

THE FIELDWORK MANUAL:

**A GUIDE TO THE
DOCTORAL PRACTICUM /
INTERNSHIP EXPERIENCE**

**THE REHABILITATION
COUNSELING EDUCATION
PROGRAM**

AT



Revised: Summer 2022

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Dear Student:

Welcome to the beginning of the experiential component of your counselor educator training. It is now time for you to put formal knowledge into practice.

This handbook is designed to provide comprehensive information that will assist you in completing the practicum and internship experiences required for the completion of your degree program. We encourage you to become thoroughly familiar with its contents, much of which is designed to meet CACREP requirements, as well as state and national licensure and certification requirements.

We suggest that you set aside a minimum of one hour to read the information, to understand the process, and to grasp the minimal standards needed to have a successful practicum and internship experience.

You will be working closely with faculty members during this process as we help you to learn and grow as professionals. This is an important mentoring relationship; we look forward to working alongside of you and learning a great deal from you during this time, as we assist you in moving toward your goals of working in the rehabilitation counseling education.

Rehabilitation Counseling Education Program Fieldwork Manual: Guidelines for Supervised Fieldwork in Rehabilitation Counseling Education

INTRODUCTION

Rehabilitation counseling educators train prospective counselors to assist a diverse group of people who experience chronic illness, disability and/or mental and emotional concerns across the lifespan. The mission of the Rehabilitation Counseling Education Program at Illinois Tech is to offer a student-focused and research-based curriculum that prepares doctoral-level students to become professional counselor educators trained to perform advanced-level counseling, post-secondary teaching, clinical supervision, research, and leadership and advocacy activities. The following objectives are primary to the training program mission:

- a. Professional, ethical and legal considerations that influence the practice of rehabilitation and mental health counseling;
- b. Multicultural counseling competencies;
- c. Theories of human growth and development, including medical and psychological implications of chronic illness and disability, substance abuse, trauma and the potential for coexistence with other disorders;
- d. Theories and models for career development including employment trends, career counseling, and job demands in a dynamic 21st century workforce;
- e. Rehabilitation and mental health counseling theory, history, philosophy, and evidence-based interventions;
- f. Theories and models of group counseling;
- g. Intake, assessment, and mental health diagnostic skills;
- h. Research and program evaluation, including critical evaluation of research, research design, data analysis, and research dissemination;
- i. Competencies in clinical supervision, including knowledge of theoretical frameworks and models of supervision;
- j. Teaching methods and responsibilities, including curriculum design, student assessment and theories of adult learning;
- k. Leadership and advocacy skills.

DEFINITIONS

In order to promote a clear understanding of the meanings intended in this handbook, a number of specific terms are defined.

CACREP—The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accredits master's and doctoral degree programs in counseling and its specialties that are offered by colleges and universities in the United States and throughout the world. The Ph.D. Rehabilitation

Counseling Education program received CACREP accreditation in 2017. It is accredited through October 2023. The M.S. Rehabilitation and Mental Health Counseling program at Illinois Tech is also accredited by CACREP in Clinical Rehabilitation Counseling and Clinical Mental Health Counseling through 2023. The Clinical Counseling Program with track specializations in Clinical Rehabilitation Counseling and Clinical Mental Health Counseling is currently seeking accreditation.

Fieldwork Coordinator—This individual is responsible for oversight of clinical fieldwork. This includes approving placements sites, assisting in obtaining placement sites, overseeing supervision, approving and overseeing paperwork, and discussing specific requirements for the practicum/internship experience with the practicum student or intern, as well as site supervisors.

Dr. Kelly Kazukauskas currently occupies this position within the Division of Counseling and Rehabilitation Science and may be reached directly at (312) 567-3506 or kkazukau@iit.edu.

Illinois Tech Individual Faculty Supervisor—The person assigned to provide individual supervision to practicum and internship students at Illinois Tech. This supervisor is a faculty member in the Division of Counseling and Rehabilitation Science. This individual meets with students regularly, providing personalized supervision and a review of specific on-site cases encountered by the student. Supervision includes discussions of the student's experiences, review of audio recordings, and evaluation of performance. The individual supervisor maintains regular communication with on-site supervisors and as indicated, makes on-site visits. Any dialogue regarding significant problems occurring on-site will be communicated through the individual faculty supervisor, including the practicum or internship instructor and clinical coordinator as needed. During both practicum and internship, students meet with their faculty supervisor regularly, either individually or in dyads/triads. All paperwork and evaluations must be reviewed and signed by the individual faculty supervisor, per the guidelines in the course syllabus. In some cases, especially for teaching, supervision and research internships, the faculty supervisor may also serve as the site supervisor.

Intern—A student in training who is enrolled in a specific internship course. By previously completing the academic and experiential requirements of the practicum course, this student has satisfied the prerequisites necessary to enroll in the internship component of the program.

Practicum/Internship Site—This is the field-based location where the practicum/ internship experience occurs. This site must meet Illinois Institute of Technology training program standards for the practicum/internship experience and provide opportunities for clinical counseling, research, supervision, teaching or leadership/advocacy as applicable. Internships in supervision, teaching and research may be performed at Illinois Tech.

Practicum/Internship Instructor—The faculty member who provides group supervision and instruction on a weekly basis for students in the Practicum and Internship courses. This class meets for 1 hour every week, during which individual student progress is monitored and individual case studies are presented. In this way, group supervision of students is provided. The practicum/internship instructor does NOT sign the student's clinical documentation, but everything is turned in to and reviewed by the instructor at the end of each semester, as the instructor assigns a final grade.

Practicum Student—A student in training who is enrolled in a specific practicum course. The

practicum course is an entry-level experience, focused on helping the student learn counseling and interviewing skills with individual clients.

Practicum/Internship Site Supervisor—This individual is a **clearly designated** and appropriately credentialed professional staff member at the practicum or internship site who is directly responsible for providing systematic, intensive supervision of the student's professional training activities and performance. The Practicum/Internship Site Supervisor must meet requirements defined by the IIT Division of Counseling and Rehabilitation Science, which are in line with CACREP standards. Specifically, site supervisors must provide clinical experiences in accordance with guidelines that include at least 1 hour of individual supervision every week that the student is on site.

Illinois Department of Financial and Professional Regulation (IDFPR)—This is our state's licensing board. Their website will provide you with all rules, regulations, laws and forms related to counseling licensure in the state of Illinois. It is recommended that you familiarize yourself with the IDFPR website related to counselor licensure (LPC/LCPC), as you will be utilizing it as you prepare for your professional practice.

<http://www.idfpr.com/PROFS/Info/ProfCounselor.asp>

SUGGESTED COMPETENCIES FOR PRACTICUM AND INTERNSHIP

The following competencies should provide a foundation for the student's practicum/internship experience. This list is not intended to be comprehensive. Specific sites may emphasize particular competencies over others.

1. COUNSELING

- a. scholarly examination of theories relevant to counseling
- b. integration of theories relevant to counseling
- c. conceptualization of clients from multiple theoretical perspectives
- d. evidence-based counseling practices
- e. methods for evaluating counseling effectiveness
- f. ethical and culturally relevant counseling in multiple settings

2. SUPERVISION

- a. purposes of clinical supervision
- b. theoretical frameworks and models of clinical supervision
- c. roles and relationships related to clinical supervision skills of clinical supervision
- d. opportunities for developing a personal style of clinical supervision
- e. assessment of supervisees' developmental level and other relevant characteristics
- f. modalities of clinical supervision and the use of technology
- g. administrative procedures and responsibilities related to clinical supervision
- h. evaluation, remediation, and gatekeeping in clinical supervision

- i. legal and ethical issues and responsibilities in clinical supervision
- j. culturally relevant strategies for conducting clinical supervision

3. TEACHING

- a. roles and responsibilities related to educating counselors
- b. pedagogy and teaching methods relevant to counselor education
- c. models of adult development and learning
- d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
- e. effective approaches for online instruction
- f. screening, remediation, and gatekeeping functions relevant to teaching
- g. assessment of learning
- h. ethical and culturally relevant strategies used in counselor preparation
- i. the role of mentoring in counselor education

4. RESEARCH AND SCHOLARSHIP

- a. research designs appropriate to quantitative and qualitative research questions
- b. univariate and multivariate research designs and data analysis methods
- c. qualitative designs and approaches to qualitative data analysis
- d. emergent research practices and processes
- e. models and methods of instrument design
- f. models and methods of program evaluation
- g. research questions appropriate for professional research and publication
- h. professional writing for journal and newsletter publication
- i. professional conference proposal preparation
- j. design and evaluation of research proposals for a human subjects/institutional review board review grant proposals and other sources of funding
- k. ethical and culturally relevant strategies for conducting research

5. LEADERSHIP AND ADVOCACY

- a. theories and skills of leadership
- b. leadership and leadership development in professional organizations
- c. leadership in counselor education programs
- d. knowledge of accreditation standards and processes
- e. leadership, management, and administration in counseling organizations and other institutions

- f. leadership roles and strategies for responding to crises and disasters
- g. strategies of leadership in consultation
- h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession
- i. role of counselors and counselor educators advocating on behalf of the profession and professional identity
- j. models and competencies for advocating for clients at the individual, system, and policy levels
- k. strategies of leadership in relation to current multicultural and social justice issues
- l. ethical and culturally relevant leadership and advocacy practices

FIELDWORK REQUIREMENTS

The Rehabilitation Counseling Education program at Illinois Tech requires Practicum and internship experiences that meet or exceed CACREP requirements to ensure accreditation. Students must have a minimum of 100 hours in a supervised practicum experience with at least 40 hours of direct client contact to people with disabilities, chronic illnesses, and/or mental health issues that contributes to the development of counseling skills. Furthermore, students must complete 600 hours of internship, focusing on three of the five core areas: counseling, teaching, supervision, research, and leadership and advocacy. Students typically complete this as three 200-hour internship experiences.

Skill and Competency Requirements

Prior to beginning each clinical fieldwork experience students must meet a set of requirements, as outlined in the *Clinical Fieldwork Checklist*. **Doctoral students must be covered by individual professional counseling liability insurance policies while enrolled in practicum, counseling internship and supervision internship.**

The faculty in the Division of Counseling and Rehabilitation Science have an ethical responsibility to ensure that each student is adequately prepared for field-based clinical counseling work. Please note that the program faculty make the final decision about a student's readiness for clinical placement/advancement and reserve the right to, at any time prevent a student from entering or remove a student from his or her clinical training, if there is any question about that student's level of skill, competency, or ability to successfully serve clients in a therapeutic capacity.

Selecting Practicum/Internship Placement Sites

Students are expected to research, apply for, and obtain their own practicum and internship sites, abiding by all policies and procedures related to placement. This process, which is done with the assistance and supervision of the Fieldwork Coordinator and in conjunction with the program faculty as a whole, should be treated like a professional job search. The Clinical Coordinator must approve all fieldwork placements. As needed, the Fieldwork Coordinator will assist students with matching interests and geographical location in which they live as they choose a fieldwork site. The selection of a fieldwork setting is viewed as a highly individualized matter which must take into consideration the student's personal interests, training needs, skills and weaknesses, along with the needs of the community. It is the responsibility of the counselor-in-training to secure fieldwork placements. It is meant to provide the counselor in training with an intense confrontation with the demands of an agency, exposure to the problems clients face, and foster personal and professional growth. provides an overview of faculty, student, and placement site requirements and expectations, which can be provided to potential fieldwork sites in order to assist them in determining if they meet the criteria for becoming a

placement site. All practicum/ internship sites should provide students with direct client contact and opportunities to counsel clients, representative of the essential demographic diversity exhibited within that student's community.

Sites must also provide the practicum student or intern with opportunities to perform, under appropriate supervision, all activities that a regularly employed staff member (occupying the professional role to which the practicum student or intern aspires to be) is expected to perform. These activities must be within the scope of rehabilitation counseling training. All sites must be approved by IIT ahead of time. The practicum and internship experiences are typically completed over four semesters, dependent on the situation. These semesters represent the minimal amount of time necessary to complete the practicum/internship experience. In some cases, additional time may be indicated. Internship hours may NOT be collected during the Practicum course.

Please note that the Practicum/Internship Site Supervisor must meet the criteria as described on pages 12-13 of this manual, in order to supervise students. This supervisor must make appropriate provisions for the student's orientation to the practicum or internship site (procedures for assigning clients, emergency procedures, site-specific limits to confidentiality, etc.), providing on-site student working space. Student goals are developed with the assistance of this supervisor, who maintains responsibility for on-site continuity throughout the practicum/internship experience. This supervisor assists in the evaluation of student performance relative to the stated objectives of the practicum/internship experience, by completing various forms that will be explained in the practicum syllabus.

Though all practicum and internship placements should be initially discussed with the Fieldwork Coordinator, **the responsibility to secure a placement lies entirely with the student.** A directory of approved placement sites is available through the Clinical Coordinator, but this is not exhaustive; students are strongly encouraged to explore the variety of opportunities that exist in and around the Chicagoland area. Students may request sites not included in this directory, but these requests must be made with the cooperation of the Fieldwork Coordinator. In the case of previously unapproved sites, some initial site screening may be required. In some cases, it may be possible for a student to utilize his/her present work site for the practicum/internship experience. However, this possibility is dependent upon specific work tasks encountered at the site in question. Any placement of this nature must be approved by the Fieldwork Coordinator and the student's work site supervisor.

The practicum/internship experience may be paid or unpaid. Specific sites should be contacted directly regarding remuneration policies for practicum students and interns. It is recommended that students leave adequate time for the set-up of the practicum/internship site as some sites may require a lengthy interview and assignment process. The average amount of time to allot is 4-6 months from start to finish.

Once students have successfully established the practicum or internship site, students must complete the *Site Establishment Form* (Appendix A) and turn it in to the Fieldwork Coordinator as soon as possible. Teaching, research and supervision internships are available at Illinois Tech through faculty research centers and labs, undergraduate teaching in psychology, Illinois Tech Student Health and Wellness Counseling Center, and graduate teaching and supervision in the M.S. Clinical Counseling program.

Fieldwork Course Descriptions

PSYC 549-02 Advanced Counseling Practicum

A focus on practicing counseling skills with clients in one-on-one and/or group settings is essential for the practicum learning experience. Students are required to work at a practicum site, completing 100 hours with at least 40 hours involving direct client contact with people with disabilities, chronic illnesses, and/or mental health issues that contributes to the refinement of counseling skills. Students in practicum will increase their awareness and understanding of the unique values, beliefs, and behaviors of individuals who are different than themselves. Furthermore, students will learn to adjust their communication style, counseling skills, and offer

services to meet the client's goals.

1. Students must obtain approval of their practicum site from the Division of Counseling & Rehabilitation Science Clinical Coordinator prior to beginning a Practicum experience.
2. Students will engage regularly in individual or triadic supervision throughout the practicum experience by a program faculty member. Students are also required to participate in weekly supervision sessions that average one hour per week with their site supervisor. Students will also receive 1 hour per week of regular group supervision in a classroom format by a program faculty member. During these sessions supervisors will regularly review audiotapes and will work with students on problem solving client concerns and conceptualizing cases to bring them to closure. Student performance and competency will be evaluated using the *Advanced Counseling Skills Rubric* (Appendix J).
3. During the first week of the Practicum a *Fieldwork Experience & Supervision Contract* (Appendix B) will be developed through a collaborative process involving the Site Supervisor, Student, and program faculty. The purpose of this process is to develop written expectations, procedures and policies for the student and supervisor. The fieldwork experience and supervision contract must include the following:
 - a. Clinical placement and supervision agreement, including start and finish dates, a weekly schedule, and day/time of weekly supervision meetings;
 - b. Student goals and learning objectives, as they relate to the criteria for the Practicum experience and the work at the specific placement site;
 - c. Specific student roles and responsibilities at the Practicum site, including work assignments, documentation, and the performance of the tasks required of an employed counselor at the agency or organization; and
 - d. An attachment from the site including an orientation to program components, policies and procedures, introduction to staff and their role and function, identification of the expectations for practicum students, confidentiality and due process procedures, risk assessment, and the Code of Professional Ethics for Rehabilitation Counselors and of the American Counseling Association.
4. To advance the students' basic rehabilitation and mental health counseling skills the Practicum will include different instructional experiences, including audiotapes or live supervision of the counseling sessions. Students may review audiotaped sessions from their practice with their faculty supervisor and/or their on-site supervisor, dependent on the situation. Client consent is required prior to the taping of sessions (see *Client Audiotaping Consent Form* in Appendix K). Furthermore, students will be expected to complete several case presentations during group supervision (with client consent – Appendix L), and to document activities, progress and summaries specific to counseling in a weekly log or case note format, dependent on the requirements of the site. Student performance and competency will be evaluated using the *Advanced Counseling Skills Rubric* (Appendix J).
5. The Site Supervisor and Faculty Supervisor will be required to complete a midterm and final evaluation of the student reviewing the students' progress and performance of rehabilitation and mental health counseling skills. The faculty evaluations will be completed only after receipt of the site supervisor evaluations, and will include a telephone conference with the site, as needed. The Faculty Supervisor will also periodically check in with the Site Supervisor about student's progress and will coordinate site

visits/meetings with the site supervisor and student, as indicated. The *Student Evaluation Forms* for both Site Supervisors and Faculty Supervisor can be found in Appendix F and Appendix G respectively.

6. The faculty instructor/group supervisor, in conjunction with the student's individual faculty supervisor, is responsible for assigning a final grade in the Practicum course. This is based heavily on input from the site supervisor, especially in relation to the student's performance evaluations. Upon completion of the course students will receive a passing ("S") or not passing ("U") grade based on the evaluation of the student's counseling performance throughout the practicum (including performance at the practicum site and participation during individual and group supervision). This will also include documentation of a formal evaluation after the student completes the practicum. For additional information see Clinical Evaluation section below.

****Students must receive a passing grade in PSYC 549-02 to continue on to Internship.***

Note. Students typically choose a case from their practicum experience to serve as their case for the Doctoral Oral Qualifying Examination.

PSYC 589 Internship in Rehabilitation Counseling Education

Students will have supervised internship activities that include a minimum of 600 hours of applied experience in an agency/program and that encompass at least three of the five core areas: counseling, supervision, teaching, research, leadership and advocacy

1. Students must seek approval of their internship site from the Division of Counseling and Rehabilitation Science Clinical Fieldwork Coordinator prior to beginning an internship experience.
2. Students in the program typically complete three 200-hour internships. Students are encouraged to complete their 600-hours of experience at different placement sites to obtain a more well-rounded experience upon graduation; however, this is not a requirement. Students completing an internship in counseling are required to obtain a minimum of 60 direct service hours during that internship.
3. Students will receive weekly interaction that averages one hour per week of individual supervision throughout the internship, usually performed by the onsite supervisor. Each student is also assigned a faculty supervisor with whom he/she will meet on a regular basis throughout the semester. Students concurrently attend an average of 1 hour per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
4. During the first week of the Internship a *Fieldwork Experience & Supervision Contract* (Appendix B) will be developed through a collaborative process involving the Site Supervisor, Student and Faculty Advisor. The purpose of this process is to develop written expectations, procedures and policies for the student and supervisor. The fieldwork experience contract must include the following:
 - a. Placement and supervision agreement, including start and finish dates, a weekly schedule, and day/time of weekly supervision meetings;
 - b. Student goals and learning objectives, as they relate to the criteria for the Internship experience and the work at the specific placement site;
 - c. Specific student roles and responsibilities at the Internship site, including work assignments, documentation, and the performance of the tasks required of an employed counselor at the

agency or organization; and

- d. An attachment from the site including an orientation to program components, policies and procedures, introduction to staff and their role and function, identification of the expectations for interns, confidentiality and due process procedures, risk assessment, and the Code of Professional Ethics for Rehabilitation Counselors and of the American Counseling Association.
5. To advance the students' skills the Internship will include different instructional experiences, depending on the specific site and nature of the internship. Students in a counseling-focused internship will follow the procedures outlined in Practicum (described above) and will regularly evaluated by the faculty supervisors using the *Advanced Counseling Skills Rubric* (Appendix N). During internship, audiotaping of counseling sessions is not mandatory unless indicated as required by the group and/or faculty supervisor. This is done on an individual basis for the development of an individual student's counseling skills. In such cases, the student must ensure that he/she is at a site where the provision of the opportunity to develop program appropriate audio/video recordings for use with supervision or to receive live supervision of his or her interactions with clients is possible. Informed consent must be obtained (Appendix K).
6. The Site Supervisor and Faculty Supervisor will be required to complete a midterm and final evaluation of the student reviewing the students' progress and performance. The faculty evaluations will be completed only after receipt of the site supervisor evaluations, and will include a telephone conference with the site, as needed. The Faculty Supervisor will also periodically check in with the Site Supervisor about student's progress and will coordinate site visits/meetings with the site supervisor and student, as indicated. The *Student Evaluation Forms* for both Site Supervisors and Faculty Supervisor can be found in Appendix F and Appendix G respectively.
7. The faculty instructor/group supervisor, in conjunction with the student's individual faculty supervisor, is responsible for assigning a final grade in the internship course. This is based heavily on input from the site supervisor, especially in relation to the student's performance evaluations. Upon completion of the course students will receive a passing ("S") or not passing ("U") grade based on the evaluation of the student's counseling performance throughout the internship (including performance at the internship site and participation during group supervision).

Supervisor Qualifications and Support

1. **Program faculty** members serving as individual or group practicum/internship supervisors must have the following:
 - a. A doctoral degree and/or appropriate counseling preparation, preferably from a counselor education program;
 - b. Relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling;
 - c. Relevant supervision training and experience;
 - d. Counseling licensure in the state of Illinois and a CRC.
2. **Site supervisors** must have the following qualifications:
 - a. Minimum of a master's degree in counseling, rehabilitation counseling, or a closely related field.

- b. Equivalent qualifications, including appropriate certifications and/or licenses (preferably licensed for independent practice). Examples: LCPC, LCSW, LP, CRC
- c. Minimum of 2 years post-masters of pertinent professional experience in the program area in which the student is enrolled.
- d. Relevant training in counseling supervision. (This is provided through IIT several times per year)
- e. Knowledge of the program's expectations, requirements and evaluation procedures for students (provided by IIT fieldwork coordinator).
- f. Must be willing to: 1) meet weekly with the student for one hour of supervision; 2) review audiotaped sessions of client interactions with the student and provide guidance and feedback as required; and 3) provide evaluation of the student's performance throughout the practicum/internship, including documentation of a formal evaluation at midterm and after the student completes the practicum/internship experience.
- g. Must review and sign a *Site Supervisor Contract*, including the Supervisor Information Form (Appendix C).

Direct Client Contact (applicable for practicum and counseling internship)

Direct Client Contact consists of activities where students are working directly with/in the presence of a client and/or a client's family member or treatment team. This includes but is not limited to the following:

- Counseling (individual, group, couples, and family);
- Intake Interviews;
- Psycho-educational training (Informational, job seeking skills training, social skills training, etc.);
- Directly assisting a client in your presence with a job search;
- Working alongside a present client on a resume, cover letter or job application;
- Assessments and evaluations;
- Treatment team meetings;
- Working with clients in the community (ex: at a supported employment site);
- Speaking to clients on the phone (or perhaps speaking with a guardian about a client);
- Completing case notes.

Recording Procedures

Practicum students may audio-record counseling sessions during the practicum experience. The Internship experience does not require audio-recording unless indicated and/or requested by one of the student's supervisors. *Please note that students cannot record on cell phones, tablets, or any personal devices.* Recording of these sessions must be approved by the involved clients through Informed Consent. *Informed Consent Forms* for this purpose are included within this handbook (Appendix K). These forms need to be signed by clients themselves or by a client's guardian. Individual practicum or internship sites may have their own consent forms, which students should use accordingly. If sites do not have their own forms, the consent forms included in this handbook may be used, with Site Supervisor approval. **Audio-recordings can be erased after supervision is complete and all recordings should be erased at the completion of the course.**

Professional Behavior

Students in the program are expected to adhere to the most current versions of the Code of Ethics for

Rehabilitation Counselors and the Code of Ethics for the American Counseling Association (ACA) and to all related HIPAA guidelines, which set national standards for the security of protected health information. In addition, the rules of decorum and the expectations of responsible workplace behavior that apply to all professionals apply to Rehabilitation Counseling Education students. It is incumbent upon students to exercise sound judgment on any specific service or in any agency where they are assigned. Students are to be held accountable to the policies and procedures dictated by the agency/program within which they are working. Specifically, students must adhere to agency/program policies with regard to issues such as work procedure, hours, absence from work, confidentiality, and dress code.

Policy on Dismissal from Practicum/Internship

Program faculty have the responsibility and retain the right to review, at any time, any circumstance or behaviors by a student that could affect the student's status in the practicum/internship experience. Faculty also maintain the right to, at any time, review competencies for individual professional practice that may impact whether a student may enter into and/or continue in his or her clinical experiences and therefore the Rehabilitation Counseling Education program. Faculty has the right and responsibly to review students whose demeanor or behaviors might threaten the welfare or well-being of a client. Following are offered as examples of circumstances or performances that may be the basis for dismissal from practicum/internship:

1. Academic misconduct or dishonesty;
2. Criminal conviction/felony;
3. Failure to comply with established university or program timetables and requirements;
4. Unethical or unprofessional conduct;
5. Cognitive, affective, and/or behavior impairments that obstruct the training process and/or threaten the welfare of others;
6. Violation of HIPAA;
7. Substance abuse.

Completion of all fieldwork is required for graduation from the Rehabilitation Counseling Education program. If a student has been dismissed from fieldwork, the student will be required to leave the program.

Expectations of Students, Sites and Faculty during Fieldwork

From the university, students will be assisted with the following:

1. The selection of practicum and internship sites which seem appropriate to their strengths and interests;
2. The identification of specific goals and objectives on which to focus for a particular semester;
3. The completion of an Agency Experience & Supervision Contract which will be made specifically between an individual student and that student's onsite supervisor. Each student, his/her agency supervisor and the Illinois Tech supervisor will communicate within the first three weeks of the semester to review the goals identified in the contract and to facilitate revision of those goals as necessary.
4. Individualized supervision of each student for an average of 60 minutes each week throughout the semester by Illinois Tech faculty member an/or onsite supervisor; this involves both the review of tapes of counseling interviews and discussion of specific issues and intervention alternatives as they relate to the clinical placement;
5. Group supervision for an average of 60 minutes each week during which time discussion of advanced counseling techniques, case analysis, ethical issues and procedural concerns related to working within the field of rehabilitation will be facilitated;
6. Remaining available to onsite supervisors throughout the semester to discuss the student's progress, as well as problem solve any issues that may arise for the student in his/her work with the agency.

Expectations of the **practicum/internship sites** include the following:

1. One staff member will be designated as having primary responsibility for the supervision of an individual student; supervisors should have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses. The supervisor should have a minimum of 2 years of pertinent professional experience post-masters;
2. Site supervisors are expected to have knowledge of the program's expectations, requirements, and evaluation procedures for students. An orientation is held at the beginning of each semester for site supervisors to attend and they will be provided with the Fieldwork Manual. For practicum and counseling-focused internships, site supervisors are required to have relevant training in counseling supervision. Illinois Tech faculty will also provide training opportunities around counseling supervision and an orientation to the training program each semester;
3. The site supervisor should participate actively in the formulation of realistic goals for the student given the realistic constraints of the agency;
4. The site supervisor should arrange weekly individualized supervision meetings for approximately one hour per week to provide supervision;
5. The site supervisor is required to participate in the evaluation procedures required by Illinois Tech.*

*Supervisors are urged to contact the student's individual faculty supervisor at any time and as often as appears warranted to facilitate the professional development and appropriate advisement of the student.

Students will be responsible for the following:

1. To take a timely, proactive role in researching, applying for, and obtaining practicum/internship sites and initiating contact regarding potential placement;
2. To follow the requirements relative to professional conduct and demeanor dictated by the Illinois Tech Rehabilitation Counseling Education Fieldwork Manual and the norms of the agency;
3. To abide by the ACA Code of Ethics, The CRCC Code of Ethics, and HIPAA guidelines;
4. To be responsible for actively seeking to attain the goals identified in the contract for the semester;
5. To attend all individual and group supervision meetings on campus and at the training site;
6. To participate in additional in-service training as provided by the agency, whenever possible;
7. To maintain a weekly log throughout the experience reflecting experiences as well as areas of learning and questions regarding the field and issues; this will be reviewed throughout the semester during group supervision;
8. To complete all documentation in a timely, effective manner in order to ensure that the clinical experience is meeting the expectations and requirements of the program;
9. To actively seek out new knowledge and information that will assist them in learning and growing as a professional at their training site.

Documentation

Agency Experience & Supervision Contract: A contract between the student, the site and the university which outlines specific goals and expectations of the students. Also dictates the start and finish dates of the clinical experience as well as the day/time of weekly supervision meetings. This must be completed and signed

your on-site supervisor and your faculty supervisor within the first two weeks of class. (Appendix B)

Weekly Reports: A weekly report which outlines the activities you completed at your placement site. Specifically, this report documents your direct contact hours (if applicable), including individual counseling and group counseling services provided. These reports must be completed on a weekly basis and signed by both your Site Supervisor, your individual Illinois Tech supervisor, and by you. This document cannot be hand-written. (Appendix D) (*note*. weekly reports are only required for practicum and counseling-focused internship).

Log of Hours: Students are required to maintain a log of their hours on a weekly basis. This log is in an excel document that automatically calculates your hours – both total hours and direct client contact hours (if applicable). This Log of Hours cannot be hand-written and the hours on the log must exactly match the hours on the Weekly Reports for practicum and counseling-focused internships. The Log of Hours will be checked regularly during group supervision class. The final log turned in at the end of the semester must be signed by your site supervisor, your individual Illinois Tech supervisor, and by you. (Appendix E)

Client Consent Forms (if applicable): Informed Consent must be obtained and a form must be signed by each client (or the client’s legal guardian) before you audio record sessions or present cases in class. Separate Informed Consent forms must be completed for your intake summary and case presentations as well.

Midterm Student Evaluation. Midterm evaluations will be completed by the student’s Site Supervisor, followed by an evaluation completed by the Individual Faculty Supervisor (with input from the group supervisor). Students must provide their Site Supervisors with the midterm evaluation form as the middle of the semester approaches. Students will be asked to complete a self-evaluation as well, to assist in personal growth and the ability to complete a critical self-analysis. Students should meet with their Site Supervisor to review the completed evaluation and discuss progress, and both individuals should sign the form. This should then be reviewed with and signed by your Illinois Tech Faculty Supervisor, who will then complete your Individual Faculty Evaluation. If the midterm evaluation is not provided to the Individual Faculty Supervisor by the deadline, he or she will immediately contact the Site Supervisor and schedule a meeting.

Final Student Evaluation. Final evaluations will be completed by the student’s Site Supervisor and individual Faculty Supervisor (with input from the group supervisor). Students must provide their Site Supervisors with the final evaluation form as the end of the semester approaches. It is recommended that you complete a self-evaluation as well, for comparison purposes when reviewing the evaluation with your supervisor. Students should meet with their Site Supervisor to review the completed evaluation and discuss overall performance, and both individuals should sign the form. This should then be reviewed with and signed by your Illinois Tech Faculty Supervisor. If the final evaluation is not provided to the Individual Faculty Supervisor by the deadline, he or she will immediately contact the Site Supervisor and schedule a meeting.

Additional evaluation forms completed by the student. Students are required to evaluate their Site and individual Illinois Tech Faculty Supervisor at the end of the semester and submit to the Illinois Tech Clinical Coordinator. This will assist in planning and evaluation of sites and supervisors in the future.

Evaluation

The practicum and internship courses are graded with S (satisfactory) or U (unsatisfactory). This appraisal incorporates information from various sources including personal contact with the student during individual and group supervision, results of the competency evaluations by group and individual faculty supervisors (Appendix M & N), evaluations and feedback provided by the on-site agency supervisor, and the proper and timely completion of all assignments, forms and paperwork. Consequently, the student's performance with regard to clinical judgment and professional behavior will be assessed in all settings and not necessarily reflect only the on-site performance (also see Student Evaluation section of Program Manual). However, it is important to note that even if everything else has been completed, ***the Final Evaluation by the site supervisor must reflect scores***

that are Average or above in order for a student to pass this course. If needed, a collaborative meeting with you and your supervisors will be completed and additional input from your site supervisor will be sought.

All documentation including the evaluation forms completed by the fieldwork supervisor and faculty supervisor becomes part of the student's departmental record. Although the transcript will bear either a passing/not passing indication of performance, the documentation recorded in the student's departmental record will be used for the purposes of planning for future placements and for providing references to potential employers.

Revised as of 7/12/2022

Appendix A

Site Establishment Form

Illinois Institute of Technology
DIVISION OF COUNSELING AND REHABILITATION SCIENCE
Fieldwork Establishment Form: Practicum and Internship

Student Name:

Established Training Site:

Facility/Program Website:

Facility/Program Address:

Site Supervisor Name:

Supervisor Contact Information (Must include both an email address and phone number)

Site Supervisor Credentials: Highest Degree Earned: _____

Degree Area: _____

License/Certification(s)*: _____

Years of Experience Post-Master's Degree:

Has your supervisor had clinical supervision training? (Circle one) YES NO

Please provide a description of your site and your primary work responsibilities:

Appendix B

Fieldwork Experience & Supervision Contract

Illinois Institute of Technology
Division of Counseling and Rehabilitation Science
Rehabilitation Counseling Education
Fieldwork Experience & Supervision
Contract

Student: Click here to enter text. **Date:** enter a date. **Term:** enter text.

Email Address: Click here to enter text. **Phone:** enter text.

Clinical Training: Practicum Internship I Internship II Internship III

Total Clock Hours Needed: enter text. **Internship Focus:** enter text.

Clinical Placement & Supervision Agreement:

Start Date: enter a date. **End Date:** enter a date.

Work Schedule: **M:** enter **T:** enter **W:** enter **Th:** enter **F:** enter

Sat: enter **Sun:** enter *(Put specific times in blanks, e.g., 8:00am to 5:00pm)*

Scheduled Weekly Supervision with Site Supervisor: Click here to enter text.
(Provide day of the week and time)

Site Supervision Information:

Fieldwork Site: Click here to enter text.

Mailing Address: Click here to enter text.

Site Supervisor: Click here to enter text.

Supervisor's Title: Click here to enter text.

Credentials/License/Certification: Click here to enter text.

Supervisor Telephone: enter text. **Email:** enter text.

Student's Goals & Learning Objectives: (At least 4 learning objectives must be listed)

Click here to enter text.

Specific Student Responsibilities:

Click here to enter text.

Signatures:

Student: _____ Fieldwork Supervisor: _____

Faculty Supervisor: _____

Course Grade: _____ Date: _____

Appendix C

Site Supervisor Clinical Supervision Contract

Illinois Institute of Technology
Department of Counseling and Rehabilitation Science

CLINICAL SUPERVISOR CONTRACT

As the cooperating counseling professional who will have direct responsibility for this practicum or internship student, I will be responsible for:

Assistance in Developing the Practicum or Internship Agreement

I will meet with the practicum or internship student to discuss and complete the practicum or internship agreement. During this meeting, I will collaborate with the student in developing their goals for the clinical experience (i.e. what they want to learn, strengthen, gain, etc.). I will provide suggestions and guidance in terms of realistic goals and activities that can be completed within the time constraints of this clinical experience.

Orientation

I will provide an orientation to the practicum or internship site/position. This orientation will include general information about the site, an overview of the administrative structure, and the role of the counseling office within the overall helping community. I will also make sure to introduce the practicum or internship student to other staff at the site and individuals in other areas with whom the student will interact.

Supervision

I will spend a minimum of one hour a week in direct supervision of the practicum or internship student. Initially, sessions may cover such topics as review of the practicum or internship agreement, orientation to the workplace, and start-up work on outlined activities. As the clinical experience progresses, I will spend time reviewing the student's progress in meeting the specific requirements of the agreement, consultation concerning on-going caseload, discussion of professional concerns as they affect the workings of the site, or other relevant topics. I will provide the practicum or internship student with constructive feedback on his or her performance and share insights and experience with the student for the practicing professional.

Role Modeling

I will serve as a professional role model for the practicum or internship student in job performance, personal growth, and professional and ethical behavior. As a site supervisor it is expected that I possess appropriate training, knowledge, and experience in a recognized helping profession, preferably counseling.

Taping

As required, I will assist in facilitating the practicum or internship students need to tape as part of their clinical training. I understand that this process facilitates the professional development of students and assists in quality control of services delivered to clients. I will help students identify clients that will be amenable to audiotaping of sessions for training and university supervision purposes. I will review audiotapes as is appropriate and needed during our weekly one hour supervision sessions.

Site/Faculty Supervisor Collaboration

I recognize the necessity of maintaining close contact with the students' faculty supervisor, to facilitate growth and to assist in a smooth progression through the practicum or internship process. As needed I will meet with the student's faculty supervisor to review student performance and any concerns. As a practicum or internship site, I realize contact may be by phone or a site visit, to be determined, based on need, by the student's faculty supervisor.

Evaluation

I will provide on-going feedback to the student concerning his or her performance of agreed upon duties, as well as his or her overall performance and behavior at the practicum or internship site.

I will participate in the practicum or internship student's mid-semester evaluation. I will set up a conference with the student to assess his or her work toward goals that were established at the beginning of the semester. I will complete the mid-term evaluation form, review it with the student and submit it to the practicum/internship instructor at IIT. I will also conduct a formal final evaluation with the student at the end of the semester and submit it to the practicum/ internship instructor at IIT after reviewing it with the student.

Supervisor

Date

Illinois Institute of Technology
Division of Counseling and Rehabilitation Science

Supervisor Information Sheet

Facility/Company Name	
Facility/Company Address	
Primary Population(s) Served	
Clinical Supervisor's Name	
Clinical Supervisor's Contact Information (email address & phone number)	
Highest Degree Earned	
Degree Area	
License/Certification Type and Number(s)	
Years of Experience (post-master's degree)	
Clinical Supervision Training (Please describe)	

Appendix D

Weekly Report Form

Illinois Institute of Technology
Division of Counseling and Rehabilitation Science
Rehabilitation Counseling Education Program

Practicum/Internship Weekly Report

Student Name: [Click here to enter text.](#)

Date: [Click here to](#)

Site: [Click here to enter text.](#)

Supervisor: [Click here to enter text.](#)

Week #: [enter](#) **Dates: From** [Click here to enter a date.](#) **to** [Click here to enter a date.](#)

Overall Weekly Hours: [enter text.](#)

Cumulative Hours: [enter text.](#)

SUPERVISION:

Individual Site Supervision:

Day: [Click here to enter a date.](#)

Time: [Click here to enter text.](#)

Group Supervision:

Day: [Click here to enter a](#)

Time: [Click here to enter text.](#)

Individual Faculty Supervision:

Day: [Click here to enter a](#)

Time: [Click here to enter text.](#)

DESCRIPTION OF ACTIVITIES:

Direct Client Service and Contact:

[Click here to enter text.](#)

Activities related to internship focus area (counseling, supervision, teaching, research, leadership/advocacy):

[Click here to enter text.](#)

Trainings/seminars/meetings attended:

[Click here to enter text.](#)

Other significant activities/Personal development:

[Click here to enter text.](#)

Comments (Include any questions, unusual incidents or important information.)

[Click here to enter text.](#)

Student Signature: _____

Site Supervisor Signature: _____

Faculty Supervisor Signature: _____

Date: _____ **Date:** _____ **Date:** _____

Appendix E

Log of Hours Form

Illinois Institute of Technology
 PSYC 549, 578, 579, 589-Counseling Focus
 Log of Clinical Hours

Student: _____ IIT ID#: _____
 Semester: _____ Site name: _____

Minimum requirement: 200 hours for PSYC 549. 300 (FT)/600 (PT) hours for PSYC 578, PSYC 579, and PSYC 589.
 Average weekly direct service hours: 5 for PSYC 549. 8(FT)/16(PT) for PSYC 578, PSYC 579, and PSYC 589

Record your time in terms of hours on site/hours of direct service. Example: M 8 / 6

<u>Week of:</u>			<u>Week of:</u>			<u>Week of:</u>			<u>Week of:</u>		
Day	Total	Direct	Day	Total	Direct	Day	Total	Direct	Day	Total	Direct
Total:	0	0	Total:	0	0	Total:	0	0	Total:	0	0
<u>Week of:</u>			<u>Week of:</u>			<u>Week of:</u>			<u>Week of:</u>		
Day	Total	Direct	Day	Total	Direct	Day	Total	Direct	Day	Total	Direct
Total:	0	0	Total:	0	0	Total:	0	0	Total:	0	0
<u>Week of:</u>			<u>Week of:</u>			<u>Week of:</u>			<u>Week of:</u>		
Day	Total	Direct	Day	Total	Direct	Day	Total	Direct	Day	Total	Direct
Total:	0	0	Total:	0	0	Total:	0	0	Total:	0	0
<u>Week of:</u>			<u>Week of:</u>			<u>Week of:</u>			<u>Week of:</u>		
Day	Total	Direct	Day	Total	Direct	Day	Total	Direct	Day	Total	Direct
Total:	0	0	Total:	0	0	Total:	0	0	Total:	0	0

I assert the time recorded above is a true and accurate representation of my work at this fieldwork site.

		0	0
Student Signature	Date	Total # of Hours	Total # of Direct Hours

Certified by Internship Site Supervisor _____ Print _____ Signature _____ Date Certification/License #	Certified by Faculty Advisor _____ Print name _____ Signature _____ Date Certification/License #
---	---

Appendix F

Student Evaluation Form by Site Supervisor
(Midterm and Final)

Illinois Institute of Technology
Division of Counseling and Rehabilitation Science
Clinical Counseling Program

Evaluation of Student Performance by Site Supervisor

Practicum

Student: _____

Evaluation Timeframe: (check appropriate box)

- Midterm Evaluation
- Final Evaluation _____

On-Site Supervision Information:

Practicum Site: _____

Address: _____

Supervisor Name: _____ Title: _____

CRC# / License#: _____

Phone Number: _____ Email Address: _____

Definition of Rating Terms:

Excellent: Performing at a level greatly above that normally expected of a graduate practicum/intern student.

Above Average: Performing at a level considerably above that normally expected of a graduate practicum/intern student.

Average: Performing at a level that might be expected of a graduate practicum/intern student.

Below Average: Performing at a level somewhat below that expected of a graduate practicum/intern student.

Not Acceptable: Performs at a level considerably below that expected of a graduate practicum/intern student.

No Basis: No basis exists on which to evaluate the graduate practicum/intern student.

Skills in Counseling and Interviewing

	Excellent	Above Average	Average	Below Average	Not Acceptable	No Basis
Establishing and maintaining an effective counseling relationship; maintaining a focus on optimal human development and wellness.						
Exhibiting good listening skills.						
Developing positive rapport with clients.						
Identifying and helping clients to understand his/her strengths, weaknesses and needs.						
Helping client to establish and understand goals and objectives of counseling.						
Accepting client's individuality without imposing one's own values or standards.						
Adhering to professional, ethical and legal standards.						
Ability to utilize counseling technique (e.g., confrontation, reflection) appropriate to the situation.						
Effectiveness in facilitating groups and managing group dynamics.						
Effectiveness in counseling/working with families and/or couples in a therapeutic manner.						
Application of multicultural counseling competencies in counseling with clients.						
Use of the principles and practices of diagnosis, treatment, referral, and prevention in counseling with clients.						
Ability to effectively to initiate, maintain, and terminate counseling.						

Case Management

	Excellent	Above Average	Average	Below Average	Not Acceptable	No Basis
Reviewing referral information, identifying available resources and determining jointly, with the consumer, an appropriate treatment plan.						
Identifying and implementing appropriate strategies to accomplish rehabilitation and/or mental health goals using agency/program resources.						
Coordinating, implementing and following through on goals/plans.						
Maintaining accurate case records and other necessary documentation.						
Communicating with other service providers involved with the consumer.						
Demonstrating skills in job analysis, work site modification, and application of appropriate technology.						
Demonstrating skills in job development, placement, employer contracts, supported employment, follow-up and/or follow-along services.						
Ability to promote client understanding of and access to a variety of community resources while and providing education and advocacy.						

Assessment and Diagnosis

	Excellent	Above Average	Average	Below Average	Not Acceptable	No Basis
Selects appropriate assessment interventions to assist in diagnosis and treatment planning.						
Skill in conducting intake interviews, mental status evaluations, a biopsychosocial history, mental health history, and psychological assessments for treatment planning and caseload management.						
Ability to screen for addiction, aggression and danger to self and/or others, as well as for co-occurring disorders.						
Demonstrates appropriate use of diagnostic tools, including current edition of the DSM to describe symptoms and clinical presentation of clients with mental and emotional impairments.						

Ability to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with treatment team.						
---	--	--	--	--	--	--

Work Habits and Professional Characteristics

	Excellent	Above Average	Average	Below Average	Not Acceptable	No Basis
Prioritizing, planning and organizing work effectively, efficiently.						
Finishing work in a timely fashion.						
Maintaining quality of work standards.						
Exhibiting flexibility in the work setting.						
Expressing him/herself well orally and in writing.						
Getting along effective with colleagues.						
Ability to effectively initiate, maintain, and terminate counseling.						
Ability to monitor one's own physical, psychological, social and spiritual well-being.						
Adhering to agency/program policies (attendance, punctuality, time off, etc.)						
Following agency/program procedures (paperwork, chain of command, etc.)						

Supervision

	Excellent	Above Average	Average	Below Average	Not Acceptable	No Basis
Attendance and preparation for supervisory session.						
Conceptualizing and presenting cases.						
Explaining the rationale for an intervention.						

“Hearing” and following through on supervision decisions.						
Communicating needs to supervisor.						
Accepting criticism from supervisor.						
Expressing suggestions and opinions with respect.						
Willing to be critical of self.						
Accepting feedback/criticism from colleagues.						
Constructiveness of feedback to supervisor/colleagues.						

Overall Evaluation of Current Performance

	Excellent	Above Average	Average	Below Average	Not Acceptable	No Basis
Current level of Performance as a Clinical Counselor, in your opinion.						
Potential for growth as a Clinical Counselor, in your opinion.						
Additional Comments:						

These competencies are based on criteria established by the Council for Accreditation of Counseling and Related Educational Programs.

Site Supervisor’s Signature: _____ Date: _____

Student’s Signature: _____ Date: _____

Faculty Supervisor’s Signature _____ Date: _____

Illinois Institute of Technology
Division of Counseling and Rehabilitation Science
Rehabilitation Counseling Education Program

Evaluation of Student Performance by Site Supervisor

Doctoral Internship

Student: _____

Evaluation Timeframe: (check appropriate box) **Internship Focus Area:** (check appropriate box)

- | | | | |
|---|---|--|-----------------------------------|
| <input type="checkbox"/> Midterm Evaluation | <input type="checkbox"/> Counseling | <input type="checkbox"/> Supervision | <input type="checkbox"/> Teaching |
| <input type="checkbox"/> Final Evaluation | <input type="checkbox"/> Research & Scholarship | <input type="checkbox"/> Leadership/Advocacy | |

On-Site Supervision Information:

Practicum Site: _____

Address: _____

Supervisor Name: _____ Title: _____

CRC# / License#: _____

Phone Number: _____ Email Address: _____

Instructions: Please complete the section for the Internship Focus Area in which the student is completing fieldwork, using the rating scale provided below. You only need to complete the section for the area in which the intern is focused (counseling, supervision, teaching, research, or leadership/advocacy).

Definition of Rating Terms:

Excellent: Performing at a level greatly above that normally expected of a graduate practicum/intern student.

Above Average: Performing at a level considerably above that normally expected of a graduate practicum/intern student.

Average: Performing at a level that might be expected of a graduate practicum/intern student.

Below Average: Performing at a level somewhat below that expected of a graduate practicum/intern student.

Not Acceptable: Performs at a level considerably below that expected of a graduate practicum/intern student.

No Basis: No basis exists on which to evaluate the graduate practicum/intern student.

Counseling

	Excellent	Above Average	Average	Below Average	Not Acceptable	No Basis
Scholarly examination of theories relevant to counseling.						
Integration of theories relevant to counseling.						
Conceptualization of clients from multiple theoretical perspectives.						
Effective understanding and use of evidence-based counseling practices.						
Ability to use methods for evaluating counseling effectiveness.						
Ethical and culturally relevant counseling in multiple settings.						
Adhering to professional, ethical and legal standards.						
Application of multicultural counseling competencies in counseling with clients.						
Use of the principles and practices of diagnosis, treatment, referral, and prevention in counseling with clients.						
Ability to effectively to initiate, maintain, and terminate counseling.						

Supervision

	Excellent	Above Average	Average	Below Average	Not Acceptable	No Basis
Understanding of the purposes of clinical supervision.						
Understanding and use of theoretical frameworks and models of clinical supervision.						
Understanding of roles and relationships in clinical supervision.						
Clinical supervision skills and abilities.						
Development of personal style of clinical supervision.						

Ability to assess supervisees' developmental level and other relevant characteristics.						
Ability to use varied modalities of clinical supervision and to use of technology.						
Follows administrative procedures and responsibilities related to clinical supervision.						
Conducts appropriate evaluations of supervisees and understands the process of evaluation, remediation, and gatekeeping in clinical supervision.						
Follows legal and ethical guidelines and responsibilities in clinical supervision.						
Uses culturally relevant strategies for conducting clinical supervision.						

Teaching

	Excellent	Above Average	Average	Below Average	Not Acceptable	No Basis
Understands roles and responsibilities related to educating counselors.						
Understands pedagogy and teaching methods relevant to counselor education.						
Effectively implements/utilizes models of adult development and learning.						
Use of instructional and curriculum design, delivery, and evaluation methods relevant to counselor education.						
Understanding and use of different approaches for online instruction.						
Use of screening, remediation, and gatekeeping functions relevant to teaching.						
Assessment of student learning.						
Ethical and culturally relevant strategies used in counselor preparation.						
The role of mentoring in counselor education						

Research and Scholarship

	Excellent	Above Average	Average	Below Average	Not Acceptable	No Basis

Research designs appropriate to quantitative and qualitative research questions.						
Univariate and multivariate research designs and data analysis methods.						
Qualitative designs and approaches to qualitative data analysis.						
Emergent research practices and processes.						
Models and methods of instrument design.						
Models and methods of program evaluation.						
Research questions appropriate for professional research and publication.						
Professional writing for journal and newsletter publication.						
Professional conference proposal preparation.						
Design and evaluation of research proposals for a human subjects/institutional review board review.						
Grant proposals and other sources of funding.						
Ethical and culturally relevant strategies for conducting research.						

Leadership and Advocacy

	Excellent	Above Average	Average	Below Average	Not Acceptable	No Basis
Theories and skills of leadership.						
Leadership and leadership development in professional organizations.						
Leadership in counselor education programs.						
Knowledge of accreditation standards and processes.						
Leadership, management, and administration in counseling organizations and other institutions.						
Leadership roles and strategies for responding to crises and disasters.						
Strategies of leadership in consultation.						
Current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.						

Role of counselors and counselor educators advocating on behalf of the profession and professional identity.						
Models and competencies for advocating for clients at the individual, system, and policy levels.						
Strategies of leadership in relation to current multicultural and social justice issues.						
Ethical and culturally relevant leadership and advocacy practices.						

Overall Evaluation of Current Performance

	Excellent	Above Average	Average	Below Average	Not Acceptable	No Basis
Current level of Performance in Internship Focus Area, in your opinion.						
Potential for growth as a Rehabilitation Counselor Educator, in your opinion.						
Additional Comments:						

These competencies are based on criteria established by the Council for Accreditation of Counseling and Related Educational Programs.

Site Supervisor's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

Faculty Supervisor's Signature _____ Date: _____

Appendix G

Student Evaluation Form – Individual Faculty
Supervisor (Midterm and Final)

**Evaluation of Student Performance by Faculty Supervisor
Practicum/Internship**

Student: _____ Date of Evaluation: _____

Midterm Evaluation _____ Final Evaluation _____

Course (check one): Practicum ___ Internship I ___ Internship II ___ Internship III Internship

Focus: Counseling Supervision Teaching Leadership/Advocacy Research Faculty

Supervisor: _____

	Excellent	Above Av e r age	Average	Be l ow Av e r age	Not Acceptable	No Basis
Potential in area of practicum/internship focus (as listed above)						
Potential for growth as a Rehabilitation & Counselor Educator, in your opinion.						

Comments (document student's progress and any interactions with site supervisor regarding student's performance):

Additional Comments by Faculty Group Supervisor (document student's performance in group supervision):

Faculty Supervisor's Signature: _____

Student's Signature: _____

Appendix H

Site Supervisor Evaluation Form

Illinois Institute of Technology
Division of Counseling and Rehabilitation Science

Evaluation of Site Supervisor by Student

Name: _____ Course: _____

Site Supervisor _____ Semester/Year: _____

	Excellent	Good	Average	Fair	Poor	N/A
Knowledgeable about counseling education	1	2	3	4	5	6
Available for individual supervision sessions	1	2	3	4	5	6
Communication with academic site	1	2	3	4	5	6
Seems respectful of fieldwork students	1	2	3	4	5	6
Responds to questions and alternative viewpoints constructively and nondefensively	1	2	3	4	5	6
Encourages students' participation in supervision	1	2	3	4	5	6
Maintains focus on the goals and objectives of fieldwork	1	2	3	4	5	6
Applies concepts to real-life examples	1	2	3	4	5	6
Conveys enthusiasm and interest	1	2	3	4	5	6

What qualities and/or supervision skills of this site supervisor contribute to the value of this course?

What are some areas of improvement you would suggest for this site supervisor in supervising fieldwork?

Overall rating of this site supervisor

Poor		Below Average		Average		Above Average		Exceptional	
1	2	3	4	5	6	7	8	9	10

Appendix I

IIT Faculty Supervisor Evaluation Form

Illinois Institute of Technology
Division of Counseling and Rehabilitation Science

Evaluation of Faculty Supervisor by Student

Name: _____ Course: _____

Faculty: _____ Semester/Year: _____

	Excellent	Good	Average	Fair	Poor	N/A
Knowledgeable about counseling and the counseling process	1	2	3	4	5	6
Available for individual supervision sessions	1	2	3	4	5	6
Communication with fieldwork site	1	2	3	4	5	6
Seems respectful of fieldwork students	1	2	3	4	5	6
Responds to questions and alternative viewpoints constructively and nondefensively	1	2	3	4	5	6
Encourages students' participation in counseling supervision	1	2	3	4	5	6
Maintains focus on the goals and objectives of fieldwork	1	2	3	4	5	6
Applies concepts to real-life examples	1	2	3	4	5	6
Conveys enthusiasm and interest	1	2	3	4	5	6

What qualities and/or supervision skills of this faculty member contribute to the value of this course?

What are some areas of improvement you would suggest for this faculty member in supervising fieldwork?

Overall rating of this faculty member.

Poor		Below Average		Average		Above Average		Exceptional	
1	2	3	4	5	6	7	8	9	10

Appendix J

Advanced Counseling Skills Rubric

Division of Counseling and Rehabilitation Science

Advanced Counseling Skills and Dispositions Rubric

Student: _____ Course: _____ Term: _____

Counseling Skills	Exceeds Target (2)	Meets Target (1)	Does Not Meet Target (0)	Grade
1. Counseling Relationship	Counselor demonstrates strong ability in establishing counseling relationship. Adept in conveying positive regard, respect, warmth, non-judgmental attitude, empathy, authenticity, and congruence.	Counselor demonstrates an ability to develop and deepen the counseling relationship with the client by displaying positive regard, respect, warmth, non-judgmental attitude, empathy, authenticity, and congruence.	Counselor does not sufficiently develop and deepen the counseling relationship by demonstrating the ability to display positive regard, respect, warmth, non-judgmental attitude, empathy, authenticity, and congruence.	
Comments				
2. Comprehensive use of skills	Counselor demonstrates a strong ability to effectively and appropriately utilize a wide range of counseling skills.	Counselor demonstrates the use of a range of counseling skills including open-ended questions, summarization, clarification, etc.	Range of skills used was too narrow and/or skills were incorrectly applied.	
Comments				
3. Structure and direction of session	Counselor demonstrates strong ability in creating and maintaining clear structure and productive focus over the course of the interview.	Counselor demonstrates the ability to maintain structure, focus, and direction of the interview, proceeding through defined stages, and is able to end session effectively.	Counselor does not demonstrate the ability to maintain structure, focus, and direction of the interview.	
Comments				
4. Accurate Attention to affect, content, and meaning	Counselor demonstrates strong ability in attending to client affect, content, and meaning as demonstrated by accurate and effective reflection, exploration, and summarization.	Counselor adequately explores and reflects client's expression of affect, content or meaning.	Counselor does not actively, accurately, and/or sufficiently explore and reflect client's expression of affect, content or meaning.	
Comments				
5. Professional Role	Counselor demonstrates a sophisticated understanding	Counselor adequately demonstrates an	Counselor does not demonstrate an	

Skills	of professional and ethical behaviors, responsibilities, relationships and/or demeanor.	understanding of professional and ethical behaviors, responsibilities, relationships, and/or demeanor.	understanding of professional and ethical behaviors, responsibilities, relationships, and/or demeanor.	
Comments				
6. Case Conceptualization	Counselor demonstrates a superior ability to formulate a clear understanding of the client's problem integrating cultural, historical, developmental and contextual elements to design a counseling plan to work with the client, and articulate case from a theoretical perspective.	Counselor demonstrates the capacity to formulate a clear understanding of the client's problem integrating cultural historical, developmental, and contextual elements to design a counseling plan to work with the client; Can articulate case from a theoretical perspective.	Counselor does not demonstrate the ability to formulate a clear understanding of the client's problem integrating cultural, historical, developmental and contextual elements to design a counseling plan to work with the client. Cannot articulate case from a theoretical perspective.	
Comments				
7. Personal Growth Skills	Counselor demonstrates a superior ability to self-reflect, articulate own struggles and its impact on the counseling process, and minimize impact of own values and bias on the counseling process. Makes good use of feedback and supervision.	Counselor adequately demonstrates ability for self-reflection; can articulate how one's own struggles can influence the counseling relationship; responds positively to feedback; and seeks supervision as needed. Counselor adequately demonstrates ability to understand how own values and ethnocentric biases can impede the counseling process.	Counselor does not demonstrate ability for self-reflection, articulation of own struggles and their impact on the counseling process. Counselor fails to minimize impact of own values and bias on the counseling process and/or does not respond positively to feedback and seek supervision as needed.	
Comments				

***Requires a grade of 7 or higher to pass** Total Grade for this Student: _____

Completed By: _____