



FLORIDA ATLANTIC UNIVERSITY

College of Education

Department of Counselor Education

Clinical Rehabilitation Counseling Program

HANDBOOK

2021-2022

M.Ed. Program Requirements & Practicum/Internship Information

**Department of Counselor Education
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PREFACE

The development of this Handbook was prompted by the merger between Council on Rehabilitation Education (CORE) and Council for Accreditation of Counseling and Related Educational Program (CACREP), as well as the changes made in the CACREP's policies, standards, and expectations. Accordingly, a number of policies and requirements in the Clinical Rehabilitation Counseling program at Florida Atlantic University have been updated.

This Handbook addresses policies and requirements unique to the M.Ed. degree in Clinical Rehabilitation Counseling program. It includes:

- program completion requirements,
- professional performance review process and procedure,
- re-admission policy,
- transfer policy, and
- specific information and requirements for practicum and internship training.

This Handbook is intended as a supplement to the general departmental policies and procedures addressed in the department's *Student Handbook for M.Ed. and Ed.S. students*.

COMPLETING PROGRAM REQUIREMENTS

One of CACREP's 2009 Standards (L.2.d) requires that counseling programs conduct a systematic developmental evaluation of students' progress in three areas of competence: academic, personal, and professional. Competency in these areas reflects suitability for the counseling profession. Our department faculty support this requirement as well as the spirit behind it. A subsequent section describes this evaluation process in detail.

The Clinical Rehabilitation Counseling program specifies four distinct phases of this systematic and developmental evaluation in the process of completing M.Ed. degree requirements and fostering continuation or retention in the program. Continuation in and graduation from this program requires successful, and sequential, completion of each of the four phases.

Phase 1. Acceptance into Didactic Coursework.

To be accepted in the didactic coursework phase of this program, applicants must meet all required admission requirements, which include a rubric-evaluated screening of application material and an in-person interview. Applicants are screened against the Graduate College and Department of Counselor Education academic admission standards (e.g., GPA, GRE, academic letters of recommendations, etc.) as well as for their personal and professional suitability for the counseling profession. Acceptance at this phase means the applicant is approved only to undertake didactic coursework.

Once accepted into didactic coursework, students are assigned an advisor and are expected to meet with their advisor in the first semester and complete an approved *Plan of Study (POS)*. This plan specifies the courses and the order in which these courses are to be taken and is completed electronically in the MyFAU system for review by advisor, chair, Student Services, and the Graduate College. Each semester, students will confer with their advisors to register for classes. During this time, advisors will assess and monitor students' progress in their coursework as well as their personal and professional development.

Phase 2. Acceptance into Clinical Coursework (Practicum and Internship).

Prior to completing all didactic coursework (required for clinical coursework), students must apply for the clinical coursework phase of training (see page 10 for application process). The threshold of this phase includes: (1) maintenance of academic eligibility in terms of graduate GPA [at least 3.0] with no grade below a B; and (2) demonstrated suitability for the counseling profession.

Phase 3. Completion of 63 Credit Hour Sequence (Didactic and Clinical Coursework).

Students must complete a 63-credit hour course sequence (see page 9). The threshold of this phase requires that the student meets the following criteria: (1) maintenance of academic eligibility in terms of graduate GPA [at least 3.0] with no grade below a B; (2) completion of the *CRCC exam; and (3) demonstration of suitability for the counseling profession, as assessed by the *Professional Performance Evaluation Rubric*.

Students who fail [grade lower than B] didactic courses are eligible to re-register for that course the next time it is offered. They will be permitted to register for other didactic courses in the meantime,

but they will not be permitted to register for a clinical course (Practicum or Internship) until they receive a passing grade in the retaken didactic course. A non-pass in the retaken course results in administrative dismissal from the program.

If it comes to the attention of the faculty/seminar instructor during the semester that the student is not functioning adequately at an assigned site, suspension from the site placement may be necessary, until remediation is satisfactorily demonstrated to the faculty/seminar instructor. In addition, withdrawal from the practicum or internship may be required, which will result in an “in progress” grade until all remediation efforts are completed. Such decisions are made by the faculty/seminar instructor, in consultation with the department chair, and are documented in the student's file.

***CRCC Exam:** All students in Clinical Rehabilitation Counseling program are required to take the CRCC exam before graduation. The designation of Certified Rehabilitation Counselor (CRC) is an indication of an advanced level of specialized education and training, an adherence to rigid standards of ethical practice, and an ongoing commitment to lifelong learning. Per the CRC website, clinical rehabilitation counselors who have earned the CRC designation possess a “marketable and valued credential that distinguishes [them] from other counseling professionals.” CRC certification also establishes a “recognizable point of differentiation with employers and clients” that promotes consumer confidence and protection in the workplace.

For more information, go to <https://www.crccertification.com/>

Phase 4. Completion of Remaining Graduation Requirements.

The threshold of this phase includes: (1) submission of approved revisions to the *Plan of Study (POS)*; (2) formal application and departmental approval for graduation; (3) completion of the university Graduate Student Exit Survey (GSES); (4) completion of other requirements of the department and the Graduate College; and (5) demonstrated suitability for the counseling profession.

PROFESSIONAL PERFORMANCE REVIEW

Rationale

In addition to meeting academic competency standards, students are expected to conduct themselves in an ethical, responsible, and professional manner. They must be knowledgeable of, and, at all times, adhere to the standards of professional ethics and practice. For more information, go to CRCC Code of Ethics 2016: https://www.crc certification.com/filebin/pdf/ethics/CodeOfEthics_01-01-2017.pdf

One of CACREP's Standards (L.2.d) requires ongoing, systematic and formative evaluation of personal and professional as well as academic performance. As future professional counselors, the Clinical Rehabilitation Counseling faculty expect students to be concerned about others; to be stable and psychologically well-adjusted (both personally and professionally); to be capable of effective interpersonal relationships; to take responsibility for their words and actions; to be able to receive and apply feedback willingly; and to give feedback constructively. Students are expected to behave in a manner that demonstrates suitability for the counseling profession. Furthermore, faculty expects students to be committed to continued personal growth and professional development and to demonstrate that commitment through self-care, and through self-reflection and responsiveness to supervision in all activities related to their degree program. Finally, faculty believes that it is ethically imperative that counselors-in-training be willing to do in their own lives what they ask their clients to do in theirs. These characteristics reflect "suitability" for the counseling profession and the Department of Counselor Education faculty are required to exercise their gatekeeping function by evaluating the suitability of counselors-in-training.

Accordingly, faculty will regularly monitor not only students' academic progress but also selected personal and professional characteristics that affect their performance in the field. The purpose of this monitoring and ongoing evaluation process is to ensure that all graduates of this program possess those characteristics sufficiently to support—rather than interfere with—their professional responsibilities and wellbeing. The *Professional Performance Evaluation Rubric* [Appendix] is keyed to the ten standards of the *Criteria for Professional Performance Evaluation* [Appendix], a highly regarded and commonly used objective measure for evaluating suitability in counseling students (McAdams, Foster & Ward, 2007). **These Criteria are standards that operationally define "suitability" for entry into the counseling profession, and FAU Clinical Rehabilitation Counseling students are systematically evaluated against these ten standards.** The ten standards are:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation

The Professional Performance Review Procedure

These ten standards characterize the attitudes and behavior of effective, ethically- and culturally-sensitive and competent professional counselors. Accordingly, these standards serve as the basis for both meeting the CACREP requirement for an ongoing systematic evaluation of students' academic, personal, and professional competence, and for facilitating students' personal and professional development. Based on these Standards, the following policies and procedures have been established:

- Each student's personal and professional performance is rated on the *Professional Performance Evaluation Rubric* on a scale of 1 (poor) to 5 (excellent). The *Rubric* provides a quantitative measure of a student's suitability for the counseling profession with a score of 3 or higher on each standard representing "suitability".
- Near the end of each semester, instructors are expected to complete the *Rubric* on every student in that course who has been admitted to the Clinical Rehabilitation Counseling Program. A copy is placed in the student's file and the original is retained by the department. Note: The student's academic advisor can also rate the student at any time.
- Students receiving a rating below 3 on one or more of the ten standards will be considered deficient in professional performance and subject to the following "Professional Performance Review Procedure":
- If a student receives a single rating of below 3 on one of the ten standards, the "issuing faculty" meets with the student to discuss and to resolve the Professional Performance concern. Note: "issuing faculty" refers to the course instructor or academic advisor.
- If a resolution is not reached, or if the student has two or more ratings below 3—from one or more issuing faculty—the student will be presented with a *Notification of Professional Performance Concern Form* which lists the deficient rating(s), the issuing faculty's explanation for the ratings, and details the required remedial actions. Signatures of both the issuing faculty and the student will verify their understanding of the concerns, the required remedial actions, and the schedule for completing them. Both the student and issuing faculty will retain copies of the signed *Notification of Professional Performance Concern Form*, with a copy placed in the student's file, and copies forwarded to the student's assigned advisor and the department chair.
- If a student receives more than one *Notification of Professional Performance Concern* during his/her Program of Study or fails to show reasonable progress in remediation of deficiencies previously cited, he/she will be required to meet with the issuing faculty and his/her academic advisor in accordance with the procedure described in bullet point #2 above. Depending upon the nature of new performance concerns and/or the reasons for the student's failure to comply with previously determined remedial action plans, the issuing faculty and academic advisor will consult faculty regarding the development of alternative remedial strategies and/or evaluation of the student's suitability and fitness for continuation in the Program. The issuing faculty, the student, and the academic advisor will retain a signed copy of any revision made to the *Notification of Professional Performance Concern Form*. A copy is sent to the department chair and a copy is retained in the students' file.

- Faculty will initiate the “Professional Performance Review Procedure” at any time for students who engage in illegal or unethical activities, or for students whose professional performance is deemed to present an immediate threat to the wellbeing of others. In such cases, and depending upon the level of perceived threat, the faculty and the department chair may recommend discontinuation in the program without opportunity for student remediation.
- All faculty recommendations for denial of a student's continuance in the program will be forwarded to (and will be the ultimate decision of) the Dean of the College of Education.

RE-ADMISSION POLICY

1. If it has been determined that a student must withdraw from the program and attend to personal issues with remedial action as determined by the faculty, a remediation plan will be developed, discussed, and signed by the student.
2. Once the student has completed the remediation plan, and the student wishes to re-enter the program, the student will be required to re-apply, at the next available application date, and undergo the admission process.
3. Such students wishing to re-enter the program will need to provide a written report of the completion of their remediation plan that specifically explains the actions that he/she has taken, and the steps to alter any problematic behavior that triggered the withdrawal from the program.
4. The student is also required to address these issues in the Personal Statement of their formal application for readmission. The Personal Statement must include sufficient reflection on the impact of their experiences during the time away from the program, and how he or she has used and will continue use the insights gained as a readmitted student and then as a professional counselor.
5. The readmission application will be processed as if it were a first-time application. To ensure impartiality, all applications are evaluated by the same set of criteria and rubrics.
6. Student will be required (if invited) to attend one of the group interview sessions.
7. Student may not take any additional course work (even as a non-degree student) before being re-admitted into the program.
8. A student who was previously admitted to the program and becomes inactive for reasons other than those specified above and fails to register and complete coursework for more than two consecutive semesters is required to re-apply for admission.

CLINICAL REHABILITATION COUNSELING STANDARD COURSE SEQUENCE

Clinical Rehabilitation Counseling Track – Sequence for Full-Time
YEAR 1 New Sequence (Fall 2021 and onwards)
<u>Fall:</u> Foundations of Clinical Rehabilitation Counseling (RCS 6031) Multicultural Counseling for Diverse Populations (MHS 5428) Lifespan Development (MHS 6482)
<u>Spring:</u> Medical and Psychosocial Aspects of Disability (RCS 6080) Legal, Ethical, and Professional Issues (MHS 6700) Processes in Counseling (MHS 5005)
<u>Summer:</u> Counseling Theories and Techniques (MHS 6401) Appraisal and Evaluation in Counseling (MHS 6220) Psychopathology (MHS 6070)
YEAR II New Sequence
<u>Fall:</u> Occupational Information and Job Placement (RCS 6320) Counseling and Human Sexuality (MHS 6470) Educational Statistics (STA 6113)
<u>Spring:</u> Case Management in Vocational Rehabilitation (RCS 6644) Counseling Research and Evidence-Based Practice (MHS 6710) Clinical Rehabilitation Counseling Practicum (RCS 6801)
<i>Year II New Sequence Continued</i>
<u>Summer:</u> Group Counseling (MHS 6510) Substance Abuse Counseling (MHS 6450) Clinical Rehabilitation Counseling Internship-1*(RCS 6825)
YEAR III New Sequence
<u>Fall:</u> Career Development (MHS 6340) Family Counseling (MHS 6430) Clinical Rehabilitation Counseling Internship-2 *(RCS 6825)

ALL STUDENTS must complete prerequisite courses prior to practicum and internship to be eligible for the field experience. For more information, please contact your faculty advisor.

*Internship may be taken in one semester for 6 credits (600 clock hours of field placement) **OR** over two semesters for 3 credits each semester (300 clock hours of field placement per semester).

CLINICAL REHABILITATION COUNSELING PROGRAM PRACTICUM AND INTERNSHIP MANUAL

INTRODUCTION

The primary purpose of the practicum and internship is to provide students with closely supervised and integrated counseling experiences as part of their overall professional preparation program. Practicum and internship field experiences are expected to integrate didactic preparation with practical application. It is intended that the practicum and internship experience be designed to assist students in developing not only a better understand of themselves as persons and competent counselors, but also a better understanding of the constituency with which they expect to work in the future.

A clinical rehabilitation practicum or internship site is a clinical rehabilitation setting that provides **direct services to persons with disabilities**. Students are encouraged to work with faculty members to select practicum and internship sites carefully. Site choices should be based on professional goals, interests, abilities, and skills and the site's ability to provide sufficient direct client hours with persons with disabilities. Additionally, the types of services provided in the setting and staffing needs of the sites are issues that need to be addressed.

The site choices are subject to approval by the department's clinical rehabilitation faculty members and the department's Practicum/Internship Coordinator. *The Site Supervisor preferred to be a Certified Rehabilitation Counselor (CRC). If not, please indicate this in the application. In the case where the site supervisor is not CRC, please note that all University Supervisors are CRC.* Practicum and Internship are separate, sequential experiences; concurrent registration in a Practicum and Internship is not permitted.

***If a student has not taken MHS 6510 Group Counseling prior to their first practicum, he/she will not be able to conduct/lead group counseling at their site.

APPLICATION DEADLINES

There are two deadlines for submitting Practicum and Internship:

- **SUMMER & FALL – January 31**
- **SPRING – September 15**

PROCEDURES AND GUIDELINES

Step One

Submit application for Practicum, or Internship to Field Placement Coordinator, Dr. Ayse Torres, via email atorre58@fau.edu by the deadline. Application form can be found in this manual.

- Students are encouraged to work with faculty members to select practicum and internship sites carefully. Site choices should be based on professional goals, interests, abilities, and skills and the site's ability to provide sufficient direct client hours to persons with disabilities.
- The student will meet regularly with their practicum/internship instructor regarding their experience and review audio/video tapes of counseling sessions.
- The student will attend weekly practicum/internship group seminars that will focus on the essential characteristics of counseling as it relates to their experiences.
- Students will receive a minimum of 1 hour of individual supervision per week from their site Supervisor. University supervisors provide supervision and case consultation to all students for at least 1.5 hours per week. Additionally, students meet individually (or in triads) with the University supervisor for one hour, once per week.

Step Two

Submit signed Agency Approval form, and the signed Letter of Agreement to the Coordinator in order to register practicum or internship courses.

- The student will be assisted in selecting a site and supervisor and once assigned; the student will contact the site to initiate any interviews and application process for the site.
- The student is expected to keep his/her commitment and complete the placement. Failure to keep this commitment jeopardizes placements of other students.

Step Three

Begin at your site after the first week of class.

- **Practicum** students must complete a **minimum of 150 hours** at their counseling site within the semester.
 - 60 hours will be direct, face-to-face contact in counseling.
 - 90 hours will be indirect services related to counseling activities.
- **Internship** students must complete a **minimum of 600 hours** at their counseling site within the semester.
 - 240 hours will be direct, face-to-face contact in counseling.
 - 360 hours will be indirect services related to counseling activities.

- **Split Internship** students must have prior approval and complete a **minimum of 300 hours (over two consecutive semesters)** at their counseling site within each semester.
 - 120 hours each semester will be direct, face-to-face contact in counseling.
 - 180 hours each semester will be indirect services related to counseling activities.

Step Four

Obtain professional malpractice insurance. Documentation must be presented in the first class prior to beginning to see clients.

Step Five

Obtain the field experience log and summary forms from your instructor. These forms will validate the student's counseling and administrative experience while at their clinical rehabilitation counseling site. The student is expected to keep these forms current and obtain the appropriate signatures. All forms should be copied and turned into the University Supervisor for review and for the student's file within the department.

Step Six

Review with your Site Supervisor the site evaluation form he/she will be completing for you at the end of the semester.

- The student is expected to participate in an on-going evaluation process with their site supervisor and their practicum/internship course instructor. The site evaluation form will evaluate the student's progress and should be completed and returned to the practicum/internship course instructor three weeks prior to the end of the semester. Keep these forms current and obtain the appropriate signatures. All forms should be copied and turned into the University Supervisor for review and for the student's file within the department.
- The Practicum/Internship experience is evaluated on the basis of each student's counseling skills and ability to integrate theory and practice. Since field placement involves clients in a community counseling setting, a great deal of value is placed on providing high quality service in a professional and ethical manner.
- Become familiar with your responsibilities and assist your site supervisor in understand their responsibilities, as described in this handbook.

Step Seven

If, after receiving your approved site, you have an emergency situation which makes it impossible to proceed with the Practicum or Internship, notify the Coordinator immediately. You must reapply (by the semester deadline) for Practicum or Internship.

STUDENT EXPECTATIONS AND REQUIREMENTS

- Become acquainted with the organizational structure, professional protocol, and underlying philosophy of the program, agency, or institution
- Understand and adhere to the agency's policies regarding confidentiality, informed consent, and other related ethical policies
- Dress and act in a professional manner throughout the practicum/internship and adhere to the holiday schedule of the agency, not the university
- Observe interactions between professional staff and clients such as interviews, interventions and therapeutic sessions, intake, counseling, placement and follow-up interviews
- Observe team meetings, case conferences, staff meetings, and accompany a counselor on field visits
- Provide supervised direct service to clients such as intake, diagnosis, vocational and personal adjustment counseling, placement, and follow-up
- Communicate directly with professionals within the agency and outside the agency such as psychiatrists, social workers, teachers, vocational evaluators
- Meet with the site supervisor at least one hour per week for individual supervision
- Meet and track hours and assignments according to the course requirements
- Students' development in clinical competencies documented on Supervisor Evaluation Form is expected at the rate of: overall rating of 4.5 or more in Practicum and 7.5 for the Internship.

SITE SUPERVISOR EXPECTATIONS AND REQUIREMENTS

- Schedule time for individual supervision with student a minimum of one hour per week. Supervision should be provided by a Certified Rehabilitation Counselor (CRC). Please note that all University Supervisors are CRC.
- Provide orientation and supervision about the policies and procedures of the site
- Provide adequate facilities for the student to carry out assigned responsibilities
- Provide the student with a variety of learning experiences appropriate to a Clinical Rehabilitation Counselor
- Be available to meet with the university supervisor on scheduled visits and to advise him/her in a timely manner of any problems with arise in connection with the student's progress

UNIVERSITY SUPERVISOR EXPECTATIONS AND REQUIREMENTS

- Provide individual and group supervision weekly with the student
- Assist student in processing new knowledge
- Assist student to integrate new experiences with theory and research
- Mediate problems that the students may encounter during the placement
- Visit the site supervisor and the student at the site
- Evaluate the student and discuss the evaluation with the student

APPENDIX

1. Counseling Student Agreement Form
2. Site Request Form
3. Agency Approval Form
4. Site Supervisor Letter of Agreement
5. Site Schedule
6. Weekly Counseling Log
7. Summary Log
8. Site Evaluation
9. Supervisor Evaluation
10. Criteria for Professional Performance Evaluation
11. Professional Performance Evaluation

**FLORIDA ATLANTIC UNIVERSITY
Clinical Rehabilitation Counseling Program**

Counseling Student Agreement Form

After reading the *Clinical Rehabilitation Counseling Handbook*, please sign this agreement and return it to the field placement course instructor. Failure to do so promptly will result in non-continuation in the program.

I, _____ (print name), have read and understand the FAU *Clinical Rehabilitation Counseling Handbook* and the policies and related program requirements and expectations. By signing below, I agree to follow the policies outlined in this Handbook and to abide by the CRC and ACA Code of Ethics.

Student Signature

Date

Practicum & Internship Course Instructor

Date

FLORIDA ATLANTIC UNIVERSITY Clinical Rehabilitation Counseling Program

Site Request Form

Applicant Information

Full Name: _____ Date: _____
Last First M.I.

Mailing Address: _____
Street Address Apartment/Unit #

City State ZIP Code

Phone: _____ Email: _____

Application for

Practicum
 Internship – 1
 Internship– 2

Semester/Year: _____

Date of Application: _____

Please indicate which of the following course(s) you have taken as of the application date and semester requested.

- MHS 5005 Counseling Processes
- MHS 6401 Counseling Theories (MHS 5005 is a pre-requisite)
- MHS 6482 Lifespan Development
- MHS 6700 Legal & Ethical Issues
- MHS 6070 Psychopathology
- MHS 6220 Appraisal and Evaluation
- MHS 6430 Family Counseling
- RCS 6031 Foundations of Clinical Rehabilitation
- RCS 6080 Medical and Psychosocial Aspects of Disability
- RCS 6320 Occupational Information and Job Placement
- RCS 6644 Case Management

Preferred Site / Agency Information

Name of the Site / Agency: _____

Supervisor Name & Phone (Must be CRC): _____

Additional Site Location: Agency: _____

Supervisor Name & Phone (Must be CRC): _____

I understand that I will be notified which class section I am assigned to no later than the week of regular registration. My site will be confirmed at that time.

Student Signature: _____ Date: _____

Faculty Advisor: _____ Date: _____

Approved
 Not Approved

Department Chair: _____ Date: _____

Approved
 Not Approved

**FLORIDA ATLANTIC UNIVERSITY
Clinical Rehabilitation Counseling Program**

Agency Approval

Name of the Agency: _____

Mailing Address: _____

Street Address

City State ZIP Code

Name of the Agency Supervisor: _____

License Type (i.e. CRC, LMHC, LCSW, LMFT, etc.): _____

Phone: _____ Email Address: _____

We accept the student listed below for Practicum Internship-1 Internship-2 in our agency.

Student Name: _____

(Print Name)

(Signature)

Approved by the Site Supervisor

(Print Name)

(Signature)

* Social Security # is OPTIONAL for the site supervisor to receive a "Certificate of Participation," which provides the site supervisor a fee waiver for up to 6 hours course within any one semester at any state university in Florida SSN#

FLORIDA ATLANTIC UNIVERSITY
Clinical Rehabilitation Counseling Program

Site Supervisor Letter of Agreement

This letter of agreement involves you _____ (site supervisor name), your site _____ (name of the agency), and the Counselor Education Department at Florida Atlantic University (FAU) for the clinical education of _____ (trainee/student).

The Counselor Education Department at Florida Atlantic University appreciates the placement of our trainee with your agency. FAU takes pride in its competency-based clinical rehabilitation counseling training program. Our aim is to graduate clinical rehabilitation counselors who are competent, confident, caring, and culturally- and ethically-sensitive. Your contribution as a supervisor and role model of effective clinical rehabilitation counseling practice is essential to the professional and personal development of our trainees. To meet CACREP accreditation requirements, this trainee's experience in your agency must meet the following provisions:

1. **TOTAL HOURS:** The trainee must log a minimum of 150 clock hours (Practicum) / 600 clock hours (300 + 300; Internship) over the course of the semester. At least 40% of the total time must be spent on-site and involve direct contact with clients providing clinical rehabilitation counseling services. The remaining time (60% of the total time) will be spent on-site or off-site and involve indirect-hour activities described below.

- **Direct Hours:** After becoming acquainted with the policies, procedures, and staff of the agency, the trainee will interact with variety of clients. The site supervisor will ensure that the trainee's direct hours are appropriately scheduled, monitored, and only involve providing counseling and guidance to individuals, families, and/or groups. Direct hours cannot be writing case notes, reviewing case files, observing another counselor...etc.
- **Indirect Hours:** The site supervisor will ensure that the trainee's indirect hours are appropriately scheduled and monitored. These indirect hours can include the provision of case management, assessment/evaluations, and psychoeducation (often as psychoeducation groups). It is expected that the trainee will participate in case conferences, staff meetings, training workshops, or other professional meetings at the site. Indirect hours can also be logged in writing case reports, case notes, and transcribing recorded sessions. The trainee is expected to attend professional development (PD) related activities assigned by their site/university supervisor. Appropriate PD experiences include webinars, district trainings, conferences, and workshops can be logged in as indirect hours.

2. The trainee will purchase professional liability insurance.

3. The trainee is required to make a minimum of five (1-3) audio and/or video tapes of his or her counseling, with the permission of the clients. Competency and definite progress in counseling skills must be demonstrated.

4. The trainee will receive individual supervision of at least one hour per week with a qualified site supervisor from the agency. If the site supervisor does not hold a CRC designation, the qualifications of the site supervisor must be approved by the course instructor.
5. The trainee will meet with the course instructor for small group supervision once a week and spend some time in individual supervision.
6. The trainee will complete readings, progress notes, and forms, as required by the agency, in addition to other related reading and papers, as required by the course instructor.
7. The trainee will complete weekly activity and client contact logs signed by the site supervisor and submitted to the course instructor.
8. The trainee is expected to conduct him/herself in a professional manner and to abide by the ethical standards of the American Counseling Association and the American Rehabilitation Counselor Association.
9. At the end of the semester, the site supervisor will complete a written evaluation of the trainee's progress and confer with the course instructor regarding the trainee's performance in the agency.
10. The final grade and evaluation will be determined by the course instructor.

I have read and agree to the conditions of this Letter of Agreement.

Trainee (Student):

(Print Name) (Signature) Date

Site Supervisor

(Print Name) (Signature) Date

University Instructor

(Print Name) (Signature) Date

**FLORIDA ATLANTIC UNIVERSITY
Clinical Rehabilitation Counseling Program**

Site Schedule

Name of the Student: _____

Term/Year: _____

Schedule and Log for (Check appropriate field experience)

Practicum

Internship-1

Internship-2

Student's Liability Insurance Policy and Number: _____

Name of the Site: _____

Name of the Site Supervisor: _____

SITE SCHEDULE

DAYS

TIMES

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Site Supervisor's Signature

(Print Name)

(Signature)

Date

**FLORIDA ATLANTIC UNIVERSITY
Clinical Rehabilitation Counseling Program**

Weekly Counseling Log

Name of the Student: _____

Term/Year: _____ Practicum Internship-1 Internship-2

*****Your site supervisor must sign off on each weekly log.**

Day	M	T	W	TH	F	S/S	Weekly Total
Date							
DIRECT HOURS							
Individual Counseling hours							
Group Counseling hours							
Family Counseling hours							
INDIRECT HOURS							
Record keeping (progress notes, appointments, etc.)							
Site supervision (formal & informal consultation)							
Site administration (support activities, etc.)							
Other: planning, case review, workshops...etc.							
Case Conferences							
Daily Totals							

Student's Signature & Date: _____

Site Supervisor's Signature & Date: _____

**FLORIDA ATLANTIC UNIVERSITY
Clinical Rehabilitation Counseling Program**

Semester Summary Log

Name of the Student: _____

Term/Year: _____ Practicum Internship-1 Internship-2

*****Your course instructor must sign off on the semester log at mid-term and at the end of the semester.**

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Semester Total
Date																	
DIRECT HOURS																	
Individual Counseling																	
Grp Counseling																	
Family Counseling. hrs																	
INDIRECT HOURS																	
Record keeping																	
Site supervision																	
Case Conferences																	
Site admin.																	
Other: Planning, case review, workshops																	
Weekly Totals																	

Student's Signature & Date: _____

Course Instructor's Signature & Date: _____

FLORIDA ATLANTIC UNIVERSITY Clinical Rehabilitation Counseling Program

Site Evaluation (Completed by the Student)

Name of the Student: _____

Term/Year: _____ Practicum Internship-1 Internship-2

Name of the Site: _____

Site Supervisor: _____

Directions: Student is to complete this form at the end of Practicum and Internship. This should be turned in to the University Instructor. Rate the following statements about your site and experiences according to the following scale (A = Very Satisfactory; B = Moderately Satisfactory; C = Moderately Unsatisfactory; D = Very Unsatisfactory; N = Not Applicable)

- _____ 1. Relevance of experience to career goals.
- _____ 2. Exposure to and communication of agency goals.
- _____ 3. Exposure to and communication of agency procedures.
- _____ 4. Exposure to professional roles and functions within the agency.
- _____ 5. Exposure to information about community resources.
- _____ 6. Amount of on-site supervision.
- _____ 7. Quality and usefulness of on-site supervision.
- _____ 8. Rate supervisory experiences, which you had at this site:
 - _____ a. Gives time and energy in observing, tape processing and case conferences.
 - _____ b. Accepts and respects me as a person.
 - _____ c. Recognizes and encourages further development of my strengths.
 - _____ d. Gives me useful feedback.
 - _____ e. Provides me the freedom to develop flexible and effective counseling styles.
 - _____ f. Encourages and listens to my ideas and suggestions for development.
 - _____ g. Provides suggestions for developing my counseling skills.
 - _____ h. Helps me to understand the implications and dynamics of the counseling approaches I use.
 - _____ i. Encourages me to use new and different techniques when appropriate.
 - _____ j. Is spontaneous and flexible in the supervisory sessions.
 - _____ k. Gives me useful feedback when I do something wrong.
 - _____ l. Facilitates the discussion and resolution of problems I encounter in my setting.
 - _____ m. Helps me to define and maintain ethical behavior in counseling and management.
 - _____ n. Maintains confidentiality in material discussed in supervisory sessions.
 - _____ o. Other (please specify)
- _____ 9. Rate all applicable experiences, which you had at this site:
 - _____ a. Report writing.
 - _____ b. Intake interviewing.
 - _____ c. Administration and interpretation of tests.
 - _____ d. Staff presentations/case conferences.
 - _____ e. Individual counseling.
 - _____ f. Group counseling.
 - _____ g. Family/Couple counseling.
 - _____ h. Psycho/Educational activities.
 - _____ i. Consultation Career Counseling.
 - _____ j. Other (please specify)
- _____ 10. Overall evaluation of the site.

Comments: Include any suggestions for improvements in the experiences you have rated (C) Moderately Unsatisfactory, or (D) Very Unsatisfactory. (Please use the back of this form, or another paper)

FLORIDA ATLANTIC UNIVERSITY Clinical Rehabilitation Counseling Program

Supervisor Evaluation Form

Name of the Student: _____

Term/Year: _____ Practicum Internship-1 Internship-2

Name of the Site: _____

Site Supervisor: _____

Dates of Placement: _____

Directions: Please read carefully and fill in ALL BLANK spaces using the scale below. This information is important and essential for State of Florida 491 Board Licensure documentation

SCALE:	9-10	Excellent: Expectations met at a superior level
	7-8	Above Average: Expectations met at above average level
	5-6	Average: Expectations met at an average level
	3-4	Below Average: Minimum expectations met with difficulty
	1-2	Unacceptable: Minimum expectations not met

PART I: Evaluation of the Supervisee's PROFESSIONAL DEMEANOR (# 1 - 4]

Please rate the student on items #1-4 by marking the appropriate box using the following scale with "10" as the highest rating.

NA - Not Applicable NO - Not Observed

1. Personal Work Habits – Demonstrates:	1	2	3	4	5	6	7	8	9	10	NA	NO
Punctuality												
Keeps appointments												
Handles absences responsibly												
Prepares for assignments												
Presents self in a professional manner												
REMARKS:												

2. Relation to Work Setting:	1	2	3	4	5	6	7	8	9	10	NA	NO
Understands agency goals/objectives												
Complies with agency goals/objectives												
Understands agency government structure												
Implements agency policies												
Understands agency's relationship to the total community human services efforts												
Follows proper channels in functioning within the												
Works comfortably with others on the staff												
Relates well to professionals in related fields												
REMARKS:												

3. Appropriate Use of Supervisory Relationship:	1	2	3	4	5	6	7	8	9	10	NA	NO
Understands the purpose of supervision												
Assumes responsibility for participation in supervisory relationship												
Submits paperwork promptly												
Uses supervisory relationship for growth in self-awareness and skill												
Relates effectively to use of authority in supervisory relationship												
Relates to supervision with a minimum of resistance and defensiveness												
REMARKS:												

4. Supervisee's Overall PROFESSIONAL DEMEANOR	1	2	3	4	5	6	7	8	9	10	NA	NO
Comments on Supervisee's Strengths & Limitations:												

PART II: Evaluation of the Supervisee's CLINICAL COMPETENCIES (# 5 – 11)

Please rate the student on items 5-11 by marking the appropriate box using the following scale with “10” as the highest rating.

SCALE:

9-10 = the supervisee demonstrates a *very high level of performance* on this competency

7-8 = the supervisee demonstrates a *high level of performance* on this competency

5-6 = the supervisee demonstrates an *adequate level of performance* on this competency

3-4 = the supervisee demonstrates a *minimal level of performance* on this competency *but needs to improve*

1-2 = the supervisee demonstrates a *clearly deficient level of performance* on this competency

NA - Not Applicable

NO - Not Observed

5. Conceptual Foundations:	1	2	3	4	5	6	7	8	9	10	NA	NO
Demonstrates the capacity to apply one or more counseling theories as a basis for developing a case conceptualization, implementing a treatment plan, and educating clients in the theoretical framework(s).												
REMARKS:												

6. Therapeutic Relationship:	1	2	3	4	5	6	7	8	9	10	NA	NO
Demonstrates the capacity to appropriately and effectively attend and respond to clients and establish a mutual collaborative counseling relationship, as well as assess and foster readiness for change using Motivational Interviewing.												
Demonstrates the capacity to assess resistance and strains or ruptures in the therapeutic alliance, as well as transference enactments and countertransference, and to effectively deal with them.												
REMARKS:												

7. Assessment/Case Conceptualization:	1	2	3	4	5	6	7	8	9	10	NA	NO
Demonstrates the capacity to assess clients' ineffectual or maladaptive pattern in light of their presenting problem(s), precipitants, predisposing factors, and perpetuants, based on eliciting relevant mental status, developmental, social, cultural, health and treatment history, strengths and hindrances.												
Demonstrates the capacity to articulate an accurate five axes DSM diagnosis that reflects the presenting problem and case conceptualization.												
Demonstrates the capacity to articulate the clinical formulation component of the case conceptualization which accurately explains the client's ineffectual or maladaptive pattern and presenting problem.												
Demonstrates the capacity to articulate a treatment formulation (plan) component of the case conceptualization that reflects the client's presentation, diagnostic, clinical & cultural formulation and expected challenges and barriers to engaging in the treatment process and achieving treatment goals.												
Demonstrates the capacity to write clinical case reports that are accurate and clinically useful, and of transcribing sessions material for analysis and presentation.												
REMARKS:												

8. Evaluation, Termination, Case Presentations:	1	2	3	4	5	6	7	8	9	10	N	NO
Demonstrates the capacity to use brief instruments to effectively monitoring of treatment progress and using feedback to refocus treatment.												
Demonstrates the capacity to effectively evaluate overall treatment progress and preparation for planned termination.												
Demonstrates the capacity to effectively present case material, initial evaluation report and session transcription, and to write effective progress notes and termination reports.												
REMARKS:												

9. Intervention:	1	2	3	4	5	6	7	8	9	10	NA	NO
Demonstrates the capacity to develop a treatment focus to guide the implementation of interventions and the achievement of treatment goals and targets; and then maintain this focus and effectively keep treatment on track.												
Demonstrates the capacity to effectively plan and implement appropriate individual treatment interventions that target specific troublesome cognitions, behaviors, affects, and interpersonal patterns and effects change.												
Demonstrates the capacity to effectively plan and implement appropriate specialty (family, career, group, sexual, or substance treatment) interventions that target specific troublesome patterns and effects change.												
REMARKS:												

10. Cultural & Ethical Sensitivity:	1	2	3	4	5	6	7	8	9	10	NA	NO
Demonstrates the capacity to articulate a cultural formulation component of the case conceptualization which explains the mix of cultural and personality dynamics in the client's presentation, and their likely effect on treatment.												
Demonstrates the capacity to implement treatment that is tailored to the client's personality, context, severity of presentation, as well as cultural factors such as ethnicity, gender, social class, and age, and is ethically sensitive.												
REMARKS:												

11. Supervisee's Overall CLINICAL COMPETENCIES	1	2	3	4	5	6	7	8	9	10	NA	NO

Comments on Supervisee's Strengths & Limitations

12. Recommendations for Development of the Supervisee's PROFESSIONAL DEMEANOR

13. Recommendations for Development of the Supervisee's CLINICAL COMPETENCIES

SITE SUPERVISOR'S SIGNATURE: _____ **DATE:** _____

UNIVERSITY SUPERVISOR'S SIGNATURE: _____ **DATE:** _____

Criteria for Professional Performance Evaluation*

1. Openness to new ideas (rated from Closed [1] to Open [5])				
1	2	3	4	5
<ul style="list-style-type: none"> • Was dogmatic about own perspective and ideas. • Ignored or was defensive about constructive feedback. • Showed little or no evidence of incorporating constructive feedback received to change own behavior. 		<ul style="list-style-type: none"> • Was amenable to discussion of perspectives other than own. • Accepts constructive feedback without defensiveness. • Some evidence of effort to incorporate relevant feedback received to change own behavior. 	<ul style="list-style-type: none"> • Solicited others' opinions and perspectives about own work. • -Invited constructive feedback and demonstrated interest in others' perspectives. • Showed strong evidence of incorporation of feedback received to change own behavior. 	
1. Flexibility (rated from Inflexible [1] to Flexible [5])				
1	2	3	4	5
<ul style="list-style-type: none"> • Showed little or no effort to recognize changing demands in the professional & interpersonal environment. • Showed little or no effort to flex own response to changing environmental demands. • Refused to flex own response to changing environmental demands despite knowledge of the need for change. • Was intolerant of unforeseeable or necessary changes in established schedule or protocol. 	<ul style="list-style-type: none"> • Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate. • Effort to flex own response to new environmental demands was evident but sometimes inaccurate. • Flexed own response to changing environmental demands when directed to do so. • Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them. 	<ul style="list-style-type: none"> • Showed accurate effort to recognize changing demands in the professional & interpersonal environment. • Showed accurate effort to flex own response to changing environmental demands as needed. • Independently monitored the environment for changing demands and flexed own response accordingly. • Attempts to understand needs for change in established schedule or protocol to avoid resentment. • Accepted necessary changes in established schedule and attempted to discover the reasons for them. 		
2. Cooperativeness with others (rated from Uncooperative [1] to Cooperative [5])				

1	2	3	4	5
<ul style="list-style-type: none"> • Showed little or no engagement in collaborative activities. • Undermined goal achievement in collaborative activities. • Was unwilling to compromise in collaborative activities. 		<ul style="list-style-type: none"> • Engaged in collaborative activities but with minimum allowable input. • Accepted but rarely initiated compromise in collaborative activities. • Was concerned mainly with own part in collaborative activities. 	<ul style="list-style-type: none"> • Worked actively toward reaching consensus in collaborative activities. • Was willing to initiate compromise in order to reach group consensus. • Showed concern for group as well as individual goals in collaborative activities. 	
3. Willingness to accept and use feedback (rated from Unwilling [1] to Willing [5])				
1	2	3	4	5
<ul style="list-style-type: none"> • Discouraged feedback from others through defensiveness and anger. • Showed little or no evidence of incorporation of feedback of supervisory feedback received. • Took feedback contrary to own position as a personal affront. • Demonstrated greater willingness to give feedback than receive it. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Was generally receptive to supervisory feedback. • Showed some evidence of incorporating supervisory feedback into own views and behaviors. • Showed some defensiveness to critique through "over- explanation of own actions--but without anger. • Demonstrated greater willingness to receive feedback than to give it. 	<ul style="list-style-type: none"> • Invited feedback by direct request and positive acknowledgement when received. • Showed evidence of active incorporation of supervisory feedback received into own views and behaviors. • Demonstrated a balanced willingness to give and receive supervisory feedback. 	
4. Awareness of own impact on others (rated from Unaware [1] to Aware [5])				
1	2	3	4	5
<ul style="list-style-type: none"> • Words and actions reflected little or no concern for how others were impacted by them. • Ignored supervisory feedback about how words and actions were negatively impacting others. 		<ul style="list-style-type: none"> • Effort to determine how own words and actions impacted others was evident but sometimes inaccurate. • Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment. 	<ul style="list-style-type: none"> • Effort toward recognition of how own words and actions impacted others was impact on others through words and actions. • Initiates feedback from others regarding impact of own words and behaviors • Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change. 	

5. Ability to deal with conflict (rated from Unable [1] to Able [5])				
1	2	3	4	5
<ul style="list-style-type: none"> • Was unable or unwilling to consider others' points of view. • Showed no willingness to examine own role in a conflict. • Ignored supervisory advisement if not in agreement with own position. • Showed no effort at problem solving. • Displayed hostility when conflicts were addressed. 	<ul style="list-style-type: none"> • Attempted but sometimes had difficulty grasping conflicting points of view. • Would examine own role in a conflict when directed to do so. • Was responsive to supervision in a conflict if it was offered. • Participated in problem solving when directed. 	<ul style="list-style-type: none"> • Always willing and able to consider others' points of view. • Almost always willing to examine own role in a conflict. • Was consistently open to supervisory critique about own role in a conflict. • Initiated problem solving efforts in conflicts. • Actively participated in problem solving efforts. 		
6. Ability to accept personal responsibility (rated from Unable [1] to Able [5])				
1	2	3	4	5
<ul style="list-style-type: none"> • Refused to admit mistakes or examine own contribution to problems. • Lied, minimized or embellished the truth to extricate self from problems. • Consistently blamed others for problems without self-examination. 	<ul style="list-style-type: none"> • Was willing to examine own role in problems when informed of the need to do so. • Was accurate and honest in describing own and others' roles in problems. • Might blame initially, but was open to self-examination about own role in problems 	<ul style="list-style-type: none"> • Monitored own level of responsibility in professional performance. • -Invited constructive critique from others and applied it toward professional growth. • Accepted own mistakes and responded to them as opportunity for self-improvement. • Avoided blame in favor of self-examination 		

7. Ability to express feelings effectively and appropriately (rated from Unable [1] to Able [5])				
1	2	3	4	5
<ul style="list-style-type: none"> • Showed no evidence of willingness and ability to articulate own feelings. • Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others. • Acted out negative feelings (through negative behaviors) rather than articulating them. • Expressions of feeling were inappropriate to the setting • Was resistant to discussion of feelings in supervision. 	<ul style="list-style-type: none"> • Showed some evidence of willingness and ability to articulate own feelings, but with limited range. • Showed some evidence of willingness and ability to acknowledge others' feelings-- sometimes inaccurate. • Expressions of feeling usually appropriate to the setting-- responsive to supervision when not. • Willing to discuss own feelings in supervision when directed. 	<ul style="list-style-type: none"> • Was consistently willing and able to articulate the full range of own feelings. • Showed evidence of willingness and accurate ability to acknowledge others' feelings. • Expression of own feelings was consistently appropriate to the setting. • Initiated discussion of own feeling in supervision 		
8. Attention to ethical and legal considerations (rated from Inattentive [1] to Attentive [5])				
1	2	3	4	5
<ul style="list-style-type: none"> • Engaged in dual relationships with clients. • Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self. • Endangered the safety and the well-being of clients. • Breached established rules for protecting client confidentiality. 	<ul style="list-style-type: none"> • Was responsive to supervision for occasional personal- professional boundary confusion in verbal interactions with clients. • Was responsive to supervision for occasional insensitivity to diversity in professional interactions. • Used judgment that could have put client safety and well-being at risk. • Used judgment that could have put client confidentiality at risk. 	<ul style="list-style-type: none"> • Maintained clear personal-professional boundaries with clients. • Demonstrated consistent sensitivity to diversity. • -Satisfactorily ensured client and safety and well-being, including informed consent. • Appropriately safeguarded the confidentiality of clients. 		

9. Initiative and motivation (rated from Poor Initiative and Motivation [1] to Good Initiative and Motivation [5])				
1	2	3	4	5
<ul style="list-style-type: none"> • Often missed deadlines and classes. • Rarely participated in class activities. • Often failed to meet minimal expectations in assignments. • Displayed little or no initiative and creativity in assignments. 	<ul style="list-style-type: none"> • Missed the maximum allowable classes and deadlines. • Usually participated in class activities. • Met only the minimal expectations in assigned work • Showed some initiative and creativity in assignments 	<ul style="list-style-type: none"> • Met all attendance requirements and deadlines. • Regularly participated in class activities. • Met or exceeded expectations in assigned work. • Consistently displayed initiative and creativity in assigned work 		

* McAdams, C., Foster, V., & Ward, T. (2007). Remediation and dismissal policies in counselor education: lessons learned from a challenge in federal court. *Counselor Education and Supervision*, 46, 212-229.

Professional Performance Evaluation Rubric

Name of the Student: _____

Term/Year: _____

Directions: The instructor and/or advisor rates [1-5 scale] the student on the following ten items using the detailed anchors of the *Criteria for Professional Performance Evaluation* (McAdams, Foster & Ward, 2007)

_____ 1. **Openness to new ideas** (rated from *Closed* [1] to *Open* [5])

_____ 2. **Flexibility** (rated from *Inflexible* [1] to *Flexible* [5])

_____ 3. **Cooperativeness with others** (rated from *Uncooperative* [1] to *Cooperative* [5]).

_____ 4. **Willingness to accept and use feedback** (rated from *Unwilling* [1] to *Willing* [5])

_____ 5. **Awareness of own impact on others** (rated from *Unaware* [1] to *Aware* [5])

_____ 6. **Ability to deal with conflict** (rated from *Unable* [1] to *Able* [5])

_____ 7. **Ability to accept personal responsibility** (rated from *Unable* [1] to *Able* [5])

_____ 8. **Ability to express feelings effectively and appropriately** (rated from *Unable* [1] to *Able* [5])

_____ 9. **Attention to ethical and legal considerations** (rated from *Inattentive* [1] to *Attentive* [5])

_____ 10. **Initiative and motivation** (rated from *Poor Initiative and Motivation* [1] to *Good Initiative and Motivation* [5])

Instructor or Advisor	Date	Student	Date