

THE CLINICAL FIELDWORK MANUAL

A GUIDE TO THE PRACTICUM AND
INTERNSHIP EXPERIENCE FOR THE
CLINICAL COUNSELING PROGRAM

AT

ILLINOIS TECH

2023- 2024

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Dear Student:

Welcome to the beginning of your Practicum and Internship, the clinical experience component of your counselor training. It is now time for you to put formal knowledge into practice within the clinical rehabilitation counseling and/or clinical mental health counseling field.

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 or mental health counseling field.

**Clinical Counseling Program Fieldwork Manual:
Guidelines for Supervised Fieldwork in the Clinical Rehabilitation Counseling
& Clinical Mental Health Counseling Specialty Areas**

INTRODUCTION

The mission of the Clinical Counseling Program at Illinois Tech is to offer a student-focused and research-based program with specialization in two areas: Clinical Rehabilitation Counseling and Clinical Mental Health Counseling. The curriculum prepares students to become professional counselors trained to assist a diverse group of people who may be experiencing a variety of concerns, including chronic illness, disability and/or mental health and emotional concerns across the lifespan. The clinical counseling program prepares prospective counselors for employment in numerous settings, dependent on the specialization chosen by the student. Students in the Clinical Rehabilitation Counseling track will focus toward employment focused on serving persons with disabilities and chronic illness, including jobs in community rehabilitation centers, state/federal vocational rehabilitation and/or human service agencies, the VA, rehabilitation hospitals, disability services centers, and social service settings. Students in the Clinical Mental Health Counseling track will focus toward employment in setting for persons with mental health and behavior concerns, including jobs in private counseling practice, mental health settings, correctional institutions, public schools, and behavioral health care centers. This program also provides advanced training for persons presently employed in agencies and facilities providing counseling to these individuals.

There are two related objectives, which are primary to the training program mission:

1. To train individuals in knowledge most relevant to the practice of clinical rehabilitation counseling and clinical mental health counseling, including:
 - a. History, philosophy and trends of rehabilitation and mental health counseling;
 - b. Professional, ethical and legal considerations that influence the practice of rehabilitation and mental health counseling;
 - c. Intake, assessment and evaluation skills;
 - d. Diagnosis of mental disorders;
 - e. Rehabilitation and mental health counseling theory and evidence-based interventions;
 - f. Role and function of clinical rehabilitation and mental health counseling within the context of a variety of clinical practice settings;
 - g. Employment trends, career counseling, and job demands in a dynamic 21st century workforce;
 - h. Medical and psychological implications of chronic illness and disability including substance abuse, dependence and the potential for coexistence with other disorders;
 - i. Case management skills including the utilization of community resources and multidisciplinary team approaches in multiple clinical settings;

- j. Multicultural and diversity counseling competencies;
 - k. Professional organizations, preparation standards and credentials relevant to the practice of clinical rehabilitation and clinical mental health counseling;
 - l. Crisis, disaster and trauma assessment, intervention and emergency preparedness;
 - m. Research methodology including program evaluation;
 - n. Critical evaluation of research and the ability to incorporate the evolving fund of knowledge in the professional literature into clinical counseling practice.
2. To develop mature, capable professionals who are able to relate constructively to clients, to understand human behavior, demonstrate therapeutic intervention skills, and facilitate the client's development of problem-solving 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 masters 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 Rehabilitation and Mental Health Counseling program at Illinois Tech is CACREP accredited 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.

CORE—The Council on Rehabilitation Education (CORE) was a specialized accreditation organization that accredited graduate programs which provide academic preparation for a variety of professional rehabilitation counseling positions. CORE also accredited undergraduate programs in Rehabilitation and Disability Studies. The Rehabilitation and Mental Health Counseling program at Illinois Tech was CORE accredited in Clinical Rehabilitation Counseling until CORE merged with CACREP in July 2017.

Clinical 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.

CRCC— The Commission on Rehabilitation Counselor Certification (CRCC) serves as a leader in the unification of the rehabilitation counseling profession and for the Certified Rehabilitation Counselor (CRC) to be recognized as the credential of excellence for professionals assisting individuals with disabilities to live fully integrated lives. CRCC provides certification for rehabilitation counselors (CRCs) and vocational evaluators (CVEs). Some states, including Illinois, recognize the CRC

examination as a state licensing exam for counselors as well.

Illinois Tech Individual Faculty Supervisor—The person assigned to provide individual supervision to practicum and internship students at Illinois Tech (not to exceed a 1:6 faculty: student ratio). This supervisor is a faculty member in the Division of Counseling and Rehabilitation Science, or doctoral student working under the supervision of the Clinical Coordinator. 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 Practicum students meet with their individual faculty supervisor **weekly** for an average of one-hour per week. During Internship, students will meet with their individual faculty supervisors as needed, but a minimum of three times per semester. All paperwork and evaluations must be reviewed and signed by the individual faculty supervisor, per the guidelines in the course syllabus.

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.

NBCC— The National Board for Certified Counselors (NBCC) is the credentialing body for counselors, ensuring that counselors who become board certified have achieved the highest standard of practice through education, examination, supervision, experience, and ethical guidelines. Upon graduation students can sit for the National Counselor Exam (NCE) in order to obtain state licensure, or to become a National Certified Counselor (NCC).

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. This site must be a clinical rehabilitation or clinical mental health site, involving the diagnosis and treatment of persons with disabilities, chronic illness, and/or mental and emotional disorders and conditions. A significant portion of the practicum/internship experience must involve direct client contact (see definition of direct client contact below).

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 1.5 hours 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 your 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 Illinois Tech 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 and student experiences will vary based on their chosen track specialization (Clinical Rehabilitation Counseling or Clinical Mental Health Counseling).

1. Interviewing Skills

—The development of skills necessary in the interview process, including obtaining a psychosocial history and individual report writing.

Specific interviewing competencies:

- Ability to utilize interviewing skills such as observing, listening, interpreting and rapport- building.
- Ability to utilize gathering of psychosocial history to elicit pertinent information such as problem history, family and work history, medical history, substance abuse indicators, and accurate referral sources.
- Ability to ascertain present mental status and make preliminary diagnosis.
- Ability to write formal intake assessment reports.
- Ability to make tentative recommendations based upon the interview.

2. Evaluation and Diagnosis

—The development of skills necessary in the clinical assessment process, including the effective use of measurement instruments and the DSM IV-TR.

Specific evaluation and diagnosis competencies:

- Ability to familiarize oneself with more frequently utilized evaluation instruments such as intelligence scales, achievement scales, aptitude scales, anxiety scales, and personality inventories and the ability

to interpret and relate these instruments to diagnosis and treatment plans.

- Ability to differentiate between various diagnostic classifications (psychosis versus personality disorder, etc.) and the ability to classify disorders according to the DSM V.
- Ability to summarize findings and recommendations in formal reports.
- Ability to use disability-related principles and practices of diagnosis, treatment, referral, and wellness to initiate, maintain, and terminate counseling.

3. Treatment

—The planning, implementation, and termination of individual counseling, family counseling, and group counseling, utilizing various treatment modalities.

Specific treatment competencies:

- Ability to successfully engage in individual therapy utilizing definable treatment modalities. Ability to effectively utilize basic counseling skills such as listening, reflecting, reality testing, and interpretation. Ability to determine time frames and methods necessary for appropriately terminated therapy.
- Ability to lead group therapy utilizing definable treatment modalities. Ability to apply basic counseling skills such as listening, reflecting, reality testing, and interpretation to the process of group therapy.
- Ability to apply the principles and practices of rehabilitation counseling concerning issues such as etiology, diagnosis, treatment, and referral for clients with disabilities, including clients with co-occurring disabilities.
- Ability to engage or assist in family counseling utilizing counseling skills such as listening, reflecting, reality testing, and interpretation. Ability to utilize other skills pertinent to family therapy such as goal setting, addressing of needs of individual family members, interpreting family interaction patterns, and interpreting dysfunctional family behavioral patterns.
- Ability to engage in substance abuse treatment when feasible. Ability to gain at least minimal knowledge of such treatment through visitation to substance abuse agencies or through participation in related training programs. Ability to identify symptoms of substance abuse, to become knowledgeable regarding appropriate treatment modalities, and to understand the impact of substance abuse on family relationships.
- Ability to design treatment plans and ability to write formal case reports.
- Ability to provide treatment to diverse clinical populations.

4. Case Management

—The coordination of interrelated services—both within an agency and with supportive agencies—concerning a client and the development of client case reports.

Specific case management competencies:

- Knowledge of goals, purpose and functioning of each department and program within the agency. Knowledge of philosophy and policies of the agency.
- Knowledge of commonly utilized referral agencies and services and an understanding of the procedures involved in appropriate referral.
- Ability to manage or assist in management of individual cases, which include factors such as discharge planning, appropriate housing, vocational planning and referral services.
- Ability to engage in process of record-keeping and preparation of case reports.
- Ability to advocate for the client during the coordination of client services.

5. Career/Vocational

—Assisting individuals in career/employment efforts. This may include vocational assessment, career exploration, training, job seeking, job keeping, and follow-along support of persons with disabilities, chronic illnesses and/or mental health and emotional concerns.

Specific career/vocational competencies:

- Ability to apply career theory and labor market information when working with people with disabilities across the lifespan.
- Ability to conduct career exploration and job placement for people with disabilities.
- Ability to apply transferable skills and functional assessments based on client work history to obtain and maintain successful employment.

6. Agency Administration and Professional Behavior

—The administrative structure of the agency, internal committees of the agency, philosophy of the agency, and professional, ethical, and legal considerations within the agency.

Specific agency administration and professional behavior competencies:

- Knowledge of the administrative and operative structure of the agency, including line- staff assignments, funding sources and operational policies.
- Knowledge of composition of the internal agency structure, internal committee communication processes and committee assignments and responsibilities.
- Understanding of and ability to utilize agency resources such as records, psychological and psychiatric consultations, or library and other related information sources.
- Knowledge of and adherence to professional standards and quality assurance policies of the agency, including policies regarding the client-counselor relationship, record keeping, referral consultation and the peer review process.
- Knowledge of and adherence to professional ethics and legal responsibilities, in accordance with standards of local, state, and national professional associations— particularly those of the American Counseling Association.

7. Rehabilitation Counseling and Disability-related Competencies (*Clinical Rehabilitation Counseling Track*)

—The provision of an array of services to persons with disabilities, chronic illnesses and/or mental and emotional concerns, with specific emphasis on vocational rehabilitation and community-based services and engagement.

Specific rehabilitation counseling and disability-related competencies:

- diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs.
- career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening.
- strategies to advocate for persons with disabilities.
- strategies for interfacing with medical and allied health professionals, including interdisciplinary treatment teams.
- strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations.
- Ability to apply multicultural competencies to rehabilitation counseling.
- Ability to appropriately use assistive technology principles to enhance client quality of life.
- Ability to apply and adhere to ethical and legal standards in rehabilitation counseling.
- Ability to apply knowledge of disability policy, financing, and regulatory processes to improve service delivery opportunities in rehabilitation counseling.
- Ability to apply effective strategies to promote client understanding of and access to a variety of community-based resources.

8. Mental Health Counseling Competencies (*Clinical Mental Health Counseling Track*)

—The provision of clinical counseling services and treatment to individuals struggling with emotional or behavioral issues. Mental Health Counselors seek to help people in distress, to foster insight and promote change.

Specific mental health counseling-related competencies:

- intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.
- techniques and interventions for prevention and treatment of a broad range of mental health issues.

- strategies for interfacing with the legal system regarding court-referred clients.
- strategies for interfacing with integrated behavioral health care professionals.
- strategies to advocate for persons with mental health issues.
- Ability to apply multicultural competencies to mental health counseling.
- Ability to apply and adhere to ethical and legal standards in counseling practice.
- Ability to utilize a variety of theoretical approaches (cognitive, behavioral, etc.) and treatment modalities in order to assist individuals with behavioral and mental health-related distress.
- Ability to apply effective strategies to promote client understanding of and access to a variety of community-based resources.

FIELDWORK REQUIREMENTS

The Clinical Counseling program at Illinois Tech requires Practicum and Internship experiences that meet or exceed CACREP accreditation requirements, which ensures CRC and/or Illinois LPC/LCPC eligibility. Clinical Counseling students shall have a minimum of 200 hours in a supervised Practicum experience with at least 60 hours of direct client contact to people with disabilities, chronic illnesses, and/or mental health issues that contributes to the development of counseling skills. Upon successful completion of practicum, students will complete 600 hours of Internship with at least 240 hours of direct client contact (see definition below). Internship experiences will vary, based on the student's chosen specialization track. Students specializing in Clinical Rehabilitation Counseling will be required to complete their internship experience at sites serving persons with disabilities and/or chronic illnesses, such as the VA, the state/federal vocational rehabilitation agency, rehabilitation hospitals, university disability services centers, and community agencies. Students specializing in Clinical Mental Health Counseling will be required to complete their internship experiences at sites serving persons with mental health and/or behavioral issues, such as in private counseling practice, university counseling centers, community mental health centers and alternative school settings. (See the Clinical Rehabilitation Counseling and Clinical Mental Health Counseling databases for a list of approved sites for each specialty area).

Across the practicum and internship experiences, students must obtain a minimum of 10 hours of experience leading counseling or psychoeducation groups. Students typically complete practicum part-time in the fall of year two and internship full-time in the spring of year two (see Program Manual for course sequencing).

Skill and Competency Requirements

Beginning your clinical fieldwork experience where you will be serving actual clients requires that you demonstrate a satisfactory level of skill and competency. Therefore, prior to beginning each clinical fieldwork experience students must meet a set of requirements, as outlined in the *Clinical Fieldwork Checklist* (Appendix O). This includes obtaining a HIPAA Training Certificate, passing preliminary coursework with a grade of B or better (or a grade of S for courses graded as Satisfactory/Unsatisfactory), meeting minimum criteria on a series of skills-based evaluations, and receiving a satisfactory student review by the program faculty.

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/her/their 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 Clinical 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, which must align with the student's track specialization (Clinical Rehabilitation Counseling or Clinical Mental Health Counseling). As needed, the Clinical 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. The Clinical Counseling Training Program's *Practicum and Internship Guidelines* (Appendix J) 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 clinical placement site.

Consideration should be given to selecting sites that offer opportunities for students to engage in both individual counseling and group work as it relates to either rehabilitation counseling or mental health counseling. This is especially important during Practicum which requires students to be primarily focused on the provision of individual counseling services to persons with disabilities, chronic illnesses, and/or mental and emotional concerns. Sites should provide students with an experience that will fully encompass the criteria of their chosen specialization. For example, the inclusion of the diagnosis and treatment of emotional and mental disorders and conditions (mental health counseling track), or the provision of vocational, social, and community-related services to persons with disabilities and/or chronic illnesses (rehabilitation counseling track). All practicum/internship sites should provide students with opportunities to counsel clients representative of the essential demographic diversity exhibited within that student's community. Direct client contact is an essential component of every site as the practicum/internship experience involves an expected amount of direct client contact hours (See guidelines for this below).

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 counselor or mental health counselor training, dependent on the student's area of specialization. All sites must be approved by Illinois Tech ahead of time. The practicum and internship experiences are typically completed over two-to-three semesters at one-to-two different training sites, 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 a minimum set of criteria in order to supervise students (outlined on page 17). 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.), and must provide 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 Clinical Coordinator, **the responsibility to secure a placement lies entirely with the student.** Directories of approved Clinical Rehabilitation Counseling sites and Clinical Mental Health Counseling sites are 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 Clinical Coordinator. In the case of previously unapproved sites, some initial site screening is required. In some cases, it may be possible for a student to utilize his/her/their 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 Clinical Coordinator and the student's work 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 you have successfully established your practicum or internship site, you must complete the *Clinical Site Establishment Form* (Appendix A) and turn it in to the Clinical Coordinator as soon as possible. You must also obtain and maintain individual professional liability insurance throughout the duration of your clinical experience. Students cannot begin working on a site without approval from the Clinical Coordinator or individual liability insurance.

Clinical Course Descriptions

PSYC 523 Introduction to Theories of Psychotherapy

Introduction to various approaches to therapeutic intervention. The conceptual bases, history, methods, empirical foundations and applicability of important schools of therapeutic intervention will be considered.
***Students must pass PSYC 523 with a grade of B or better in order to move on to Practicum.**

PSYC 557 Pre-Practicum in Rehabilitation and Mental Health Counseling

Study of the counseling process within a multicultural society. Includes essential interviewing and counseling techniques, counselor characteristics and behaviors, and ethical considerations in counseling, with an orientation toward wellness and empowerment. This course aims to help students develop interviewing and counseling skills, utilizing role playing and videotaping mock counseling sessions. As part of this course, students are required to seek out and secure a Practicum site and to complete an online HIPAA training course.
***Students must pass PSYC 557 with a grade of B or better in order to move on to Practicum.**

PSYC 549 Practicum in Rehabilitation & Mental Health Counseling

Pre-requisites: PSYC 523 and PSYC 557 with grade of B or better.

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 for at least 10 weeks, completing 200 hours with at least 60 hours involving direct client contact with people with disabilities, chronic illnesses, and/or mental health issues that contributes to the development 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. For the practicum placement, students are instructed to spend at least two full working days each week at their sites. Students are expected to carry a caseload of four to ten clients throughout the semester, and to work with the same clients week-to-week bringing them through the counseling process. The major objective of the practicum is to work on clinical counseling skills and case management techniques. Audio-recording of client sessions is required and expected to be done on a weekly basis. Alternatively, a site supervisor must provide live supervision of counseling activities. Other goals will be determined by the individual and the agency, with the assistance of the Illinois Tech Faculty Advisor.
2. Students must obtain approval of their practicum site from the Counseling Clinical Coordinator prior to beginning a Practicum experience.
3. Students in the *Part Time/Working Professionals Program* may complete their Practicum requirements at their work site as long as it is suited for development of counseling skills and includes a caseload of people with disability, chronic illness, and/or mental health issues (dependent on the student's specialty track).
4. Students will engage in weekly interaction that averages one hour per week of individual or triadic supervision throughout the practicum experience by a program faculty member or a Doctoral student supervisor. Students are also required to participate in weekly supervision sessions that average one hour per week with their site supervisor. Lastly, students are required to participate in 1½ hours per week of regular group supervision in a classroom format by a program faculty member (not to exceed a faculty-to-student ration of 1:12). During individual supervision sessions supervisors will regularly review audio-recordings 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 *Basic Counseling Skills Rubric* (Appendix M).
5. During the first week of the Practicum an *Agency Experience & Supervision Contract* (Appendix B) will be developed through a collaborative process involving the Site Supervisor, Student, and program faculty supervisor. The purpose of this process is to establish written expectations, procedures and policies for the student and supervisor. The agency 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 the American Counseling Association and/or for Rehabilitation Counselors.
6. To advance the students' basic counseling skills the Practicum will include different instructional experiences, including audio-recordings or live supervision of the counseling sessions. Students will regularly review audio-recorded 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 Audio-recording 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 weekly using the *Basic Counseling Skills Rubric* (Appendix M).
7. 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 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.
8. 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 ("S") in PSYC 549 to continue on to Internship.***

PSYC 526 Psychopathology

Critical examination of clinical and experimental research in psychopathology and diagnostic classification systems, including the latest edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-V-TR).

****Students must receive a B or better in order to continue on to Internship.***

PSYC 578, 579 Internship

Pre-requisites: Passing grades (B or better) in PSYC 523, PSYC 557, PSYC 526, and PSYC 549

Students shall complete a supervised counseling internship that includes a minimum of 600 hours of applied experience in an agency/program, with at least 240 hours of direct client contact. Internship experiences must align with the student's declared track specialization in either Clinical Rehabilitation Counseling (PSYC 578) or

Clinical Mental Health Counseling (PSYC 579). These experiences must include a minimum of 10 hours leading or co-leading therapeutic and/or psychoeducational groups. In addition to direct client contact, the internship should provide opportunities for the student to become familiar with a variety of professional activities and resources (e.g., record keeping, assessment, case management, supervision, information and referral, advocacy, consultation, professional behavior, in-service and staff meetings, etc.). Internship students should have experiences that increase their awareness and understanding of the differences in values, beliefs, and behaviors of individuals from diverse populations. This sensitivity will promote cultural competence, foster personal growth, and introduce students to counseling approaches and issues that affect service delivery.

1. Internship requirements necessitate that each student work full time, 5 days per week at their selected site. Students are expected to maintain caseloads of ten to twenty clients throughout the semester. Both the students and the agencies are provided with guidelines regarding minimal requirements and specific details are always open for negotiation, as long as the student meets the minimum requirements for the program (600 hours/240 direct, etc.).
2. Students must seek approval of their internship site from the Clinical Coordinator prior to beginning an internship experience.
3. Students in the Full-time Clinical Counseling program typically complete one full-time 600-hour internship during their final semester in the program. This can be completed at one site or at two sites, dependent on the situation and the student's area of specialization. All sites must be approved by Illinois Tech ahead of time.
4. Students in the *Part Time/Working Professionals Program* may complete their internship requirements at their work site as long as it is approved as being suited for development of advanced clinical rehabilitation counseling or clinical mental health counseling skills, dependent on the student's track specialization. WPP students typically complete their 600 hours within one semester of internship; if students are unable to meet the hour requirements in a single semester.
5. Students are required to take 9 credit hours of internship. Students specializing in Clinical Rehabilitation Counseling will take 9 credit hours of PSYC 578, while students specializing in Clinical Mental Health Counseling will take 9 credit hours of PSYC 579.
6. Students will receive weekly interaction that averages one hour per week of individual supervision throughout the internship. This is conducted by the site supervisor. Each student is also assigned a faculty supervisor with whom he/she/they will meet on a regular basis throughout the semester. Students concurrently attend an average of 1 ½ hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member. The faculty-to-student ratio of group supervision will not exceed 1:12.
7. During the first week of the Internship an *Agency 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 agency experience 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 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.
8. To advance the students' basic counseling skills the Internship will include different instructional experiences, including case and intake presentations (with client consent). Furthermore, students will document activities, progress and summaries specific to counseling in a weekly log. Student performance and competency will be regularly evaluated by the faculty supervisors using the *Advanced Counseling Skills Rubric* (Appendix N).
 9. During internship, audio-recording 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/they is/are at a site where there is opportunity to develop program appropriate audio-recordings or to receive live supervision of interactions with clients. Informed consent must always be obtained (Appendix K).
 10. 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.
 11. 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). This will also include documentation of a formal evaluation after the student completes the practicum.

****Students must receive a passing grade in PSYC 578 or 579 in order to graduate.***

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. **Doctoral students** serving as individual or group practicum student supervisors must meet the following requirements:
 - a. Have completed a master's degree as well as counseling practicum and internship experiences equivalent to those in a CACREP accredited entry-level program;
 - b. Have completed or are receiving preparation in counseling supervision;
 - c. Receiving supervision by program faculty, with a faculty-student ratio that does not exceed 1:6;
 - d. Counseling licensure in the state of Illinois and/or a CRC (dependent on the students being supervised – clinical rehabilitation counseling or clinical mental health counseling).
3. **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 specialization track in which the student is enrolled (clinical rehabilitation counseling or clinical mental health counseling).
 - d. Relevant training in counseling supervision. (May be provided by Illinois Tech faculty, if needed).
 - e. Knowledge of the program's expectations, requirements and evaluation procedures for students (provided by Illinois Tech clinical coordinator).
 - f. Must be willing to: 1) meet weekly with the student for one hour of supervision; 2) review audio-recorded sessions of client interactions with the student and provide guidance and feedback; 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 Clinical Supervision Contract*, including the Clinical Supervisor Information Form (Appendix C).

Direct Client Contact

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);

Recording Procedures

Practicum students are required to audio-record a specific number of 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. **Audio-recordings must be audible.** *Please note that students cannot record on cell phones, tablets, or any personal devices.* If an approved site does not allow audio-recording, live supervision must be provided by the site supervisor, either through a two-way mirror or through direct oversight during the sessions. The clinical coordinator must approve this ahead of time.

These counseling sessions should be either individual or group counseling sessions during which the student serves as either counselor or co-facilitator. 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 each supervision meeting is complete; all recordings must 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 the American Counseling Association (ACA) and the Code of Ethics for Rehabilitation Counselors, and to all related HIPAA guidelines, which set national standards for the security of protected health information. Students must complete HIPAA training during the Pre-Practicum course, and the obtained certificate must be submitted to the Clinical Coordinator prior to beginning the fieldwork experiences. In addition, the rules of decorum and the expectations of responsible workplace behavior that apply to all professionals apply to Rehabilitation and Mental Health Counseling 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 within which they are working. Specifically, students must

adhere to agency policies with regard to issues such as work procedure, hours, absence from work, confidentiality, and dress code.

Policy on Practicum and Internship Remediation

Program faculty have a professional responsibility and retain the right to review, at any time, any circumstance or behaviors by a student that may require remediation, as they relate to practicum and internship experiences. 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. **Faculty and supervisors have 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 remediation, but this list is not exhaustive:

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.

If deemed necessary by a site supervisor, faculty supervisor or the clinical coordinator, a meeting will be held between the supervisors and the student and a formal remediation plan will be put in place to address the specific areas of concern. If appropriate (example, if the student does not obtain a passing grade in the course), a student may be required to repeat one of his or her clinical experiences.

We recognize that there are times when a fieldwork site may not be a good fit for a particular student. However, in the event that a student is terminated from a fieldwork placement for any reason, the following process will be followed:

1. A meeting will be held between the site supervisor and the clinical coordinator to determine the nature of the termination. Specific information related to the concerns will be identified and documented;
2. The clinical coordinator will meet with the student and the student's faculty supervisor to develop a plan of action;
3. If a remediation plan is warranted, the plan will specifically address the nature of the termination (examples include, professionalism, ethical issues, cognitive ability, lack of ability to learn/make progress in the setting, or mental health issues). Dependent on the nature of the termination, some examples of requirements that may be included in the plan include remedial training, continued 1:1 supervision, participation in mental health services, obtaining a medical release to return to school, etc.;
4. The plan will identify a timeframe by which the student can return to field-based training, assuming they meet the requirements in the remediation plan. The plan will be signed by the student, the faculty supervisor and the clinical coordinator.

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 rehabilitation and mental health counseling faculty member, onsite supervisor, and/or supervised student; this involves both the review of recordings 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 90 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 (1:12 ratio max);
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 in rehabilitation counseling or mental health counseling, dependent on the site;
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 Clinical Fieldwork Manual;
3. 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 as needed;
4. The site supervisor should participate actively in the formulation of realistic goals for the student given the realistic constraints of the agency;
5. The site supervisor should arrange weekly individualized supervision meetings for approximately one hour per week to provide clinical supervision that includes, but is not limited to, monitoring casework, assisting in the student's assessment of clinical issues, listening to audio-recordings of counseling sessions, treatment alternatives and planning and to assess the student's clinical counseling skills;
6. 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 Clinical Counseling Fieldwork Manual and the norms of the agency;

3. To obtain and maintain individual professional liability insurance for the duration of the time that you are engaged in clinical fieldwork. (<https://www.cphins.com/student-mental-health/>)
4. To abide by the ACA Code of Ethics, The CRCC Code of Ethics, and HIPPA guidelines;
5. To be responsible for actively seeking to attain the goals identified in the contract for the semester;
6. To attend all individual and group supervision meetings on campus and at the training site;
7. To participate in additional in-service training as provided by the agency, whenever possible;
8. To maintain a weekly log throughout the clinical experience reflecting experiences as well as areas of learning and questions regarding the field, case management and counseling issues; this will be reviewed throughout the semester during group supervision;
9. To complete all clinical documentation in a timely, effective manner in order to ensure that the clinical experience is meeting the expectations and requirements of the program;
10. To collect pamphlets, articles and books which relate to the clinical issues raised throughout their clinical experiences, and to actively seek out new knowledge and information that will assist them in learning and growing as a professional at their training site.

Clinical Documentation

HIPAA Training Certificate: Students must complete an online HIPAA training program during the PSYC 557 course and obtain a certificate showing that they have satisfactorily completed the training. The program costs roughly \$29.00 which is the responsibility of each student. HIPAA training certificates are good for 2 years and can be submitted to sites as proof of HIPAA training.

Certificate of Individual Professional Liability Insurance: All students must purchase individual professional liability insurance, which is a CACREP regulation. Students must submit a certificate of insurance to the clinical coordinator prior to starting at a fieldwork site. Insurance can be purchased the ACA, or from CPH (link: <https://www.cphins.com/student-mental-health/>).

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, 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)

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. This document cannot be hand-written and the hours on the log must exactly match the hours on the Weekly Reports. 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: Informed Consent must be obtained and a form must be signed by each client (or the client's legal guardian) before you audio-record your sessions or present their cases in class. Separate Informed Consent forms must be completed for your intake summary and case presentations as well. (Appendix K & L)

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. (Appendix F & G)

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. (Appendix F & G)

Additional evaluation forms completed by the student. Students are required to evaluate their Site and individual IIT 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. (Appendix H & I)

Clinical Evaluation

The practicum and internship courses are graded with S (satisfactory) or U (unsatisfactory). This appraisal incorporates information from various sources including contact with and performance of 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, audio-recordings, forms and paperwork. Attendance and professional behavior in supervision (group and individual) and on site is also included. Consequently, the student's performance with regard to clinical judgment and professional behavior will be assessed in all settings and does 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 Evaluations 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 agency 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.

APPENDICES

- A. Clinical Site Establishment Form
- B. Agency Experience & Supervision Contract
- C. Site Supervisor Clinical Supervision Contract
- D. Weekly Report Form
- E. Log of Hours Form
- F. Student Evaluation Forms – Site Supervisor (Midterm and Final)
- G. Student Evaluation Form – Individual Faculty Supervisor (Midterm and Final)
- H. Site Supervisor Evaluation Form
- I. Illinois Tech Faculty Supervisor Evaluation Form
- J. Practicum and Internship Guidelines: Handout for Site Supervisors
- K. Client Audio-recording Consent Form
- L. Client Case Presentation Consent Form
- M. Basic Counseling Skills Rubric
- N. Advanced Counseling Skills Rubric
- O. Clinical Fieldwork Checklist
- P. File Review Form
- Q. Student Counselor Self-Reflection Form

Appendix A

Clinical Site Establishment Form

Appendix B

Agency Experience & Supervision Contract

Appendix C

Site Supervisor Clinical Supervision Contract

Appendix D

Weekly Report Form

Appendix E

Log of Hours Form

Appendix F

Student Evaluation Forms – Site Supervisor (Midterm and Final)

1. Practicum Evaluation
2. Clinical Mental Health Counseling
Internship Evaluation
3. Clinical Rehabilitation Counseling
Internship Evaluation

Appendix G

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

Appendix H

Site Supervisor Evaluation Form

Appendix I

Illinois Tech Faculty Supervisor Evaluation Form

Appendix J

Practicum and Internship Guidelines:
Handout for Site Supervisors

Appendix K

Client Audio-recording Consent Form

Appendix L

Client Case Presentation Consent Form

Appendix M

Basic Counseling Skills Rubric

Appendix N

Advanced Counseling Skills Rubric

Appendix O

Clinical Fieldwork Checklist

Appendix P

File Review Form

Appendix Q

Student Counselor Self-Reflection Form