You will need to log into your BbLearn account and click on the link to Collaborate posted by the instructor.
- In order to use Collaborate, you may need to use a compatible Web Browser (e.g., trying different ones- explorer, Firefox, or Chrome). If you have difficulty getting logged in, this should help. It has been found that Firefox works well. Also, you will likely need to download the most current version of Java.
- To get started with Collaborate, review and/or follow steps provided on Collaborate (Student Help) website (i.e., Getting Set Up: System Requirements, Install Collaborate Launcher, etc.), Participant Orientation (7 minute Video), etc.:
<http://www.webpages.uidaho.edu/bblearnhelp/student-help/community-tools/collaborate/>
- Writing Lab Resources
 - If you would like to use the computer lab, contact Eric Schlueter, IT Support Tech, at erics@uidaho.edu in Boise and Robert T. Baxter, IT Systems Analyst, at rbaxter@uidaho.edu in Coeur d'Alene.
- For a University of Idaho Vandal Card, see the following weblink: <http://www.uidaho.edu/its/vandalcardoffice> (you will need this card to access online library and other university resources)
- University of Idaho Library information for distance students: http://libguides.uidaho.edu/Distance_Education
- Graduate Writing Assistance
 - Graduate Writing Consultant is available to help you through the writing process, from comprehensive issues such as focus on organization to stylistic concerns of grammar and citation. Graduate students of all backgrounds and disciplines are welcome.
 - Consultation sessions are collaborative in nature and intended to help you build writing skills and confidence. You have the opportunity to meet in person to discuss your writing and to receive an annotated copy of your draft with recommendations for revision.
 - If you would like to submit a writing project for review and assistance, please fill out the **Graduate Student Assistance Request Form** and then upload your project in the field provided at <http://www.uidaho.edu/class/english/writingcenter/gradwriting>
- The University of Idaho is committed to providing equal opportunity for participation in all programs, services and activities. To request accommodations, students should contact:
 - **UI Disability Support Services**
Telephone: (208) 885-6307
Email: dss@uidaho.edu
Website: www.uidaho.edu/asap
- Financial Aid and Scholarships:
www.uidaho.edu/financialaid
- Student Health Services:
www.uidaho.edu/studentaffairs/studenthealthcenter

Mission Statement

University of Idaho College of Education Mission Statement

The University of Idaho's College of Idaho's College of Education is the state's flagship and land-grant research college focused on the preparation of professionals for schools, the movement sciences, and workforce counselors and educators. From our commitment to develop leaders in these fields emerges our responsibility to enhance the scientific, social, economic, and cultural assets of the state and develop solutions for complex problems.

We deliver on our commitment through focused, interdisciplinary excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus and our regional centers. Consistent with the land-grant ideal, our outreach activities serve the state and at the same time strengthen our teaching, scholarly, and creative capacities.

Our teaching and learning include undergraduate, graduate and professional education offered through both resident instruction and extended delivery. Our scholarly and creative activities promote K-12 academic achievement, human development and wellness, global awareness, and progress in professional practice.

College of Education Caring Professionals (CARE) Conceptual Framework.

The University of Idaho College of Education's conceptual framework is part of its shared vision to prepare caring professionals to effectively work in P-12 schools, institutions of higher education, business, health care, and community to educate our citizens and promote healthy and active living. It provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. It is knowledge-based, well-articulated, coherent, widely shared and consistent with the college's and university's mission and vision. It is continuously evaluated – using both direct and indirect assessments and evaluations – and is therefore constantly evolving. It represents our values and beliefs, and informs the process by which we develop and work toward clearly defined goals.

C=Cultural Proficiency. Cultural proficiency includes the policies and practices of the organization, or the values and behaviors of an individual that enable the agency or person to interact effectively in a culturally diverse environment. We endeavor to promote the development of caring professionals who can be secure in their identities, acknowledge their predispositions, biases, and limitations, and actively and critically engage in culturally proficient leadership and teaching.

A=Assessment, teaching and learning. Assessment, teaching, and learning are interrelated, intrinsically linked, and cyclical in nature. The cycle begins with assessment of prior learning, which informs meaningful teaching and, in turn, produces measurable learning that when assessed, informs further instruction. The spiral continues as knowledgeable educators apply the sciences and arts of assessment, teaching, and learning.

R=Reflective scholarship and practice. A focus on reflection usually involves an examination of personal beliefs, goals, and practices. Reflective practice involves the presence of higher-level thinking processes such as inquiry, metacognition, analysis, integration, and synthesis. The process involves an exploration and articulation of ideas, personal beliefs, knowledge, and experience (thus its emphasis on experiential learning); ongoing analysis of personal theory-in-use; and designing activities that are collaborative in nature. In action, reflective practice encourages the meaningful construction of connections between the new and the known.

E=Engagement in community building and partnership. We believe it is the responsibility of local communities, including parents, school personnel, health and movement professionals, and business and community leaders, to work together to ensure that all citizens receive the services that prepare them to become responsible, healthy and productive citizens in a civil society.

Program Mission Statement

The mission of the University of Idaho Rehabilitation Counseling and Human Services Program is to prepare counseling professionals to be scientist-practitioners with strong rehabilitation counselor professional identities in working with and counseling individuals with disabilities. Rehabilitation counseling students are exposed to sound and quality research, educational, supervisory, and clinical experiences as a part of their curriculum and training. Through these experiences, students are to become competent and well versed in theory; vocational and psychological assessment; individual, group, and family counseling; medical, personal, psychosocial, mental health and employment issues as they relate to disability; diagnosis; case management, job placement, and independent living practices; and research. Graduates of this program are able to use both their formalized learning and counseling skills across rehabilitation practice settings.

RCCHS Program Objectives

1. Attract highly capable students and increase number of program applicants with disabilities and/or from linguistic and culturally diverse backgrounds, and increasingly meet the critical personnel shortages and needs of State Vocational Rehabilitation (VR) agencies and other related rehabilitation and mental health agencies that provide services to people with disabilities.
2. Provide students and graduates with the essential knowledge, critical thinking, clinical, and case conceptualization skills necessary to effectively assist individuals with disabilities in obtaining their full potential in employment and independence.
3. Address new or emerging client employment needs or trends and train students to work effectively with employers.
4. Train students in the use of counseling and human development theory, as well as models of disability and psychosocial adaptation, to facilitate clients' healthy adjustment to disability.
5. Address the broad needs of individuals with disabilities across categories (i.e., physical, mental, developmental, cognitive, and emotional) as well as emphasize the psychiatric rehabilitation and employment needs for clients being served with serious mental illnesses and intellectual disabilities.
6. Demonstrate respect and sensitivity towards others opinions, feelings, shared experiences and skills, as well as honest self-reflection and feedback to encourage professional and personal growth.
7. Have access to practicing counseling professionals, guest speakers, and vocational rehabilitation personnel and have numerous opportunities within courses to conceptualize, apply, and integrate the rehabilitation counseling skills learned to the needs of individuals with disabilities and diverse populations.
8. Encourage students to be a part of and leaders within their communities and to become further knowledgeable about the various ways their skills and learning can be utilized.
9. Train students in the basic mastery of core communication skills (microskills) necessary to build meaningful and effective helping relationships or strong counselor-client working alliances.
10. Train students to make accurate clinical judgments by effectively addressing their own biases and applying evidence-based strategies.
11. Facilitate opportunities to learn about the pluralistic and cultural needs of individuals from diverse backgrounds (e.g., based on race/ethnicity, disability, gender, age) and cultures.
12. Train students on how to locate and use research to inform their clinical decision-making when providing services to individuals with disabilities.
13. Train students to recognize a variety of assistive technology applications, as well as teach students to utilize resources on the internet to research specific client needs.
14. Demonstrate professional and ethical behavior at all times as identified within the American Counseling Association (ACA) and Commission on Rehabilitation Counselor Certification (CRCC) code of ethics.
15. Maintain quality assurance and continuous improvement of the program.

Employment Opportunities and Outcomes

Graduates have the option of obtaining their CRC (Certified Rehabilitation Counselor) and their LPC (Licensed Professional Counselor). Such duo certification and licensure opportunities, respectively, allows professionals to find work in both a rehabilitation and general (i.e., mental health, personal issues) counseling capacity. As noted earlier, graduates of this program may find employment in state or federal agencies (i.e., Idaho Division of Vocational Rehabilitation, Idaho Industrial Commission, Idaho Commission for the Blind and Visually Impaired, Veteran's Administration), private (e.g., workers' compensation and insurance companies) or not-for-profit rehabilitation agencies (e.g., community rehabilitation programs), disability support programs within higher education, traumatic brain injury programs, rehabilitation hospitals, substance abuse programs, community mental health agencies, community-based correction programs, and private practice.

Some of the places past graduates have become employed include the following:

- Community Outreach Counseling
- Disability Action Center (Coeur d'Alene)
- Eagle Crest Life Services
- Idaho Commission for the Blind and Visually Impaired
- Idaho Division of Vocational Rehabilitation
- New Hope Social Services
- Rathdrum Counseling Center
- Women's Crisis Center
- U.S. Department of Veterans Affairs
- Affinity Inc.

RCHS Program Degree Options

Master of Education M.Ed.

Master of Education is a program option for those who want to graduate with a M.Ed. degree. To complete the M.Ed., students will need to complete program coursework with a "B" or better cumulative average GPA, pass the Certified Rehabilitation Counseling Exam or the RCHS program's comprehensive oral examination. Students completing either option typically take these comprehensive exams the last semester of their program.

Master of Science M.S.

Master of Science is a program option for those who want to graduate with a M.S. degree. To complete the M.S., students need to complete the program work with a "B" a better cumulative GPA and complete a thesis (in addition to passing one of the above RCHS program's comprehensive exams; CRCE or comprehensive oral examination). Students desiring to graduate with a M.S. will need to complete a thesis and enroll in CRC 500-level course, Master's Research and Thesis. Completing a thesis will likely add an additional year to a student's study plan (e.g., 3rd year for full-time student) to the graduation process. Students should meet with their faculty advisor to discuss this option and process.

Part-time vs. Full-time

Students have the option of attending the program part-time or full-time. Preference for admission is given to those interested in attending full-time. Students attending full-time are to register for courses outlined in the SCHEDULE OF CLASSES (A). Those completing the program part-time are encouraged to register for classes according to the SCHEDULE OF CLASSES (B) or as suggested by your major professor/program advisor. If you are attending part-time, please meet with your program advisor before registering for classes. Please note students attending part-time are expected to graduate in four years.

SCHEDULE OF CLASSES (A full-time)

1st Year – Summer Semester

CRC 512: Theories and Applications of Counseling (3 credits)

CRC 533: Principles of Rehabilitation (2 credits)

CRC 536: Professional Issues, Ethics and Law (2 credits)

CRC 519: Social and Cultural Foundations (2 credits)

Total 9 credits

1st Year – Fall Semester

CRC 509: Psychometrics (1 credit)

CRC 510: Individual Appraisal (2 credits)

CRC 521: Counseling Techniques (2 credits)

CRC 532: Medical/Physical Aspects of Rehabilitation (2 credits)

CRC 570: Research and Evaluation in Counseling Psychology (3 credits)

CRC 530: Legislative and Philosophical Foundations in Working w/PWD (2 credits)

Total 12 credits

1st Year – Spring Semester

CRC 528: Diagnosis and Case Conceptualization (3 credits)

CRC 508: Adult Assessment (3 credits)

CRC 531: Psycho-social Aspects of Disability (3 credits)

PSYC 590: Psychopharmacology (3 credits)

CRC 597: Practicum (1 credit)

Total 13 credits

2nd Year – Summer Semester

CRC 514: Career Counseling and Lifestyle Development (3 credits)

CRC 534: Rehabilitation and Community Case Management (2 credits)

CRC 517: Group Counseling (2 credits)

CRC 518: Group Counseling Lab (1 credit)

Total 8 credits

2nd Year – Fall Semester

CRC 535: Vocational Placement and Assistive Technology (3 credits)

PSYC 525: Cognitive Psychology (3 credits)

CRC 598: Internship (4 credits)

Total 10 credits

2nd Year – Spring Semester

CRC 520: Approaches to Counseling with Families (2 credits)

CRC 540: Addictions Counseling (2 credits)

CRC 598: Internship Rehabilitation (5 credits)

Total 9 credits

TOTAL CURRICULUM: 61 CREDITS

SCHEDULE OF CLASSES (B part-time)

1st Year – Summer Semester

CRC 512: Theories and Applications of Counseling (3 credits)

CRC 536: Professional Issues, Ethics and Law (2 credits)

Total 5 credits

1st Year – Fall Semester

CRC 509: Psychometrics (1 credit)

CRC 510: Individual Appraisal (2 credits)

CRC 521: Counseling Techniques (2 credits)

CRC 530: Legislative and Philosophical Foundations in Working w/PWD (2 credits)

Total 7 credits

1st Year – Spring Semester

CRC 528: Diagnosis and Case Conceptualization (3 credits)

CRC 531: Psycho-social Aspects of Disability (3 credits)

Total 6 credits

2nd Year – Summer Semester

CRC 514: Career Counseling and Lifestyle Development (3 credits)

CRC 534: Rehabilitation and Community Case Management (2 credits)

Total 5 credits

2nd Year – Fall Semester

CRC 535: Vocational Placement and Assistive Technology (3 credits)

PSYC 525: Cognitive Psychology (3 credits)

Total 6 credits

2nd Year – Spring Semester

CRC 520: Approaches to Counseling with Families (2 credits)

CRC 540: Addictions Counseling (2 credits)

Total 4 credits

3rd Year – Summer Semester

CRC 533: Principles of Rehabilitation (2 credits)

CRC 519: Social and Cultural Foundations (2 credits)

Total 4 credits

3rd Year – Fall Semester

CRC 532: Medical/Physical Aspects of Rehabilitation (2 credits)

CRC 570: Research and Evaluation in Counseling Psychology (3 credits)

Total 5 credits

3rd Year – Spring Semester

CRC 508: Adult Assessment (3 credits)

PSYC 590: Psychopharmacology (3 credits)

CRC 597: Practicum (1 credit)

Total 7 credits

4th Year – Summer Semester

CRC 517: Group Counseling (2 credits)

CRC 518: Group Counseling Lab (1 credit)

Total 3 credits

4th Year – Fall Semester

CRC 598: Internship (4 credits)

Total 4 credits

4th Year – Spring Semester

CRC 598: Internship Rehabilitation (5 credits)

Total 5 credits

TOTAL CURRICULUM: 61 CREDITS

Category R

University of Idaho offers Category R as a means for professionals to obtain training and knowledge needed to become a Certified Rehabilitation Counselor. Category R is designed to provide professionals with a non-rehabilitation counseling graduate (i.e., master's, specialist or doctoral) degree to become a rehabilitation counselor. Applicants need to have an advanced degree from one of the following majors: Behavioral Health, Behavioral Science, Disability Studies, Human Relations, Marriage and Family Therapy, Occupational Therapy, Psychology, Psychometrics, Rehabilitation Administration/Services, Social Work, Special Education, or Vocational Assessment/Evaluation. Students interested in this option may also want to review the CRCC website: <https://www.crccertification.com/eligibility-requirements>. Applicants will need to complete the following courses at University of Idaho:

CRC 508: Adult Assessment (3 credits)

CRC 512: Theories and Applications of Counseling (3 credits)

CRC 519: Social and Cultural Foundations (2 credits)

CRC 530: Legislative and Philosophical Foundations in Working w/PWD (2 credits)

CRC 531: Psycho-social Aspects of Disability (3 credits)

CRC 532: Medical/Physical Aspects of Rehabilitation (2 credits)

CRC 534: Rehabilitation and Community Case Management (2 credits)

CRC 535: Vocational Placement and Assistive Technology (3 credits)

Note: If any of the required courses were taken as part of your master's, doctoral or specialist degree, course work relevant to rehabilitation counseling should be used to fulfill the remainder of the 21 semester credit hour certificate.

Employment requirement: Thirty-six months of acceptable employment experience as a rehabilitation counselor, including minimum of twenty-four (24) months under the supervision of a CRC. Must be verified with documentation from employer(s) and/or supervisor(s). * If employment criteria is met, but lacks CRC supervision, applicant must complete Provisional Supervision.

Provisional supervision: Is available ONLY to CRC Exam applicants who meet all other required educational and employment criteria but lack the required amount of acceptable employment under supervision of a CRC. CRC exam applicants who need to pursue provisional supervision will be required to complete and submit the Provisional Plan and Contract with their application packet, which also requires a signature from the CRC supervisor. Note: Internship course (no more than 6 semester hours) can be taken to complete this supervision requirement if you do not have direct access to a CRC supervisor. CRC exam applicant will be allowed 35 months from the time of their initial certification examination to complete provisional contract.

Transfer of Credits Policy

RCHS Program Category R Advanced Certificate requires a minimum of 21 Semester hours. The combined total of transfer credits, correspondence credits, non-degree credits, and approved credits shall not be more than five years old at the time the certificate is awarded and shall not exceed 6 credits and/or the equivalent to two (2) semester courses. Further, a minimum of 70% (15-16 credits) of the coursework for the Category R Advanced Certificate must be completed at UI RCHS Program. Credits can be transferred to University of Idaho, with the consent of the RCHS program faculty and the dean of the College of Graduate Studies. Course credits must be transferred from an institution from an accredited program in the rehabilitation counseling profession or related discipline. Appropriate accredited graduate programs can include, but not limited to: the Council on Rehabilitation Education (CORE), Council for Accreditation of Counseling and Related Educational Programs (CACREP). Graduate degrees from accredited programs must also meet the list of acceptable degrees identified by the Commission of Rehabilitation Counselor Certification (CRCC; see eligibility requirements for Category R: www.crccertification.com/pages/eligibility_requirements/69.php).

All transfer credits used toward RCHS Category R Advanced Certificate must be from regionally accredited American institutions or from non-US institutions recognized by the appropriate authorities in their respective countries. Transfer credits are subject to all other Graduate College rules and regulations. For course

substitutions to be considered for transfer credits, RCHS program faculty must receive official graduate transcripts and corresponding syllabi for all courses under review for consideration. RCHS program faculty will verify that courses fit CRCC category criteria and are comparable courses to RCHS Category R Advanced Certificate curriculum that has been approved by the CRCC. Courses accepted for transfer credits must be equivalent to a “B” or better. Following this review process by RCHS program faculty, applicants will be notified of acceptance or denial of transfer credits/course substitution requests.

Program Requirements

Student Tips for Success

Listed below is feedback from RCHS program students and graduates. The information provided are “tips for success” they deemed useful to do well and succeed as a part of this program. It is our hope that tips provided below will be of value to you to consider and help you succeed and develop into a well-trained rehabilitation counseling professional.

1. Practice self-care in your daily life and throughout this program.
2. Enlist positive family and social support.
3. Strive to focus on school and try to not work (if you do not need to).
4. Have someone you trust with whom you can talk with and share your thoughts and feelings.
5. Cultivate trust with your peers when working on small group or partner learning activities.
6. Learn to manage your stress and develop many different coping strategies.
7. Be able to ask for what you need from faculty to enhance your learning experience.
8. Challenge yourself over and over again in regard to treating individuals with disabilities with respect.
9. Recognize that you may have to continually remind yourself that individuals with disabilities are your equals.
10. Open your mind to growth by dispelling any belief that you are already knowledgeable about disability and/or counseling.
11. Welcome the opportunity to hear the same messages repeated. Repetition is necessary to challenge deeply ingrained negative attitudes and beliefs that we may not even realize we have.
12. Hold yourself responsible for reading and completing the assignments. Even if others do not hold you accountable, hold yourself accountable for absorbing assignments.
13. Recognize that the short-term sacrifices will yield long-term benefits. You will most likely need to give up many activities and interactions that you enjoy while in the program.

Process for Non-degreed Students

The RCHS program begins a new group/cohort of students every even-numbered year (i.e., 2016, 2018, 2020). People interested in applying for the RCHS program who want or need to take CRC/PSYC courses within the RCHS program’s curriculum prior to the start of the next starting cohort must obtain permission from the RCHS program faculty. Students are allowed a maximum of 12 credits be taken as a non-degreed student that may be transferred in and satisfy degree requirements for the student’s program of study, if accepted into the RCHS program. This requirement is per the University of Idaho’s College of Graduate Studies (COGS) policy. Students who take courses prior to being formally admitted into the RCHS program must enroll as a non-degreed student. However, it is important to note that completion of courses as a non-degree student does not guarantee admittance into the RCHS program. Students or potential applicants who want more information or have additional questions about transferring credits from another institution of higher education to the University of Idaho RCHS program are to contact Dr. Bryan S. Austin, Assistant Professor and Program Coordinator, via phone or email. Dr. Austin’s phone is: (208) 364-9902. His email is: baustin@uidaho.edu. Those who have questions may also contact the College of Graduate Studies.

CONTACT INFORMATION – COLLEGE OF GRADUATE STUDIES

College of Graduate Studies
Morrill Hall 104
www.uidaho.edu/cogs
Email: uigrad@uidaho.edu
Phone: (208) 885-6243
Fax: (208) 885-6198

Program Curriculum

Provided below are a list of course descriptions students can use to better understand the purpose of each course.

Course Descriptions

CRC 507 Introduction to Rehabilitation Counseling (1 credit): Exploratory/introductory course for students considering entering rehabilitation counseling and human services.

CRC 508 Adult Assessment (3 credits): Provides knowledge and skills with commonly used psychological and vocational assessments for adults including the WAIS-IV, MMPI-2, SII, along with others.

CRC 509 Psychometrics (1 credit): Basic psychometric principles for developing and evaluating instruments of psychological and educational assessment; includes validity, reliability, correlation, scaling, standardization, and test development.

CRC 510 Individual Appraisal (2 credits): Theoretical background and practical skills needed to administer, score, and interpret individual assessment procedures in counseling; vocational assessment in vocational rehabilitation settings (i.e., public, not-for-profit, and private).

CRC 512 Theories and Applications of Counseling (3 credits): Overview of prevailing theories of counseling, didactic and experiential activities to model application of technique activities.

CRC 514 Career Counseling and Lifestyle Development (3 credits): Career development theories, occupational and educational information and systems, career and leisure counseling.

CRC 517 Group Counseling (2 credits): Group theory and practice in counseling, including appropriate uses of group, member selection, planning and implementing groups, members' roles, rights, and responsibilities, group leader characteristics and skills, curative factors in group, ethical considerations, client dynamics in group, and stages of group development.

CRC 518 Group Counseling Lab (1 credit): Participation in a personal development group to promote group counseling skills and awareness of the self as an instrument in effective group leadership.

CRC 519 Social and Cultural Foundations (2 credits): Increase student awareness and knowledge of social forces, trends, and changes as they relate to the practice of counseling. A particular focus will be the study of cultural pluralism as it relates to cultural mores, social interaction patterns, differing life styles, and the political and economic realities existing in the U.S. today.

CRC 520 Approaches to Counseling with Families (2 credits): Introduction to family development lifecycle and application of general systems theory to families within the context of the larger culture; Family adjustment to disabilities, and assisting individuals and family members' in their coping to promote rehabilitation and healthy living.

CRC 521 Counseling Techniques (2 credits): Overview of the skilled-helper counseling model and counseling approaches; skill mastery through micro-skills role-playing.

CRC 528 Diagnosis and Case Conceptualization in Counseling and Human Services (3 credits): Review of adult and child psychopathology with an emphasis on diagnosis and case conceptualization; basic issues in classification and diagnosis; training in differential diagnosis utilizing the DSM-5 diagnostic system. Psychiatric rehabilitation, its principles, practices, and expected outcomes.

CRC 530 Legislative and philosophical Foundations in Working with People with Disabilities (2 credits): Orientation to the history, philosophy, legislation, and delivery of services to people with disabilities across placements.

CRC 531 Psycho-social Aspects of Disability (3 credits): Social and psychological aspects of disability; attitudinal and environmental problems associated with specific disabilities and their implications for intervention, approaches to rehabilitation across all disabilities.

CRC 532 Medical/Physical Aspects of Rehabilitation (2 credits): Medical terminology, physical characteristics, and medical information needed to serve people with disabilities; medical and health services used to accommodate and remediate medical and physical disabilities.

CRC 533 Principles of Rehabilitation (2 credits): Survey of human service agencies including their history, purpose, and intent, and eligibility requirements; description of community and rehabilitation services, populations, and personnel.

CRC 534 Rehabilitation and Community Case Management (2 credits): Making effective case and case load management decisions including intake interviewing; medical, psychological, and vocational evaluation; job placement and rehabilitation/treatment planning; preparation in writing case histories and notes.

CRC 535: Vocational Placement and Assistive Technology (3 credits): Environmental and attitudinal barriers to employment experienced by people with disabilities; legislation and current assistive technologies examined as a means of addressing barriers to employment; methods and techniques in employer contact, job analysis, job development, job placement, and transitional planning to overcome those barriers; integrating knowledge about the consumer and labor markets to facilitate an appropriate vocational placement and retention.

CRC 536 Professional Issues, Ethics and Law (2 credits): Analytical process of ethical decision-making as it applies to casework, organizational policy, and law; examine professional and legal issues.

CRC 540 Addictions Counseling (2 credits): Knowledge and abilities of assessment, treatment, and relapse prevention of addictions; focus on interventions appropriate for people with addiction problems.

CRC 570 Research and Evaluation in Counseling Psychology (3 credits): Focus is on preparing students to understand the process of scientific inquiry in counseling, fundamental statistical concepts, the use of technology, data analysis, qualitative research, and single-subject design.

CRC 597 Rehabilitation Counseling Practicum (1 credit): Focus is on field placement which provides clinical rehabilitation counseling and practical experience with and exposure to persons with disabilities and on-site supervision. Students are to receive weekly clinical supervision with a university faculty supervisor and a site supervisor, and group seminar once a week to discuss clinical topics and experiences. Within the context of the professional setting, the field experience should (1) emphasize the development of rehabilitation counselor competencies and specialized skills; (2) encourage ongoing self-appraisal of acquired skills; and (3) identify appropriate learning needs. Students are to be exposed to a range of counselor functions, a variety of clients and systems typically encountered in the delivery of rehabilitation counseling and human services.

CRC 598 Rehabilitation Counseling Internship (9 credits): Focus is on students being in a field placement in a setting which provides clinical rehabilitation counseling and practical experience with and exposure to persons with disabilities and on-site supervision. Students are to receive weekly clinical supervision with a university faculty supervisor and a site supervisor. The internship is designed to translate concepts, skills, and abilities

obtained in the classroom to actual practice in professional settings. Regardless of the context of the professional setting, the field should (1) emphasize the development of rehabilitation counselor competencies and specialized skills; (2) encourage ongoing self-appraisal of acquired skills; and (3) identify appropriate learning needs. Students are to be exposed to a range of counselor functions, a variety of clients and systems typically encountered in the delivery of rehabilitation counseling and human services.

PSYC 525 Cognitive Psychology (3 credits): Study of human development of how individuals think and internally construct their worldview.

PSYC 590 Psychopharmacology (3 credits): Examination of medications that are commonly prescribed for psychiatric disabilities; descriptions of medication effects, interaction, and side effects.

RCHS Graduation Requirements

RCHS Students need to be aware of program graduation requirements and to complete these in a timely manner so that the paperwork can be completed. Students must apply for graduation and initiate this process. Additionally, it is a program requirement that students complete the program with a cumulative GPA average of 3.0 (or better) and successfully pass either the Certified Rehabilitation Counselor Exam or the RCHS program's Comprehensive Oral Examination. Finally, please note that students may also be asked to complete a survey on an annual basis and participate in a focus group to learn about their education received and outcomes achieved as a part of this program prior to exiting.

Applying for Graduation

Students applying for graduation from the University of Idaho are to initiate and complete required paperwork necessary to graduate. Please note, students must start and apply for graduation and this is not something faculty can do for them. Additionally, students need to have their electronic study plans completed and approved by their major professor/program advisor prior to graduation so that they can be approved and checked by Cheri Cole, College of Graduate Studies. Please see University of Idaho's website link for instructions on how and when to graduate students apply for graduation: <http://www.uidaho.edu/registrar/graduation>

Certified Rehabilitation Counselor Exam

Typically the final semester of the student's program is when he or she may take the Certified Rehabilitation Counseling Exam (CRCE), the comprehensive exam for the RCHS program, requiring a passing score to earn the M.Ed./M.S. degree and considered one of the professional indicators that sufficient knowledge and skills have been learned. Students who elect this option are to complete 75% of their required program coursework and submit their online application to CRCC at least six months in advance of the exam date. The CRCE is offered four times a year and the dates vary somewhat from year to year. Usually, the majority of students graduate in May of the designated year; thus, the approximate application due date to the Commission on Rehabilitation Counselor Certification (CRCC) for the CRCE is early October. Students may locate more information about the CRCE on the CRCC website: <http://www.crccertification.com/> Students who pass the CRCE are to notify the University of Idaho, Dr. Bryan S. Austin - Program Coordinator, of their results (pass/did not pass) and provide proof of a passing score (documentation from CRCC).

Comprehensive Oral Examination

Students who elect not to take the CRCE as their choice for earning the M.Ed./M.S. degree and exiting the RCHS program or who do not pass the CRCE are required to take the RCHS program's Comprehensive Oral Examination. Those who choose this option are to notify, Dr. Bryan Austin – Program Coordinator, of their desire to take the oral examination by the start of their final semester. Students are to work with the Program Coordinator and/or their major professor/program advisor to determine how to best study and prepare for this exam and to select a date for taking it. Typically, this exam will be administered in the latter part of the semester for which the student is anticipating to graduate. The comprehensive oral examination will cover content

domains covered as a part of the curriculum and must be completed at least two weeks before the end of the semester.

Program Evaluation

To provide an overall summative assessment of the program, a written program evaluation plan is followed by program faculty inclusive of timelines that assess and review major elements and overall effectiveness of the program, consistent with its stated mission and objectives. This more comprehensive program evaluation includes a self-evaluation (including evaluation of the effectiveness of technology) and external review (e.g., program's advisory council, employers, program graduates) and led by the program coordinator in collaboration with program faculty and include results of a recent assessment, at least every four years, which evaluate the RCHS program's:

- Mission and objectives
- Content and design of the curriculum (including distance education)
- Practicum and internship requirements
- Graduate employment and professional credentialing
- Efforts to recruit and retain students
- Resources to carry out program mission
- Annual review of faculty strengths and experience (CORE, 2011)

A formative assessment plan will also be followed and include an Annual CORE Report completed by the program coordinator with input from program faculty and sent to CORE during the Spring each year. This report will include, but not be limited to, data of student enrollment, information on graduates including employment, and other program-related information (e.g., faculty information, online courses offered) required by CORE. This annual report will also be used to further evaluate the program and progress toward achieving the program's mission on an annual basis.

The University of Idaho College of Education Annual Assessment will be used to gather data from students about the curriculum and related program information using surveys or other data collection methods (e.g., focus groups) to identify program improvements. The Department of Leadership and Counseling Annual Evaluation Report will also be used to measure faculty performance in teaching, scholarship, service, and outreach as required by the university. This and the university's *Online Student Evaluations of Instruction (OSEI)* system that provides students with an opportunity to rate the quality of course and instructor, will also be used to evaluate and enhance teaching effectiveness and delivery of program courses.

Professional Development beyond Graduation

Licensed Professional Counselor for State of Idaho

Students graduating from the RCHS program have the option to obtain their License as a Professional Counselor with the State of Idaho in addition to their national certification as a rehabilitation counselor (CRC). Applicants for the LPC must have 60 credits from a CORE or CACREP accredited counseling program. Students interested in learning more about the licensing, educational, and supervision requirements of the LPC should refer to the web links below. The first web link is for information about counseling within the State of Idaho. The second provides information about the Idaho Bureau of Occupational Licenses (IBOL) Administrative Rules for Idaho State Licensure (LPC). The third provides links to a list of approved supervisors registered with IBOL and licensure application forms.

<http://ibol.idaho.gov/IBOL/BoardAdditional.aspx?Bureau=COU&BureauLinkID=130>

<http://adminrules.idaho.gov/rules/current/24/1501.pdf>

<http://ibol.idaho.gov/IBOL/BoardAdditional.aspx?Bureau=COU&BureauLinkID=100>

Continuing Education Credits for Certification and Licensure Renewal

Counselors with their LPC need to receive 20 hours of continuing education credits (CEU's) per year. Three of the CEU's need to be in ethics. Licenses will be renewed annually through the Idaho Bureau of Occupational Licenses. Additional information about continuing education credits and requirements can be found at the following link:

<http://ibol.idaho.gov/IBOL/BoardAdditional.aspx?Bureau=COU&BureauLinkID=130>

Professional Code of Ethics (CRCC and ACA)

Counselors and students preparing to become counselors and rehabilitation counseling professionals are expected to become familiar and knowledgeable about the CRCC and American Counseling Association (ACA) Code of Ethics. Professional Code of Ethics are essential for all professionals and students to know and adhere to as clinical situations may arise as a part of the counseling relationship and practice. The State of Idaho Licensing Board adheres to the ACA Code of Ethics while the rehabilitation counseling discipline answers to the CRCC Code of ethics. Rehabilitation counseling students are asked to be familiar with both of these since they are a part of a rehabilitation counseling program and due to the fact that graduates also have the option of obtaining their LPC (Licensed Professional Counselor) with the State of Idaho. The link to the ACA and CRCC are provided below as well as a copy of their corresponding ethical codes.

ACA website:

<http://www.counseling.org/>

ACA Code of Ethics:

http://ibol.idaho.gov/IBOL/COU/Documents/COU_ACA_CODE_OF_ETHICS_2014.pdf

CRCC:

<http://www.crccertification.com/>

CRCC Code of Ethics:

<http://www.crccertification.com/filebin/pdf/CRCCCodeOfEthics.pdf>

**Practicum and Internship Manual
Rehabilitation Counseling and Human Services
M.Ed./M.S.**

**Department of Leadership and Counseling
College of Education
University of Idaho**

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Practicum and Internship Manual

The purpose of this manual is to help practicum/internship students, site supervisors, and faculty prepare for and conduct their field experiences. The manual contains information essential in orienting practicum/internship students, site supervisors, and faculty to their administrative, clinical, and ethical responsibilities. More specifically, the manual details procedures for initiating and maintaining a practicum and internship, provides student objectives and competencies, supervision guidelines for faculty and site supervisors concerning student performance, and provides a format for evaluation of students, site and faculty supervisor performance.

RCHS Program and Professional Philosophy

Students who are a part of the University of Idaho Rehabilitation Counseling and Human Services Program are expected to understand the professional expectations and program philosophy outlined in this section. Following their review of the listed philosophical tenants, students are to notify their major professor/program advisor if they have questions or need further clarification. Professional expectations and philosophy of the Rehabilitation Counseling and Human Services Program include:

Student/Professional Expectations:

- Students are to be responsible for their learning and educational experiences inside and outside of the classroom.
- Students are to use the content learned within the classroom as a basis from which to expand their learning and clinical skills when in their practicum and internship field placements.
- Students are expected to conduct themselves ethically and as a professional at their practicum and internship sites.
- Students are to understand that persons with disabilities have a right to appropriate, quality services and to be fully integrated into society.
- Students are to conduct themselves in a manner that allows them to provide the best, most comprehensive and meaningful services to individuals with disabilities possible.
- Students are to notify their site and university supervisor, when in the field, if they have questions and are not sure how to proceed with a particular clinical situation.

Philosophy of the Rehabilitation Counseling and Human Services Program:

- Well-trained rehabilitation counseling professionals are capable of providing excellent services and treatment opportunities in their work with persons with disabilities.
- Rehabilitation counseling is a diverse profession where professionals with a number of people from varied ethnic, personal, religious, cultural, and familial backgrounds. Rehabilitation counseling professionals are to honor and respect peoples' different beliefs and life experiences as well as challenge their own biases.
- Rehabilitation counseling professionals are to offer the best services possible in an integrated and natural setting to help persons with disabilities become a fully participating member of society.
- Obtaining a graduate degree in rehabilitation counseling is the first step of learning and growing as a professional. Learning is a lifelong skill that can be achieved and enhanced throughout one's life and career.
- Rehabilitation counselors can use formalized learning, continuing education and training, research, and professional experiences to help them in understanding peoples' problems and issues and to better address them as a part of their counseling practice.
- Rehabilitation counselors are committed to making the lives of people with disabilities better as well as the world in which they live, a safer, more meaningful place.
- Quality and timing of rehabilitative services/interventions are essential components of the rehabilitation counseling process.
- Rehabilitation counseling professionals and faculty are responsible for searching, locating, and

coordinating needed services and resources to improve the lives of those they serve.

- Excellent communicating, planning, and collaboration are essential components of the rehabilitation counseling process.
- Rehabilitation counselors provide accurate information and empower people with disabilities to use this information to make informed decisions about their own rehabilitation/treatment planning.

Course Prerequisites for Practicum and Internship

The practicum/internship program is designed to assist students to transfer concepts, skills, and abilities obtained in classroom activities to actual practice in professional settings. Regardless of the context of the professional setting, the field experience should (1) emphasize the development of rehabilitation counselor competencies and specialized skills; (2) encourage ongoing self-appraisal of acquired skills; and (3) identify appropriate learning needs.

Comprehensive rehabilitation counselor preparation necessitates that students be exposed to the full range of counselor functions and to a variety of clients and systems typically encountered in the delivery of human services. Student evaluation is primarily accomplished through regular collaborative meetings involving the student, RCHS program faculty supervisor, and site supervisor.

Specific courses that must be completed before the student is eligible to enroll in the practicum experience include the following:

CRC 509	Psychometrics
CRC 510	Individual Appraisal
CRC 512	Theories and Applications of Counseling
CRC 521	Counseling Techniques
CRC 530	Legislative and Philosophical Foundations in Working with Individuals with Disabilities
CRC 532	Medical/Physical Aspects of Rehabilitation (Recommended, but not required)
CRC 536	Professional Issues, Ethics, and Law

In addition to the above referenced classes, students wanting to enroll in the internship practical experience must successfully complete the courses listed below prior registering for the internship component of this program.

CRC 517	Group Counseling
CRC 518	Group Counseling Lab
CRC 528	Diagnosis and Case Conceptualization in Counseling and Human Services
CRC 531	Psychosocial Aspects of Disability
CRC 597	Rehabilitation Counseling Practicum

Practicum/Internship Clinical Experience Requirements

Practicum (CRC 597 – 1 credit)

Students are to complete practicum and internship requirements as a part of this program. Students enrolled in practicum (CRC 597) are to complete 100 clock hours/40 client contact hours over a course of 15 weeks. Practicum field experiences are typically scheduled for the spring semester of their first academic year (i.e., 3rd semester). In addition to the 100 hours/40 client contact hours, students are to meet weekly as a group for 1.5 hours of class to present/discuss cases, counseling skills and approaches. In addition, students will meet with their assigned RCHS program faculty supervisor one hour per week for individual supervision. An approximate break down of hours per week is listed below:

- 7 to 8 hours of field experience
- 1.5 hours of group supervision/practicum lab (CRC 597)
- 1 hour of university faculty supervision

Throughout the practicum, students will be responsible to fulfill the requirements of the syllabus for the course. The focus on practicum is on giving practicum student opportunities to interview or conduct individual counseling sessions with clients to facilitate learning of the rehabilitation counseling process. Practicum students shall have experiences that increase their awareness and understanding in the differences in values, beliefs, and behaviors of individuals who are different from themselves (CORE Standard D.1). Students will gain clinical experience through a) client intake procedures, b) learning to establish rapport/working alliance with clients, c) eligibility determination/diagnosis, d) rehabilitation/treatment plan formation, e) case coordination/case management, and f) case closure/termination planning. A student's progress will be evaluated on the basis of their clinical performance per assignments/evaluation criteria as described in the course syllabus.

Internship (CRC 598 – 9 credits)

Student internship takes place over the course of two semesters during the last year of the program. The first internship consists of 400 clock hours (100 hours/credit) of supervised field experience. Students will have a minimum of 160 hours of direct client contact. To meet the degree requirements, the internship field experience must be conducted at a rehabilitation agency or a counseling agency. Time commitment will be a total of 27 hours per week. Faculty or a qualified individual working under the supervision of the RCHS program faculty will provide a minimum of (1) one hour per week of individual supervision. The RCHS program faculty member providing internship supervision will possess the Certified Rehabilitation Counselor (CRC) credential. The site supervisor will provide a minimum of (1) one hour per week of individual supervision. In sum, students meet for one hour of individual supervision with their faculty supervisor and site supervisor for a total of 2 hours per week.

The second internship consists of 500 clock hours (100 hours/credit) of supervised field experience. To meet the degree requirements, field experiences must be conducted at a rehabilitation agency or a counseling agency. Students will have a minimum of 200 hours of direct client contact. Time commitment will be a total of 34 hours per week. Students will receive the same supervision as that conducted in the fall semester (i.e., 1 hour of faculty supervision and 1 hour of site supervision each week), but may also meet with faculty supervisor and another internship student for 1.5 hours per week for triadic supervision. Triadic supervision is intended to give internship students additional opportunities to learn from each other and opportunities learn more about clinical supervision by providing peer supervision under the supervision of a RCHS program faculty supervisor. As in practicum, for both of these internship experiences, a student's progress will be evaluated on the basis of their clinical performance per assignments/evaluation criteria as described in the course syllabus.

Clinical Experience Objectives.

Students completing their practicum and internship are expected to engage in the following field experiences:

1. Become familiar and oriented to the agency, its organizational policies, function, and purpose, and their professional roles and duties while at the identified field site.
2. Be able to observe counseling and the role of counselor during the counseling session (i.e., practicum).

3. Facilitate and/or co-facilitate individual, couple, family, and group counseling sessions.
4. Know and apply at least two theoretical counseling approaches you can use throughout your clinical practice.
5. Increase competency in the development of therapeutic and vocational counseling strategies that can be used with a diverse group of individuals.
6. Learn about and deliver appropriate client-focused services (i.e., intake interviews, individual counseling, life enhancement, family counseling, vocational/career counseling and development/job development/placement, group counseling, crisis counseling, rehabilitation/counseling plan development, administration and scoring of tests/interpretation/review of assessment information with client, case coordination/case management, consultation, team meeting with client).
7. Develop the ability to conceptualize client issues in a holistic manner so that rehabilitation counseling and services can be provided to comprehensively address the individual's concerns.
8. Locate and apply evidence-based approaches to aid in the planning and preparation of counseling and/or rehabilitation services/interventions.
9. Record client contact and progress through the use of designated case notes, reporting systems, and/or reports.
10. Seek appropriate supervision (i.e., university faculty or site supervisor) to staff cases and address ethical and/or ambiguous client situations.
11. Conduct yourself in a professional and ethical manner as a part of your professional development and clinical field experience.
12. Familiarize yourself with the ACA and the CRCC Code of Ethics so that you can apply the principles and tenants as a part of your field experience and clinical practice. This is expected to be an ongoing process.

Student and Supervisor Responsibilities.

Student Responsibilities

Throughout the practicum and internship field experience, students, site supervisors, and RCHS program faculty supervisors providing supervision are to fulfill a number of responsibilities as a part of the contractual supervisory relationship. Information pertaining to each party's obligations is outlined below. Students and/or site supervisors needing additional clarification should directly contact the designated RCHS program faculty supervisor.

1. Provide site supervisors with a copy of the Practicum and Internship Manual to ensure they understand RCHS program expectations (e.g., hours, professional activities, weekly supervisory meetings, documentation, assignments) and have the necessary forms to fill out and sign.
2. Adhere to the site/agency policies and procedures for professional personnel (e.g., working hours, dress, activities) for the duration of my practicum/internship field experience.
3. Be on-time, reliable, and dependable. Practicum and internship field experiences are an important part of a student's training and development. Treat it as a professional job or setting. Note that agencies are not on the same schedule for time-off, vacations, and holidays. Students are to coordinate and negotiate time off with the site.
4. Maintain professionalism in keeping with the ethical standards of the Commission on Rehabilitation Counselor Certification (CRCC) and American Counseling Association (ACA).
5. Audio and/or video record client sessions.
6. Collaborate with the site and university faculty supervisor to develop a schedule for weekly supervision. Attend weekly supervision appointments with the site and university faculty supervisor and prepare for weekly supervision ahead of time so that learning and development may be maximized.
7. Discuss with site and university faculty supervisor professional duties and goals for personal and professional development to be addressed throughout the semester.
8. Be open to supervisory feedback regarding clinical performance to improve effectiveness in developing

into an autonomous counseling professional.

9. Seek supervision when additional information and/or support is needed to provide effective client services.
10. Report work-related concerns and/or problems promptly and completely to both site and university faculty supervisors so that any issues may be resolved as soon as possible.
11. Attend professional trainings, meetings, and other learning opportunities as provided or outlined by site supervisor.
12. During practicum, attend weekly group seminar/supervision with a qualified RCHS program faculty member.
13. Complete the appropriate Practicum or Internship Student Evaluation Form for self-evaluation purposes twice per semester. One will be completed at mid-semester and the other at the end of the semester.
14. Complete the Supervisor Evaluation Form twice per semester. Two will be completed at mid-semester and at the end of the semester (i.e., one for site supervisor and one for university faculty supervisor).
15. Complete the Site Evaluation Form at the end of the semester.
16. Maintain accurate and complete documentation log of field experience hours and specific learning opportunities. This includes filling out the student daily and weekly log sheets. These should be turned into the university faculty supervisor at the end of every month and end of semester.

Site Supervisor Responsibilities

The agency/site supervisor is a key person in the education of the rehabilitation counseling student. The site supervisor's role is to facilitate the development of the professional competencies as needed by the student. The site supervisor should have the following: (a) a master's or doctoral degree, preferably in rehabilitation counseling or related field, (b) at least two years experience in the setting, and (c) credentialed as a Certified Rehabilitation Counselor, Licensed Professional Counselor, Licensed Clinical Professional Counselor, Licensed Marriage and Family Therapist, Licensed Clinical Social Worker, Licensed Psychologist, or Licensed Psychiatrist. Consideration should be given to locate site supervisors who are registered with IBOL (i.e., Idaho Bureau of Occupational Licenses) to conduct supervision. Site supervisors' responsibilities are listed below:

1. Collaborate with the student about experiences and duties to be anticipated as a part of the field experience.
2. Provide an orientation to the agency, its components, policies and procedures, and professional expectations of the student during practicum or internship.
3. Give students the opportunity to observe agency events and client sessions as a part of their site orientation process. Over time, site supervisors are asked to encourage students to move from the observation phase to the direct provision of client services and counseling when working with individuals. This is a natural progression of a student's professional development.
4. Provide students with multiple learning opportunities and exposure to a number of diverse clientele and service delivery methods.
5. Work with students to aid in the development and enhancement of their professional rehabilitation counseling skills (i.e., intake interviews, individual counseling, life enhancement, family counseling, vocational/career counseling and development/job development/placement, group counseling, crisis counseling, rehabilitation/counseling plan development, administration and scoring of tests/interpretation/review of assessment information with client, case coordination/case management, consultation, team meeting with client).
6. Train students on the case noting and other recording procedures used at the designated site.
7. Meet with student at least one hour per week for weekly supervision to discuss cases, issues and concerns related to the delivery of client services.
8. Ensure student access to accessible individual counseling rooms with assured privacy and provisions for audio and/or video recording and feedback.
9. Provide opportunities each semester for recorded critiques (i.e., audio/video) of student counseling sessions. Focus of the recorded critiques is on the client served and the student. Site supervisors are

to discuss the sessions and provide feedback and support to aid the student in his or her professional development.

10. Role model appropriate professional and ethical conduct as expected by a professional code of ethics (e.g., ACA, CRCC).
11. Be accountable for the number of field experience hours completed by the student. Sign off on the verification of hours.
12. Work with the student to identify areas for improvement to further facilitate the student's professional development.
13. Communicate with the university faculty supervisor any concerns about student performance.
14. Complete student evaluation forms as appropriate for the practicum or internship experience (i.e., Practicum Student Evaluation Form, Internship Student Evaluation Form). These forms are completed twice a semester (i.e., mid-semester and end of the semester) and are to be reviewed with the student prior to being turned into the university faculty supervisor.

Faculty Supervisor Responsibilities

The faculty supervisor is an essential part of furthering students' learning and developmental process. The faculty supervisor meets with the student and the site supervisor, preferably at the practicum/internship site, at least twice over the semester to establish expectations at the beginning of the semester and review student's progress and final evaluation at the end of the semester. Direct and periodic communication throughout the semester between the site supervisor and the faculty (e.g. site visits, conference calls, video-conferencing, electronic communication) will also take place (CORE Standard D.1.1). Over the course of the designated field experience, the faculty supervisor performs the following functions:

1. Prepare the student for agency/field experience search process.
2. Ensure students have experiences that increase their awareness and understanding in the differences in values, beliefs, and behaviors of individuals who are different from themselves.
3. Ensure direct and periodic communication throughout the semester between the site supervisor and faculty (e.g. site visits, conference calls, video-conferencing, electronic communication) take place.
4. Guide the student in using the supervision process effectively and constructively.
5. Provide the student with an opportunity to discuss client cases, issues, and relevant professional concerns as a part of the supervisory process.
6. Assist and monitor the professional development and growth of the student.
7. Meet with the student and site supervisor to discuss client progress and to provide feedback that will aid in the student's professional growth.
8. Assist the student in his or her development as a professional who conducts oneself in an ethical manner.
9. Address any academic or clinical concerns that arise at the site.
10. Facilitate and, if needed, mediate any issues between the student and site supervisor that cannot be handled between them without the assistance of a third party.
11. Assignment of a practicum/internship academic grade Pass/NoPass.

Performance Evaluation/Procedures for Student Correction and Development.

Students will meet the needs and demands of clients and employers based on their ability to uphold the program's established academic (i.e., "C" grade or better or above a 3.0 cumulative GPA) and professional behavior standards (i.e., CRCC and ACA code of ethics) while enrolled in the program. Furthermore, students must earn satisfactory clinical performance evaluations by their site supervisor and faculty supervisor and successfully fulfill practicum/internship hours and program documentation requirements, per syllabus. If a student is not meeting academic standards (i.e., "C" grade or below 3.0 GPA) or not demonstrating professional behavior or is performing poorly in practicum or internship (i.e., does not meet minimum evaluation standard, per syllabus), assistance will be provided and documented, via faculty advising, and mutually developed goals/timelines for performance improvement will be established. In particular, students who do not perform

satisfactorily will be given feedback by their major professor/program advisor and/or faculty or site supervisor. An effort will be made by the student, identified faculty member, and/or site supervisor in attempt to remedy any identified professional deficiencies that can be constructively addressed. If after reasonable effort, student's performance does improve to a satisfactory level as determined by program faculty, a program faculty decision may need to be made to exit the student from the Rehabilitation Counseling and Human Services Program.

Professional Liability Insurance

Students are required to obtain student professional liability insurance and must provide a copy of this insurance to site supervisor and RCHS program faculty supervisor prior to beginning their clinical practicum or internship experiences. Alternatively, it may be that in some case cases, the practicum or internship site may provide professional liability insurance coverage for students. If so, students must provide documentation provided by the practicum or internship site to both supervisors as indicated above to substantiate that this is the case. Student membership to the American Counseling Association (ACA) is recommended which includes student professional liability insurance. Website link to the ACA: <http://www.counseling.org/>

Practicum/Internship Sites

Finding a field site experience for practicum or internship is an important component of students' training. Students are to inquire and initiate contact with professionals and agencies they are interested in learning more about and possibly pursuing as a part of their practicum or internship placement. It is important for students to find an agency that works with individuals with disabilities and is able to meet the needs of a developing rehabilitation counseling professional. Variations in field experiences are likely to occur across settings so it is important to give thoughtful consideration to the type of setting and learning opportunities desired. To assist students with the search process of locating a site of interest, see list of possible practicum and/or internship community-based sites posted on the RCHS program website.



Practicum and Internship Forms

AGREEMENT FOR PRACTICUM/INTERNSHIP FIELD EXPERIENCE
Rehabilitation Counseling and Human Services
University of Idaho

Semester and Year:

Section:

of Credits:

Please check one: Practicum (597) _____ Internship (598) _____

This agreement is made on _____ by and between _____ and University of Idaho
(date) (field site)

M.Ed./M.S. Rehabilitation Counseling and Human Services Program. The agreement will be effective for a
period from _____ to _____ for _____ per week.
(start date) (end date) (avg. number of hours)

Purpose

The purpose of this agreement is to provide a qualified rehabilitation counseling student with a practicum and/or internship field experience in the profession of counseling.

Student Responsibilities

1. Provide site supervisors with a copy of the Practicum and Internship Manual to ensure they understand RCHS program expectations (e.g., hours, professional activities, weekly supervisory meetings, documentation, assignments) and have the necessary forms to fill out and sign.
2. Adhere to the site/agency policies and procedures for professional personnel (e.g., working hours, dress, activities) for the duration of my practicum/internship field experience.
3. Be on-time, reliable, and dependable. Practicum and internship field experiences are an important part of a student's training and development. Treat it as a professional job or setting. Note that agencies are not on the same schedule for time-off, vacations, and holidays. Students are to coordinate and negotiate time off with the site.
4. Maintain professionalism in keeping with the ethical standards of the Commission on Rehabilitation Counselor Certification (CRCC) and American Counseling Association (ACA).
5. Audio and/or video record client sessions.
6. Collaborate with the site and university faculty supervisor to develop a schedule for weekly supervision. Attend weekly supervision appointments with the site and university faculty supervisor and prepare for weekly supervision ahead of time so that learning and development may be maximized.
7. Discuss with site and university faculty supervisor professional duties and goals for personal and professional development to be addressed throughout the semester.
8. Be open to supervisory feedback regarding clinical performance to improve effectiveness in developing into an autonomous counseling professional.
9. Seek supervision when additional information and/or support is needed to provide effective client services.

10. Report work-related concerns and/or problems promptly and completely to both site and university faculty supervisors so that any issues may be resolved as soon as possible.
11. Attend professional trainings, meetings, and other learning opportunities as provided or outlined by site supervisor.
12. During practicum, attend weekly group seminar/supervision with a qualified RCHS program faculty member.
13. Complete the appropriate Practicum or Internship Student Evaluation Form for self-evaluation purposes twice per semester. One will be completed at mid-semester and the other at the end of the semester.
14. Complete the Supervisor Evaluation Form twice per semester. Two will be completed at mid-semester and at the end of the semester (i.e., one for site supervisor and one for university faculty supervisor).
15. Complete the Site Evaluation Form at the end of the semester.
16. Maintain accurate and complete documentation log of field experience hours and specific learning opportunities. This includes filling out the student daily and weekly log sheets. These should be turned into the university faculty supervisor at the end of every month and end of semester.

Site Supervisor Responsibilities

1. Collaborate with the student about experiences and duties to be anticipated as a part of the field experience.
2. Provide an orientation to the agency, its components, policies and procedures, and professional expectations of the student during practicum or internship.
3. Give students the opportunity to observe agency events and client sessions as a part of their site orientation process. Over time, site supervisors are asked to encourage students to move from the observation phase to the direct provision of client services and counseling when working with individuals. This is a natural progression of a student's professional development.
4. Provide students with multiple learning opportunities and exposure to a number of diverse clientele and service delivery methods.
5. Work with students to aid in the development and enhancement of their professional rehabilitation counseling skills (i.e., intake interviews, individual counseling, life enhancement, family counseling, vocational/career counseling and development/job development/placement, group counseling, crisis counseling, rehabilitation/counseling plan development, administration and scoring of tests/interpretation/review of assessment information with client, case coordination/case management, consultation, team meeting with client).
6. Train students on the case noting and other recording procedures used at the designated site.
7. Meet with student at least one hour per week for weekly supervision to discuss cases, issues and concerns related to the delivery of client services.
8. Ensure student access to accessible individual counseling rooms with assured privacy and provisions for audio and/or video recording and feedback.
9. Provide opportunities each semester for recorded critiques (i.e., audio/video) of student counseling sessions. Focus of the recorded critiques is on the client served and the student. Site supervisors are to discuss the sessions and provide feedback and support to aid the student in his or her professional

development.

10. Role model appropriate professional and ethical conduct as expected by a professional code of ethics (e.g., ACA, CRCC).
11. Be accountable for the number of field experience hours completed by the student. Sign off on the verification of hours.
12. Work with the student to identify areas for improvement to further facilitate the student's professional development.
13. Communicate with the university faculty supervisor any concerns about student performance.
14. Complete student evaluation forms as appropriate for the practicum or internship experience (i.e., Practicum Student Evaluation Form, Internship Student Evaluation Form). These forms are completed twice a semester (i.e., mid-semester and end of the semester) and are to be reviewed with the student prior to being turned into the university faculty supervisor.

Faculty Supervisor Responsibilities

1. Prepare the student for agency/field experience search process.
2. Ensure students have experiences that increase their awareness and understanding in the differences in values, beliefs, and behaviors of individuals who are different from themselves.
3. Ensure direct and periodic communication throughout the semester between the site supervisor and faculty (e.g. site visits, conference calls, video-conferencing, electronic communication) take place.
4. Guide the student in using the supervision process effectively and constructively.
5. Provide the student with an opportunity to discuss client cases, issues, and relevant professional concerns as a part of the supervisory process.
6. Assist and monitor the professional development and growth of the student.
7. Meet with the student and site supervisor to discuss client progress and to provide feedback that will aid in the student's professional growth.
8. Assist the student in his or her development as a professional who conducts oneself in an ethical manner.
9. Address any academic or clinical concerns that arise at the site.
10. Facilitate and, if needed, mediate any issues between the student and site supervisor that cannot be handled between them without the assistance of a third party.
11. Assignment of a practicum/internship academic grade Pass/NoPass.

Within the specified timeframe above, I, the practicum/internship student, site supervisor and university faculty supervisor, have read, understand, and agree to the responsibilities and have been provided the opportunity to ask questions pertaining to the Practicum/Internship Manual that outlines all requirements and expectations for the practicum/internship field experience.

Date: _____ Student Signature: _____

Date: _____ Faculty Supervisor Signature: _____

Date: _____ Site Supervisor Signature: _____

SUPERVISOR CREDENTIALS AND CONTACT INFORMATION

**Rehabilitation Counseling and Human Services Program
University of Idaho**

Student Name:

Semester and Year:

SITE SUPERVISOR

Site Supervisor Name:

Agency Name and Address:

City/State/ZIP:

Contact information (phone and email address):

Licenses/Certification (LPC, CRC, etc.):

Provide all license or certification number(s):

Are you a Registered Supervisor with Idaho Bureau of Occupational Licenses (IBOL)? Yes or No (Circle one)

If yes, provide IBOL License number and expiration date:

Other Credentials (Ph.D., M.Ed., M.S., etc.):

Years of Professional Experience:

FACULTY SUPERVISOR

University of Idaho Faculty Supervisor Name:

Contact information (phone and email address):

Licenses/Certification: (LPC, CRC, etc.):

Credentials: (Ph.D., M.Ed., M.S., etc.):

STUDENT PRACTICUM/INTERNSHIP REQUIRED INSURANCE INFORMATION

**Rehabilitation Counseling and Human Services Program
University of Idaho**

Practicum/Internship Student:

Home Address:

Telephone Number:

Site/Agency:

Address:

Telephone Number:

The above named site/agency

DOES _____ (if answered DOES, provide accompanying documentation that shows proof of insurance)

DOES NOT _____ provide liability insurance coverage for University of Idaho Rehabilitation Counseling and Human Services practicum/internship students. (if answered DOES NOT, student must supply own professional liability insurance)

Dates practicum/internship student is covered:

*Proof of professional liability insurance must be attached to this Form.

Site Supervisor Name (please print): _____

Site Supervisor Signature: _____

Date: _____

Faculty Supervisor Name (please print): _____

Faculty Supervisor Signature: _____

Date: _____

Information on the status of student professional liability insurance is the responsibility of the student. Students must keep their professional liability insurance current throughout the duration of their enrollment in practicum and/or internship in the University of Idaho's Rehabilitation Counseling and Human Services Program.

A copy of this completed Form and attachments are provided to the site and faculty supervisors.

Practicum/Internship Learning Goals

**Rehabilitation Counseling and Human Services
University of Idaho**

Student Name:

Phone number:

Email address:

Practicum/Internship Site:

Semester:

Activities/tasks that I expect to be engaged in during practicum or internship (circle one):

- 1.
- 2.
- 3.
- 4.

What excites me most about beginning practicum or internship (circle one) is...

What worries/concerns me most about beginning practicum or internship (circle one) is...

Things that might be difficult for me include:

Strengths of mine that will probably help me at this site include:

Preliminary Goals for this semester and for practicum or internship (circle one) are...

- 1.
- 2.
- 3.
- 4.

Areas or ways that I feel my site/faculty supervisor can best support me include:

- 1.
- 2.
- 3.
- 4.

Other thoughts or comments:

Documentation of Practicum and Internship Hours and Experience

University of Idaho Rehabilitation Counseling and Human Services Program Student Daily Log of Field Experience Activities				
Student:				
Agency:				
Site-Supervisor Initials Confirming Hours and Content:	Please indicate in the space provided a brief account of the field experience activities performed on the given day.			
	Task	Task Hours		
Monday, Date:			Daily Hours	Week to date
Tuesday, Date:			Daily Hours	Week to date
Wednesday, Date:			Daily Hours	Week to date
Thursday, Date:			Daily Hours	Week to date
Friday, Date:			Daily Hours	Week to date

University of Idaho Rehabilitation Counseling and Human Services Student Weekly Log of Field Experience Summary			
For the Week of: For the Semester of:			
	Practicum Weekly Hours	Internship Weekly Hours	Grand Total Semester
Administrative Tasks (indirect client contact/services)			
Orientation to the agency			
Professional development, in-service trainings, workshops			
Public relations/public information activities			
Reviewing policy/procedural manuals			
Section Total			
Preparation and Supervision (indirect client contact/services)			
Team/staff meeting, client staffing			
Case noting, report writing			
Individual supervision with site supervisor			
Individual or triadic supervision with faculty supervisor			
Group supervision - practicum classes			
Case coordination/case management - referral, arranging services			
Development of rehabilitation/treatment plans, search for research/evidence to inform rehabilitation/treatment planning			
Section Total			

p. 2 (cont.)			
Direct Client Contact/Services			
	Practicum Weekly Hours	Internship Weekly Hours	Grand Total Semester
Intake Interviewing - assessment of current functioning, psychological, social, medical, vocational, financial, legal history			
Individual counseling - facilitating human development, psychosocial adjustment counseling, treating emotional and behavioral disorders, using cognitive, affective, behavioral, and addictions counseling			
Observation of counseling or delivery of services/co-facilitation			
Life enhancement - self-advocacy, independent living skills			
Family counseling			
Vocational/Career counseling and development, job development/placement			
Group counseling, career exploration, job club			
Crisis counseling			
Rehabilitation/treatment plan formation with client			
Administration and scoring of tests, Interpretation/review of assessment information with client			
Case closure/termination planning with client			
Consultation			
Team meeting with client (i.e., interdisciplinary team members, family/ significant other, advocate)			
Section Total			

p. 3 (cont.)	Practicum Weekly Hours	Internship Weekly Hours	Grand Total Semester
Grand Total			
<p>Site Supervisor Verification of Hours:</p> <p style="text-align: right;">Date:</p> <p>Site Supervisor's Printed Name and Signature</p> <p>Faculty Supervisor Verification of Hours:</p> <p style="text-align: right;">Date:</p> <p>Faculty Supervisor's Printed Name and Signature</p>			

Practicum Student Evaluation Form

**University of Idaho - Rehabilitation Counseling and Human Services Program
Practicum Counseling Competencies Inventory (PCCI)**

Purpose: To provide the student with a basis for identifying areas of emphasis within practicum and supervision. To evaluate student clinical performance. To provide the student with an opportunity to review own levels of competency in interpersonal and cognitive skills.

Directions: Student and site supervisor complete this Form separately and use it as a focus of supervision at mid-term and end of the semester. Copies of the two completed Forms are provided to the site supervisor and university faculty supervisor and student keeps originals.

1=not at all competent, 2=somewhat competent, 3=competent, 4=very competent, 5=extremely competent

	<i>(Circle one)</i>	<i>Comments:</i>
Communicates a genuine interest and concern for others both verbally and non-verbally	1 2 3 4 5	
Believes in the positive potential of people	1 2 3 4 5	
Is emotionally affected or touched by the experiences and feelings of others	1 2 3 4 5	
Communicates ideas and feelings effectively	1 2 3 4 5	
Is open-minded	1 2 3 4 5	
Demonstrates an acceptance of human differences	1 2 3 4 5	
Tolerates ambiguity	1 2 3 4 5	
Demonstrates self-acceptance	1 2 3 4 5	
Demonstrates emotional stability, personal security, and confidence	1 2 3 4 5	
Is in touch with personal issues and actively works to resolve them	1 2 3 4 5	
Exhibits a sense of humor	1 2 3 4 5	

(inventory continues)

(inventory continued – page 2)

1=not at all competent, 2=somewhat competent, 3=competent, 4=very competent, 5=extremely competent

	<i>(Circle one)</i>	<i>Comments:</i>
Maintains awareness of personal biases and values and their effect on relationships others	1 2 3 4 5	
Strives to maintain objectivity	1 2 3 4 5	
Understands personal needs, values, strengths, and limitations	1 2 3 4 5	
Demonstrates a willingness to learn and grow psychologically	1 2 3 4 5	
Demonstrates a willingness high tolerance for stress and frustrations	1 2 3 4 5	
Demonstrates spontaneity and creativity in relationships	1 2 3 4 5	
Demonstrates the core conditions of counseling: empathy, genuineness, positive regard, and concreteness	1 2 3 4 5	
Shows ability to establish rapport or a working alliance	1 2 3 4 5	

Additional Comments and/or Suggestions:

Date: _____

Signature of Site-Supervisor: _____
(print name and sign)

Signature of Practicum Student: _____
(print name and sign)

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

(inventory continued – page 2)

1=*not at all competent*, 2=*somewhat competent*, 3=*competent*, 4=*very competent*,
5=*extremely competent*

	<i>(Circle one)</i>	<i>Comments:</i>
Uses multiple sources of assessment (e.g., client interview, reports from significant other and/or family, situational assessment, interest inventory) and avoids use of single method	1 2 3 4 5	
Attends to details of sessions that initially seem less significant	1 2 3 4 5	
Focuses interview on multiple dimensions (i.e., client, problem/concern, significant others, culture/environment)	1 2 3 4 5	
Actively considers and/or discusses both client's and own expectations for services	1 2 3 4 5	
Delays final judgments about clients by treating them as tentative decisions and formulations open to revision	1 2 3 4 5	
Uses systematic and comprehensive interviews (i.e., use of semi-structured and/or structured interviews)	1 2 3 4 5	
Carefully documents all salient observations immediately after meeting with clients	1 2 3 4 5	
Utilizes knowledge base of client issues and how they are remedied	1 2 3 4 5	
Periodically reviews case notes and specifies important themes	1 2 3 4 5	
Examines biases associated with counseling theory orientations	1 2 3 4 5	
Makes rationale for decision-making explicit (i.e., writes summary, explains it to supervisor or colleague)	1 2 3 4 5	

(inventory continues)

(inventory continues – page 3)

1=*not at all competent*, 2=*somewhat competent*, 3=*competent*, 4=*very competent*,
5=*extremely competent*

	<i>(Circle one)</i>	<i>Comments:</i>
Implements conscious and continuous self-evaluation of own thinking about clients	1 2 3 4 5	
Re-checks initial case formulations after several sessions	1 2 3 4 5	
Formulates questions or strategies to test and evaluate multiple hypotheses	1 2 3 4 5	
Takes into account own emotional reactions to clients	1 2 3 4 5	
Actively questions the quality of counseling relationship and applies strategies to build and/or maintain it	1 2 3 4 5	
Focus on client strengths	1 2 3 4 5	
Separates from the counseling process to make more objective third-person observations	1 2 3 4 5	
Uses clinical practice guidelines to degree they are supported by empirical research	1 2 3 4 5	
Critically appraises and applies research literature to practice (e.g., to choose appropriate interventions, to plan assessments) based on client needs and specific context of the case	1 2 3 4 5	
Becomes informed about problems treated by other mental health or health professionals	1 2 3 4 5	
Attends to positive client emotions	1 2 3 4 5	
Uses decision aids (i.e., DSM, State-federal vocational rehabilitation eligibility criteria) when making mental health diagnoses or eligibility determinations	1 2 3 4 5	

(inventory continues)

(inventory continues – page 4)

1=not at all competent, 2=somewhat competent, 3=competent, 4=very competent, 5=extremely competent

	<i>(Circle one)</i>	<i>Comments:</i>
Does not become attached to one interpretation of the client data	1 2 3 4 5	
Assesses trait and situational factors (i.e., social, economic, and environmental)	1 2 3 4 5	

(Austin & Leahy, 2015)

Other relevant counseling skills addressed related to student's professional development:

Summative student self-assessment and/or supervisory evaluative feedback:

Brief statement regarding student's supervision needs:

Date: _____

Site Supervisor's Signature: _____

(print name and sign)

Internship Student's Signature: _____

(print name and sign)

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

Supervisor Evaluation Form

University of Idaho - Rehabilitation Counseling and Human Services Program

Purpose: The practicum or internship agency site and faculty supervisors obtain feedback on his/her supervision from the student counselors who complete this Form. The purposes are twofold: (1) to provide feedback for improving supervision, and (2) to encourage communication between the supervisor and the student.

Directions: The student counselor is to make an evaluation of the supervision received. Circle the number which best represents how you, the student counselor, feel about the supervision received. After the Form is completed, the supervisor and student will use it to generate discussion about the supervision and supervisory relationship. This evaluation Form is completed separately for site and faculty supervisor at mid-term and the end of the semester. A copy is provided to each supervisor and originals are retained by the student for her/his own.

1=strongly disagree, 2=somewhat disagree, 3=agree, 4=very much agree, 5=strongly agree

	<i>(Circle one)</i>	<i>Comments:</i>
Accepts and respects me as a person	1 2 3 4 5	
Recognizes and encourages further development of my strengths and capabilities	1 2 3 4 5	
Gives me useful feedback when I do something well	1 2 3 4 5	
Provides freedom to develop flexible and effective counseling styles	1 2 3 4 5	
Encourages and listens to my ideas and suggestions for developing my counseling skills	1 2 3 4 5	
Provides suggestions for developing my counseling skills	1 2 3 4 5	
Helps me to understand the implications and dynamics of the counseling approaches I use	1 2 3 4 5	
Encourages me to use new and different techniques when appropriate	1 2 3 4 5	
Is spontaneous and flexible in the supervisory sessions	1 2 3 4 5	
Helps me to define and achieve specific concrete goals for myself	1 2 3 4 5	

(continues)

(continued – page 2)

1=strongly disagree, 2=somewhat disagree, 3=agree, 4=very much agree, 5=strongly agree

	(Circle one)	Comments:
Allows me to discuss problems I encounter in my practice setting	1 2 3 4 5	
Pays attention to me and agency clients	1 2 3 4 5	
Focuses on verbal and nonverbal behavior that clients and I display in our interactions	1 2 3 4 5	
Helps me define and maintain ethical behavior	1 2 3 4 5	
Encourages me to engage in professional behavior	1 2 3 4 5	
Maintains confidentiality in material discussed in supervisory sessions	1 2 3 4 5	
Deals with both content and affect when supervising	1 2 3 4 5	
Helps me organize relevant case data in planning goals and strategies with the client	1 2 3 4 5	
Helps me to formulate a theoretically sound rationale of human behavior	1 2 3 4 5	
Offers resource information when I request or need it	1 2 3 4 5	
Allows and encourages me to evaluate myself	1 2 3 4 5	
Explains criteria for evaluating my clinical performance clearly and in behavioral terms	1 2 3 4 5	
Applies criteria fairly in evaluating my clinical performance	1 2 3 4 5	
Is open to my feedback and accepts it without defensiveness	1 2 3 4 5	

Date: _____

Signature of Site or Faculty Supervisor: _____
(print name and sign)

Signature of Practicum/Internship Student: _____
(print name and sign)

Site Evaluation Form

Rehabilitation Counseling and Human Services Program
University of Idaho

Purpose: To provide student and UI RCHS faculty with information about student's clinical experience overall. To identify site strengths and potential areas for improvement.

Directions: Student completes this form at the end of the practicum and/or internship. This Form should be turned in to the faculty supervisor. Rate the following questions about your site and experience.

1=very unsatisfactory, 2=moderately unsatisfactory, 3=moderately satisfactory, 4=very satisfactory

	<i>(Circle one)</i>	<i>Comments:</i>
Amount of on-site supervision	1 2 3 4	
Quality and usefulness of on-site supervision	1 2 3 4	
Usefulness and helpfulness of faculty supervisor/liaison	1 2 3 4	
Relevance of experience to career goals	1 2 3 4	
Exposure to and communication of rehabilitation/ counseling goals	1 2 3 4	
Exposure to communication of rehabilitation/counseling procedures	1 2 3 4	
Exposure to professional roles and functions within the agency	1 2 3 4	
Exposure to information about community resources	1 2 3 4	
Exposure to and communication of ethical standards for rehabilitation counselors (i.e., CRCC, ACA)	1 2 3 4	

Rate all applicable experiences at your site:

Intake interviewing	1 2 3 4
Psychosocial assessment	1 2 3 4
Individual counseling	1 2 3 4
Staffing of client cases	1 2 3 4
Family counseling	1 2 3 4
Group counseling	1 2 3 4

(continues)

(continued – page 2)

1=very unsatisfactory, 2=moderately unsatisfactory, 3=moderately satisfactory, 4=very satisfactory

	(Circle one)	Comments:
Assessment	1 2 3 4	
Rehabilitation/treatment planning	1 2 3 4	
Case coordination/case management	1 2 3 4	
Job development/job placement	1 2 3 4	
Vocational/career counseling	1 2 3 4	
Mental health counseling	1 2 3 4	
Advocacy	1 2 3 4	
Diversity of clientele (e.g., gender, race/ethnicity, disability, age)	1 2 3 4	
Overall evaluation of site	1 2 3 4	

Additional comments and suggestions for improvement in the experiences you have rated 1, 2, or 3:

Name of agency/site: _____

Dates of Placement: _____

Name of Site Supervisor: _____

Name of Faculty Supervisor: _____

Date: _____

Signature of Faculty Supervisor: _____
(print name and sign)

Signature of Practicum/Internship Student: _____
(print name and sign)

Practicum - Informed Consent Form

The following is an example of an informed consent form. If the agency where you are working has an established form please use it along with this form, provided that it informs the client that you are a trainee and that you will be receiving supervision from an agency site supervisor and University of Idaho faculty that will include reviewing recorded counseling sessions.

Rehabilitation Counseling and Human Services Program University of Idaho Informed Consent Form

I agree to participate in counseling services. I understand that these services will be provided by a University of Idaho Rehabilitation Counseling and Human Services graduate student. I understand that this student will receive supervision from an agency site supervisor and a University of Idaho Rehabilitation Counseling and Human Services faculty supervisor.

I understand that in order to provide the best counseling services possible, supervision of the sessions will be conducted. This supervision is done by audio and/or video recording the sessions. These recordings will be reviewed in the presence of supervisors in order to facilitate the student's learning. I understand that the information on the recordings will be destroyed by the end of the academic semester in which they are made.

I consent to the student's recording of sessions. I understand that this consent is optional and that I may withdraw my consent at any time. However, if I decline to consent or if I withdraw my consent at a later time, I understand that a transfer to another therapist or counselor may be required. If you have any questions or concerns, please raise them with the student.

In addition, I understand that information about me in relation to my case may be shared by the graduate student within a group practicum classroom setting with other student-counselor peers under faculty supervision; however, no identifiable information will be shared by the student.

I understand that my identity and the information disclosed during counseling sessions as well as the supervisory meetings will be kept strictly confidential and will not be released to any other parties without my written permission except as may be required by law. I understand that information about my case will be used for educational and training purposes only.

Signature of client

Date

Signature of student

Date

Internship - Informed Consent Form

The following is an example of an informed consent form. If the agency where you are working has an established form please use it along with this form, provided that it informs the client that you are a trainee and that you will be receiving supervision from an agency site supervisor and University of Idaho faculty supervisor that will include reviewing recorded counseling sessions.

Rehabilitation Counseling and Human Services Program University of Idaho Informed Consent Form

I agree to participate in counseling services. I understand that these services will be provided by a University of Idaho Rehabilitation Counseling and Human Services graduate student. I understand that this student will receive supervision from an agency site supervisor and a University of Idaho Rehabilitation Counseling and Human Services faculty supervisor.

I understand that in order to provide the best counseling services possible, supervision of the sessions will be conducted. This supervision is done by audio and/or video recording the sessions. These recordings will be reviewed in the presence of supervisors and possibly other identified internship students under faculty supervision in order to facilitate the student's and other students learning. I understand that the information on the recordings will be destroyed by the end of the academic semester in which they are made.

I consent to the student's recording of sessions. I understand that this consent is optional and that I may withdraw my consent at any time. However, if I decline to consent or if I withdraw my consent at a later time, I understand that a transfer to another therapist or counselor may be required. If you have any questions or concerns, please raise them with the student.

I understand that my identity and the information disclosed during counseling sessions as well as the supervisory meetings will be kept strictly confidential and will not be released to any other parties without my written permission except as may be required by law. I understand that information about my case will be used for educational and training purposes only.

Signature of client

Date

Signature of student

Date

Computer-based Supervision - Informed Consent Form

The following is an example of an informed consent form for computer-based faculty supervision. If the agency where you are working has an established form please use it along with this form, provided that it informs the client that you are a trainee and that you will be receiving supervision from an agency site supervisor and University of Idaho faculty that will include reviewing recorded counseling sessions.

Rehabilitation Counseling and Human Services Program University of Idaho Informed Consent Form

I agree to participate in counseling services. I understand that these services will be provided by a University of Idaho Rehabilitation Counseling and Human Services graduate student. I understand that this student will receive supervision from an agency site supervisor and a University of Idaho Rehabilitation Counseling and Human Services faculty supervisor.

I understand that in order to provide the best counseling services possible, supervision of the sessions will be conducted. This supervision is done by audio and/or video recording the sessions. These recordings will be reviewed in the presence of supervisors in order to facilitate the student's learning. I understand that the information on the recordings will be destroyed by the end of the academic semester in which they are made.

I consent to the student's recording of sessions. I understand that this consent is optional and that I may withdraw my consent at any time. However, if I decline to consent or if I withdraw my consent at a later time, I understand that a transfer to another therapist or counselor may be required. If you have any questions or concerns, please raise them with the student.

I understand that my identity and the information disclosed during counseling sessions as well as the supervisory meetings will be kept strictly confidential and will not be released to any other parties without my written permission except as may be required by law. However, I understand that computer-based supervision (i.e., e-mail, chat room, videoconferencing, and/or instant messaging) will be used for supervisory meetings and is a medium that is not 100% secure. A computer/Internet web-based service program that uses encrypted or secure transmissions of supervisory information and that meets the Health Insurance Portability and Accountability Act (HIPPA) regulations will be used to further ensure confidentiality and the protection of information shared during supervisory meetings. I understand that information about my case will be used for educational and training purposes only.

Signature of client

Date

Signature of student

Date

AUDIO/VIDEO RECORDING TRANSCRIPT GUIDELINES FOR CLIENT SESSIONS

1. Select a client with whom you are working and provide the following demographic information:

Age:

Gender:

Race/ethnicity:

Date of Session:

Disability:

Number of times you have seen the client at the time of the recording:

Original presenting problem:

Goal of the Session:

2. Select one-recent audio/video recorded counseling session (preferably one that was particularly challenging to you) and type a complete transcript of the session. Use the following format:

Counselor: Transcribe exactly what you said.

Client: Transcribe client's response.

Transcribe the entire session in the sequence in which it occurred.

3. Provide a running commentary regarding what you were thinking and feeling throughout the session, client nonverbal signals you observed and what you thought they meant, and a rationale for the interviewer/counselor leads you chose to make. Include a critique of your performance during the session in the commentary, addressing the things you do well and those you wish to change; that is, how you know what worked and didn't work in this session.

4. Summary: conclude the transcript with a brief summary of what you learned about yourself as a counselor as a result of completing this assignment.

NOTE: the purpose of this assignment is to assist you in becoming a reflective practitioner who thinks critically about the use of self in a counseling session, not to demonstrate that you are a perfect counselor. Thinking critically does not mean being critical of yourself, it means developing the ability to assess your effectiveness so that you can become even more helpful as a counselor. Do not worry about every little "mistake" you think you may have made. Focus on the bigger, more important themes during the session, on your helping/counseling skills, and on your working alliance with the client.

CASE PRESENTATION FORM

Student name - counselor-in-training

Client I.D. & session number

Brief summary of session content:

Intended goals:

Comment on your positive counseling behaviors:

Comments on areas of your counseling practice needing improvement:

Concerns or comments regarding client dynamics:

Plans for further counseling with this client:

Recording submitted to Faculty Supervisor _____

Date _____



University of Idaho

Educational Leadership program

Regional Campuses



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