

REHABILITATION COUNSELING PROGRAM

FIELD PLACEMENT MANUAL
2023–2024



School for Global Inclusion and Social Development
College of Education and Human Development

Table of Contents

<i>Rehabilitation Counseling Program Mission and Objectives</i>	3
<i>Program Objectives</i>	3
<i>Overview to the Field Placement Experience</i>	4
<i>Structure of Practicum/Internship</i>	4
<i>General Requirements for the Practicum</i>	5
<i>Practicum Pre-requisites</i>	5
<i>Practicum Requirements</i>	5
<i>General Requirements for the Internship</i>	7
<i>Internship Requirements</i>	8
<i>Practicum and Internship Requirements Specifically for the Clinical Rehabilitation Counseling Track</i>	9
<i>Practicum and Internship Requirements Specifically for the Vocational Rehabilitation Counseling Track</i>	10
<i>Expectations of Students: Professionalism and Ethical Behavior</i>	11
<i>Professional Dispositions and Key Counseling Competencies</i>	13
<i>Professional Dispositions</i>	13
<i>Key Counseling Competencies</i>	14
<i>Assessment of Professional Dispositions and Key Counseling Competencies</i>	14
<i>Professional Dispositions</i>	17
<i>Other practicum and internship information</i>	19
<i>Supervision Assist</i>	19
<i>Practicum/Internship Placement at Place of Employment</i>	19
<i>Liability Insurance</i>	19
<i>Background Check and Violations of Law</i>	19
<i>Questions and Answers About Practicum and Internship</i>	20
<i>Agreement for Practicum/Internship Placement</i>	23
<i>Practicum/Internship Information Form</i>	27
<i>Informed Consent to Audiotape or Videotape</i>	29

University of Massachusetts Boston
Rehabilitation Counseling Program Mission and Objectives

The mission of the Rehabilitation Counseling program at UMass Boston is to recruit, educate, and graduate diverse students to be competent rehabilitation counselors with the knowledge, skills, and dispositional standards required according to our professional certification. Rehabilitation counselors support and empower persons with a range of disabilities including physical, mental, emotional, educational, and developmental disabilities to participate fully in society. Our rehabilitation counseling graduates are prepared to work in a wide range of rehabilitation settings including vocational rehabilitation, mental health, educational, advocacy, independent living, and other settings that support the well-being of individuals with disabilities. We believe in the value and worth of all individuals, the right of all persons to self-determination, and that the attitudinal and environmental barriers faced by people with disabilities are fundamental obstacles to full inclusion that must be acknowledged and addressed.

In carrying out this mission, the faculty has to obligation to:

- Create a culture of intellectual excellence that is supportive of a diverse range of students
- Promote social justice through their teaching, research and service
- Maintain a curriculum that incorporates evidence-based and best practices from the field and that thoroughly covers all knowledge domains specified by CACREP
- Pursue grants that will further this mission

Program Objectives

Graduates of the program will:

- Demonstrate an ability to empower individuals with disabilities to select and implement life goals that are congruent with individual values, beliefs, and lifestyles. For many persons with disability this includes support for access to meaningful education, employment and independent living arrangements that match their interests and abilities.
- Be able to conceptualize and implement rehabilitation counseling services and interventions for people with disabilities from a holistic and developmental perspective.
- Develop a professional counseling identity, and demonstrate the ability to function ethically and effectively within settings that offer vocational rehabilitation, counseling, advocacy, and/or related services to diverse populations.
- Identify and implement a range of assessment, counseling, and case management strategies applicable in a pluralistic society with individuals and groups to promote change and growth.
- Demonstrate respect for the impact of social and cultural factors on human behavior and the role of individual differences in establishing and working toward counseling objectives.

Overview to the Field Placement Experience

The practicum and Internship are a primary avenue through which rehabilitation counseling students can translate academic learning into field practice, enabling them to further develop the skills they have learned through their course work.

Practicum and internships provide realistic, relevant, and meaningful experiences for students and provide the opportunity for feedback on their knowledge, client interaction skills, professionalism, and attitudes.

Beyond personal and professional growth and development, internships and practicum during graduate studies prepare students to meet licensed professional counselor requirements. While requirements vary from state to state, becoming licensed generally requires between 2,000 and 3,000 supervised hours post-degree.

The information in the field placement manual is supplemented by the Student Handbook, which provides an overview of the entire program. This manual only pertains to field placement issues.

Structure of Practicum/Internship

Students complete the practicum/internship cycle during the last year of their program.

Each student will be expected to be involved in three total field placement courses.

There will be one practicum experience worth 3 credits total, and two internships of 4 credits each (8 total credits). The practicum is only offered in the summer, and the subsequent internships are offered in the fall and spring. Students pursuing **either track** within the program are required to complete:

- A total of 100 clock hours of practicum, completed in the summer semester, over a minimum of 10 weeks.
- A total of 600 clock hours of internship, completed over 2 semesters, in the Fall and Spring semesters. It is anticipated that during the internship the student will manage a small caseload of their own under the supervision of the designated site supervisor.

All students have both an on-site supervisor and a university supervisor. The university supervisor and on-site supervisor work together to ensure that students have a positive learning experience. Students meet weekly as a class, for online faculty academic and peer group supervision. For the practicum, students participate in a seminar of 1.5 hours per week during that summer semester that also constitutes group supervision. In the Fall and Spring semesters, students attend an internship seminar of 2 hours under the supervision of a university faculty member.

All professional supervision for the practicum and internship is provided by the on-site supervisor. All students must receive a minimum of one hour supervision per week from

an on-site supervisor throughout the practicum and internship. The University Faculty instructor(s) for the practicum and internship courses are appropriately qualified as a Certified Rehabilitation Counselor (CRC) and/or a Licensed Mental Health Counselor/Licensed Professional Counselor (LMHC/LPC). The University supervisor/instructor monitors timely, competent, and ethical Rehabilitation Counseling practice as well as Professional Dispositions.

General Requirements for the Practicum

The practicum is a pre-internship experience at a rehabilitation or mental health related program. The purpose of a practicum is to expose students to the operation and activities within a rehabilitation organization, and to let them observe the provision of services to clients prior to taking on full responsibility in the internship. For those who have rehabilitation agency experience, the intent is to expose the student to a new environment and new information about models of providing rehabilitation counseling.

Practicum Pre-requisites

The **practicum** is typically offered in the summer semester. Before students enroll in a practicum, they must have completed the following requirements:

- Students must have a grade point average of at least 3.0 to enroll in a practicum seminar and be placed at a practicum site
- Students must have a suitable site and supervisor identified and approved by the practicum course instructor
- Students may not enroll in a practicum seminar and be placed in a practicum site if an Incomplete-Fail (I/F) appears on their transcript
- Practicum students must have completed a total of **16** hours of semester credits, including the following courses:
 - REHAB 611: Portfolio
 - REHAB 603: Foundations of Rehabilitation
 - REHAB 614: Motivational Interviewing
 - REHAB 615: Counseling Theories

It is recommended that students also complete the following courses prior to or during the practicum:

- REHAB 602: Medical, Psychological, and Educational Aspects of Disabilities
- COU 605: Principles of Vocational, Educational, and Psychological Assessment
- REHAB: 610: Ethics, Case Management, and Planning in Rehabilitation
- COU 616: Group Counseling and Group Dynamics

Practicum Requirements

The practicum is offered during the summer semester and is a key component of the 3-credit course REHAB 688 Practicum. The students participates in mostly observational

activities, although can be involved in more substantive activities as the student’s skills evolve. The practicum requirements are:

- The practicum must be completed before the internship.
- The practicum comprises of 100 hour field experience placement, over a minimum of 10 weeks, during the summer.
- The practicum must include 40 direct contact hours.
- The student must receive the minimum of one hour per week of supervision from the on-site supervisor, while the student is in the practicum placement.
- The onsite supervisor must have: (a) a minimum of a Master’s degree, preferably in counseling, or a related profession, and (b) a minimum of two years of relevant professional counselor experience (additional qualifications may apply, please see pp. 10–12 for track specific on-site supervisor requirements). A copy of the supervisor’s transcript for his/her highest degree, a copy of the supervisor’s resume and a copy the supervisor’s relevant certifications and/or licenses need to be obtained by the student and uploaded into Supervision Assist.
- Prior to the practicum placement, or within a few weeks of placement the faculty instructor will reach out to the on-site supervisor for an orientation (see p. 34 for agenda for orientation of on-site supervisor).
- That the supervisor has received appropriate training in counseling supervision and if not, strongly encourage the supervisor to participate in the training incentives offered by the program.
- The practicum on-site supervisor will complete a mid-term and final evaluation of the student’s professional skills (see a copy of the evaluation forms at the end of this manual).
- The student must attend the weekly 3-credit practicum class (REHAB 688) that meets for 1.5 hours during the summer semester. Class attendance meets the group supervision requirements.
- The student must be provided the opportunity to audio/videotape a counseling session with a client.
- Students must have liability insurance for the duration of their practicum.
- The documentation of practicum agreement, placement hours, direct contact hours and on-site supervision is recorded and verified in Supervision Assist, the online document repository for practicum and internship. NOTE: ALL STUDENTS MUST OBTAIN APPROVAL OF THE COURSE INSTRUCTOR OF THE PRACTICUM/INTERNSHIP OBJECTIVES (see example of forms in appendix).

A summary of the practicum hours is provided here:

Practicum Experience for Both Tracks	Minimum Hours Required for Both Tracks
Direct Services	40 hours total

Indirect Services	60 hours total
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There are additional requirements for practicum, that vary according to your track. These additional requirements are outlined later in the manual.

General Requirements for the Internship

The internship consists of closely supervised field experience in a rehabilitation setting. Using clinical skills in a real setting is different from learning about the concepts in academic courses. Students are developing those skills in their practicum and the internship is a vital opportunity for students to cement their professional skills in a vocational rehabilitation or mental health setting with adults or transition-age youth with disabilities.

Pre-requisites for the internship:

- Students must have satisfactorily completed the practicum.
- Students must have a grade point average of at least 3.0 to enroll in an internship seminar and be placed at an internship site.
- Students may not enroll in an internship seminar and be placed at an internship site if an Incomplete-Fail (I/F) appears on their transcript. Students may have only one Incomplete (I) listed on their transcript.
- Internship students must have completed a total of **19** hours of semester credits.
- Prerequisite courses include: Motivational Interviewing, Counseling Theories, Foundations of Rehabilitation, Portfolio and Practicum. It is highly recommended that students have also completed Ethics, Case Management, and Planning in Rehabilitation; Medical & Psychosocial Aspects of Disabilities; and Principles of Vocational, Educational & Psychological Assessment.
- In the first week of the Fall semester, the program will conduct a post-practicum assessment to evaluate the student's professional dispositions and skills as a developing rehabilitation counselor. The practicum instructor will make a recommendation regarding moving on to internship to the Rehabilitation Counseling Working group. If there are some doubts regarding readiness for internship, the Graduate Program Director, the student, and the practicum instructor will discuss the issues with the student and a remediation plan will be put in place. Plans may include waiting a year before internship and doing volunteer work to develop skills, working individually with an instructor, or other more individualized plans
- An internship should only be taken in the final two semesters of a student's degree program. Exceptions may be requested for students who anticipate a summer or fall graduation.

Internship Requirements

- The internship cannot begin until after the completion of the practicum requirements.
- The internship is comprised of two 4-credit courses conducted over the Fall and Spring semesters (REHAB 698 Fall and REHAB 698 Spring). The courses meet weekly for 2 hours throughout the semester, and class attendance meets the group supervision requirements.
- Each internship is 300 hours, with a total of 600 hours over two semesters.
- Students are required to complete a minimum of 120 direct contact hours each semester, for a total of 240 direct contact hours.
- Students are required to audio or video tape counseling sessions with clients, as outlined in the course syllabi.
- Students are expected to manage a small case-load during the internship.
- Students are required to co-lead or lead a counseling or psychoeducational group in the Fall internship.
- Students are to be provide with on-site supervision, for a minimum of one hour per week during the Fall and Spring semesters.
- The onsite supervisor must have (a) a minimum of a Master's degree, preferably in counseling, or a related profession, and (b) a minimum of two years of relevant professional counselor experience (additional qualifications may apply, please see pp. 10-12 for track specific on-site supervisor requirements). A copy of the supervisor's transcript for his/her highest degree, a copy of the supervisor's resume and a copy the supervisor's relevant certifications and/or licenses need to be obtained by the student and uploaded into Supervision Assist.
- Within 3 weeks of the internship placement the faculty instructor will reach out to the on-site supervisor for a meeting to review of expectations of the internship (see agenda of the orientation meeting p.34). If supervisors have not completed supervision training, the university faculty will encourage the on-site supervisor to do so.
- On-site supervisors required to provide a mid-term and final evaluation, each semester of the student's professional skills (see the evaluation tools at the end of this report).
- Students must have liability insurance for the duration of their internship.
- The documentation of placement hours, direct contact hours and on-site supervision is recorded and verified by the on-site supervisor in Supervision Assist, the online document repository for practicum and internship.

Typically, students complete their internship at the same site they completed their practicum, but this is not a requirement. Students can complete their

practicum/internship cycle at multiple sites upon the approval of their advisor and university supervisor. The necessary signed documents are required for each site. Summary of Internship hour requirements:

Internship Experience for Both Tracks	Minimum Hours Required for Both Tracks
Direct Services	240 hours
Indirect Services	360 hours

Practicum and Internship Requirements Specifically for the Clinical Rehabilitation Counseling Track

- **The onsite supervisor for students in the clinical track** must meet the following criteria, depending on the state in which the placement occurs. It is the student’s responsibility to document the licensure status of their on-site supervisor. It is not uncommon for supervisor licenses to expire and in those cases the supervision becomes invalid. Students are required to upload a copy of the on-site supervisor’s license into the Supervision Assist portal.
 - If the student resides in Massachusetts the supervisor requirement is: A practitioner with three years of full-time or the equivalent part-time post-licensure clinical mental health counseling experience who is also: (a) a Massachusetts Licensed Mental Health Counselor; (b) a Massachusetts licensed independent clinical social worker; (c) a Massachusetts licensed marriage and family therapist; (d) a Massachusetts licensed psychologist with Health Services Provider Certification; (e) a Massachusetts licensed physician with a sub-specialization in psychiatry; (f) a Massachusetts licensed nurse practitioner with a sub-specialization in psychiatry; or (g) where practice and supervision occur outside of the Commonwealth, an individual who is an independently licensed mental health practitioner with a license or registration equivalent to one listed under 262 CMR 2.02.
 - If the student resides in another state, the supervisor is required to have three years of post-license experience as a licensed professional counselor, licensed mental health counselor, licensed clinical social worker, or licensed psychologist. It is important that the student investigate the licensure requirements for their state to ensure that their practicum/internship supervisor meets the state’s licensing requirements.
 - The onsite supervisor is encouraged to participate in professional counselor supervision training if they have not already done so. The university will sponsor an online counselor supervision training with an approved provider. With documentation of successful completion of the training, the University will provide the supervisor with a \$50 gift card, as an honorarium.
 - It is important to note that for students who do not reside in Massachusetts, that all individual professional supervision is provided by your on-site supervisor, not the university supervisor.

- **Site selection for the students in the clinical track:** Students must identify a placement site that has integrated programs for the delivery of clinical Mental Health Counseling/clinical Rehabilitation Counseling and must meet the following criteria:
 - The site must provide an opportunity for students to experience the components of mental health counseling scope of practice includes, but is not limited to, assessment, diagnosis and treatment, counseling, and psychotherapy (of a nonmedical nature) of mental and emotional disorders, psychoeducational techniques aimed at prevention of such disorders, and consultation to individuals, couples, families, groups, organizations, and communities. Such experience does not include vocational guidance services, academic school guidance counseling, industrial or organizational consulting services, teaching, or conducting research. The unit of measurement is direct client contact experience of at least 45 minutes, which may be composed of segments of at least 15 consecutive minutes.
 - It has an organizational structure, with staffing positions, usually including a clinical director and at least one licensed supervisor.
 - Opportunity to work with clients (adults or transition-age youth, NOT children) who have a documented treatment plan.
 - Requests for records are managed according to written policy consistent with HIPAA etc. and overseen by the licensed supervisor. This supervisor has clinical responsibility for clients and adequate time to ensure clinical success.
 - A Clinical Field Experience Site does not include individual private practice or group private practice. The Massachusetts Rehabilitation Commission, or any state/federal rehabilitation program is unlikely to meet the clinical requirement as a placement site.
 - Telehealth is recognized as direct client contact.

It is the student's responsibility to ensure that their practicum and internship sites meet their state requirements if they are seeking licensure. Students from Massachusetts are strongly advised to **visit the Massachusetts state website for more information on licensure requirements (<http://www.mass.gov/ocabr/licensee/dpl-boards/mh/>) and to download and review the application form (<https://www.mass.gov/doc/licensed-mental-health-counselor-application-guide/download>).**

Students are reminded that there are several post-master's requirements for licensure (see direct links above for more information), and it is important that they become familiar with these.

Practicum and Internship Requirements Specifically for the Vocational Rehabilitation Counseling Track

The onsite vocational rehabilitation counseling supervisor

- must meet the following criteria: (a) a rehabilitation counselor currently certified as a Certified Rehabilitation Counselor by the Commission on Rehabilitation Counselor Certification; (b) a currently licensed rehabilitation counselor, or an individual who meets the qualifications for licensure as a rehabilitation counselor by the MA Board Registration of Allied Mental Health and Human Services Professions, or (c) a person who has a minimum of five years of clinical experience in rehabilitation counseling and either a master's degree in rehabilitation counseling or a related field, a doctorate in psychology, or a medical degree with a subspecialization in psychiatry. Students are required to upload a copy of the supervisor's qualifications and resume into Supervision Assist. Internship requirements for sitting for the Certified Rehabilitation Counselor exam can be verified by the student's advisor or internship course instructor.
- The onsite supervisor is encouraged to participate in professional counselor supervision training if they have not already done so. The university will sponsor an online counselor supervision training with an approved provider. With documentation of successful completion of the training, the University will provide the supervisor with a \$50 gift card, as an honorarium.

Site selection for students in the vocational track: Students must identify a program that provides vocational rehabilitation services and meets the following criteria:

- The site must provide an opportunity for students to experience the components of the rehabilitation counseling scope of practice that includes, but is not limited to, providing individual and group counseling to help clients adjust to their disability; evaluating clients' abilities, interests, experiences and skills; developing a rehabilitation plan for clients, in consultation with other professionals; arranging for clients to obtain services, such as medical care, accommodations, career training that help clients live and work more independently; helping employers understand the needs and abilities of people with disabilities; Helping clients develop their strengths; maintaining client records and monitoring clients' progress, adjusting the rehabilitation or treatment plan, as necessary, and; advocating for the rights of people with disabilities to live in a community and work in the job of their choice.
- Clients at the program have a written rehabilitation or employment and interventions are directed toward clients achieving their written goals.
- Ideally, at least 20% of the clients should be seeking employment.

Expectations of Students: Professionalism and Ethical Behavior

In the Spring semester, prior to beginning the practicum/internship students complete a professional dispositions evaluation with their advisor. Students must be always aware that they have a legal and ethical responsibility to both the placement institution/agency and its clients. Ethical concerns and/or problem situations should be presented to both the placement institution and the university supervisor.

Academic performance is only one indicator of success for UMass Boston graduate students. Students are expected to demonstrate professional and personal competency beyond theory and basic skill acquisition. Professional behavior is expected across a wide variety of environments, whether the student is engaged in clinical practice, classroom instruction, peer or faculty interaction, or research. Students in the Rehabilitation Counseling Program are obligated to meet all of the following conduct and training obligations throughout their enrollment in classroom and fieldwork experiences:

- Adherence to the policies of the University of Massachusetts Boston, including the Code of Conduct: [Code Of Student Conduct - UMass Boston \(umb.edu\)](https://www.umb.edu/code-of-conduct)
This site includes information about academic integrity policies and procedures, student conduct policies and procedures, and student grievances.
- Adherence to the ethical standards and ethical values outlined in the Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics for Rehabilitation Counselors:
<https://crrcertification.com/code-of-ethics-4/>
- Adherence to the professional dispositions (as outlined below).
- Adherence to the rules/policies of the cooperating school or agency placement that do not conflict with UMass Boston policy.

Specifically, counselors have an ethical obligation to support the welfare and well-being of clients. Therefore, it is vital that students effectively manage intra- and interpersonal challenges, including but not limited to mental health and/or substance use problems. Section E.2.a of the 2023 [CRCC Code of Professional Ethics \(crrcertification.com\)](https://crrcertification.com/code-of-ethics-4/) states that counselors must be:

- alert to the signs of impairment due to their own health issues or personal circumstances and refrain from offering or providing professional services when such impairment is likely to harm clients or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined they may safely resume their work.

As gatekeeper of the profession, the faculty and site supervisors have an ethical responsibility to monitor and intervene when there are indications of impaired professional functioning and behavior. Faculty and supervisors assist students/supervisees in securing remedial assistance when needed. They can recommend dismissal from the practicum/internship or the program. In addition, they can withhold recommendations for professional credentialing when students are unable to demonstrate that they can provide ethical and competent services to a range of diverse clients. Faculty can seek consultation to dismiss or refer students for assistance. Faculty must ensure that students are aware of the options available to them, which may include referral to personal counseling or treatment.

In the program context, students are expected to demonstrate respect to faculty and classmates by arriving on time, coming to class prepared to learn, and listening attentively to lectures and class discussions. All assignments are prepared professionally and turned in on time. It is not appropriate to miss assignments or submit poor quality work, even if it is still possible to receive a passing grade in the course. In-class activities are completed with care and efficiency. Students take responsibility for their own learning by asking questions and by clarifying instructions as needed. Correspondence (written and electronic) and telephone communications should be conducted professionally, whether you are making an informal call to the Rehabilitation Counseling Program office or to arrange an interview at a prospective internship site.

Professional Dispositions and Key Counseling Competencies

Outlined on the following pages is a specific description of the professional dispositions and key counseling competencies expected of students.

The Rehabilitation Counseling Program at UMass Boston is responsible for preparing students to have the required knowledge, skills, and professional dispositions to become effective counselors. Therefore, your chosen study track will prepare you to develop and model the knowledge, skills, and dispositions expected of professional counselors. Faculty and/or supervisors will evaluate your demonstration of these professional dispositions, each Spring, and provide you with feedback about your progress.

Professional Dispositions

Professional dispositions are those characteristics or variables that define an effective counselor. According to CACREP (2016), the program's accrediting body, professional dispositions "are defined as the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with colleagues."

Professional dispositions include the following behaviors: (a) adheres to the ethical guidelines of the CRCC and ACA, (b) behaves in a professional manner toward supervisors, peers and clients, (c) maintains appropriate boundaries with supervisors, peers, and clients, (d) adheres to all counseling site policies and procedures, (e) completes assignments and other required tasks including weekly record keeping on time or in special circumstances requests extensions, (f) demonstrates respect for cultural differences, (g) demonstrates emotional stability and insight about psychological or other barriers that may hinder performance, (h) demonstrates engagement in learning and development of counseling competencies, (i) responds non-defensively and alters behavior in accordance with Faculty/supervisor feedback, (j) flexibility, and (k) congruence and genuineness.

Key Counseling Competencies

The program's curriculum has been developed to ensure that the student acquire all the knowledge and skills to be an ethical and effective counselor. The Faculty have a moral and ethical obligation to ensure that students have demonstrated these skills prior to graduation. The key Counseling Competency assessment evaluates student learning in each of eight core knowledge areas and the competencies identified in either the clinical or vocational track (as outlined by CACREP, the program's accreditation body). The eight core knowledge areas are: 1) Professional counseling orientation and ethical practice, 2) Social and cultural diversity, 3) Human growth and development, 4) Career development, 5) Group work, 6) Assessment, 7) Counseling skills, and 8) Research and program evaluation.

Site supervisors will conduct a key counseling competency evaluation (and students will complete a self evaluation) at the following intervals:

1. Mid placement practicum
2. Conclusion of practicum
3. Mid placement internship 1
4. Conclusion of internship 1
5. Mid placement internship 2
6. Conclusion of internship 2

Assessment of Professional Dispositions and Key Counseling Competencies

In March, your academic advisor will provide you with an evaluation of your Professional Dispositions and Key Counseling Competencies. This time frame was selected because it is the semester prior to students' beginning the Practicum/Internship experience, and prior to graduation during the final internship. In addition, any faculty member, in consultation with the Rehabilitation Counseling team, can complete a professional dispositions assessment and/or Key Counseling Competency assessment at any point in the program. The annual assessments will be emailed to the students or be made available to them electronically in Supervision Assist. If there are concerns, your advisor will reach out to make an appointment to discuss the issues. All students have the right to discuss the results of their evaluation with their advisor.

See **Table 1** below: Professional Dispositions assessment

See **Table 2** below: Key Counseling Competency assessment

Students can be rated as satisfactory, needs improvement, or N/A (not applicable as the competency has not yet been assessed).

What happens when a "Needs Improvement" rating is noted on a student's professional dispositions and/or Key Counseling Competency assessment?

In keeping with the values articulated in the School for Global Inclusion and Social Development, counseling competency and professional disposition expectations for

rehabilitation counseling students are at the core of our mission. The vast majority of our students emerge as highly effective and ethical graduates who demonstrate knowledge, effectiveness, and commitment to transforming lives by positively impacting the lives of people with disabilities. However, occasionally, there is a need for remediation on the dispositional or counseling competency requirements of the profession. The procedures below outline the process for tracking students needing improvement on the Professional Dispositions and/or Key Counseling Competency assessment.

Students may receive a rating of "Needs Improvement" in one of two ways:

- In a conference with the student's advisor or other faculty at the above review point
- When student issues arise in the program

A student who receives a rating of "Needs Improvement" in any of the professional dispositions or key counseling competencies will be counseled by their faculty advisor, the Graduate Program Director, or other faculty about the issue and be provided with a written Professional Dispositions Review Report (PDRR). This review is not considered punitive and the goal is to support the student's success. This review is considered a collaborative process, where the student has the opportunity to enter into dialog with the faculty at each stage of the process, noting that it is both the professional and ethical responsibility of the faculty to maintain professional standards of conduct.

The review outlines, with the following information:

- A description of the current behaviors or skills (or lack of behaviors in question).
- An outline of the expected behaviors or skills
- A plan outlining the student's actions to meet the professional disposition or key counseling competency expectations
- The action plan will also outline the faculty support concerning instruction, coaching, informing, and/or remediating the student's professional dispositions or key counseling competencies
- A time frame for re-evaluation

At the time of the first re-evaluation meeting, which occurs with the student and a faculty member, there is one of three possible outcomes:

- The issue is resolved, and the matter is closed
- The issue is partially resolved, there have been significant improvements in behavior, but continued action is required, and this is outlined in a second PDRR
- If the student's behavior is not resolved at the second professional disposition review, the student may be dismissed from the program. If dismissal is warranted the Dean of Graduate Studies will be advised and official notification will be sent from the Dean's Office. A student dismissed from the program may appeal the

decision, in writing, to the Dean of Graduate Studies as outlined in the student grievance process at <https://www.umb.edu/academics/seas/undergraduate-studies/academic-policies/code-of-student-conduct/>

Students who violate the ACA or CRCC code of ethics can be immediately dismissed from the program and advised of the appeal process.

Professional Dispositions

Primary Professional Dispositions	Specific Professional Disposition Descriptors
Professional Ethics	Adheres to the ethical guidelines of the ACA and CRCC including practices within competencies. Can identify the difference between right and wrong.
Professional Behavior	Behaves in a professional manner toward supervisors, peers, and clients (includes appropriate communications, dress, and attitudes). Able to collaborate with others.
Professional and Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, and clients.
Knowledge of and Adherence to Site Policies	Demonstrates understanding of and appreciation for <i>all</i> counseling site policies and procedures.
Task Completion and Record Keeping	Completes assignments on time or requests extensions. Completes <i>all</i> weekly record keeping and tasks correctly and promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory reports).
Multicultural Competencies	Demonstrates awareness of, appreciation of, and respect for cultural difference (e.g., gender, race, ethnicity, spirituality, sexual orientation, ability/disability, SES).
Emotional Stability and Self-Control	Demonstrates emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in relationships with supervisor, peers, and clients. Demonstrates insight about psychological or other barriers that may hinder

	academic or professional success and takes appropriate measures.
Motivated to Learn and Grow / Initiative / Responsibility for Problem Solving	Demonstrates engagement in learning and development of counseling competencies. Demonstrates initiative and is proactive in solving problems. Takes responsibility for ensuring course expectations are met and uses initiative to solve issues.
Openness to Feedback	Responds non-defensively and alters behavior in accordance with supervisory feedback.
Flexibility and Adaptability	Demonstrates ability to flex to changing circumstances, unexpected events, and new situations.
Congruence and Genuineness	Demonstrates ability to be present and to be true to oneself.

Other practicum and internship information

Supervision Assist

Supervision Assist is a HIPPA secure online platform that integrates all the materials required for practicum and internship. All the documentation for the practicum and internship placement is located in Supervision Assist, the forms in appendix of this manual are for your information only, as the forms are completed online. Student's pay for this service as a portfolio fee when first registering in the program. Supervision Assist is a repository for all the documents related to practicum and internship and students will be able to access this information after graduation, to use for purposes of licensure or certification. Prior to starting practicum, students will receive an email, from Janice McDonald, the administrative assistant, with an invitation to create an account in Supervision Assist. Within Supervision Assist students will create their Placement Application and invite their approved site supervisor to create a Supervision Assist account. All required forms and agreements, including the liability insurance form, will be generated within Supervision Assist. Once you have established the Supervision Assist account, please email Janice McDonald, at Janice.mcdonald@umb.edu your placement site and the email address of your on-site supervisor to be added to the directory.

Practicum/Internship Placement at Place of Employment

The practicum and/or internship requirements may be met through paid full-time or part-time employment as long as: (1) the specific learning objectives advance learning beyond the current job expectations and are defined in coordination with the university supervisor, (2) the specific hours that count toward the practicum and/or internships are documented, (3) all program requirements and assignments can be met through the placement, (4) the role defined is clearly related to a clinical or vocational counselor–intern, and (5) the supervisor for the internship, if possible, is different from the supervisor for the paid position.

To emphasize, the primary role within the internship setting **must be as a clinical or vocational counselor intern**. In addition, the student still is required to enroll in the appropriate seminar classes and participate fully in all class requirements.

Liability Insurance

All students are required to obtain professional liability insurance prior to their practicum and internship placement. Insurance is available through professional organizations, for example, the American Counseling Association (<https://www.counseling.org/membership/membership-savings/liability-insurance>) or HPSO (<http://www.hpso.com/individuals/professional-liability/student-malpractice-insurance-coverage-description>). Documentation of liability insurance must be uploaded into Supervision Assist before the practicum placement starts. If students are completing their practicum/internship with their current employer, written confirmation is required that liability insurance extends to the students' practicum/internship activities.

Background Check and Violations of Law

Students applying for field placement may be required to undergo a Criminal Offender Record Information (CORI) check through their placement site and may be required to undergo a National Background Check (NBC), including fingerprinting. The purpose of these checks is to ensure public safety and avoid unacceptable risk to vulnerable

populations. Students who refuse to consent to a CORI/NBC may be administratively withdrawn from their program.

Background checks are typically conducted by the placement site. If a violation is discovered or self-reported, authorized personnel at the school or agency determine the suitability of a candidate for placement at the facility. The Rehabilitation Counseling Graduate Program Director may also determine the suitability of a candidate for field placement eligibility based on discovered or self-reported information. Unless otherwise provided by law, factors considered in determining suitability may include, but are not limited to, the following:

- relevance of the crime to the practical experience
- nature of the work to be performed
- time since conviction
- age of the candidate at the time of the offense
- seriousness and specific circumstances of the offense
- number of offenses
- existence of pending charges
- any relevant evidence of rehabilitation

Students may challenge a CORI finding by appealing to the Commonwealth of Massachusetts Criminal History Systems Board.

Important Note: Massachusetts law does allow for expungement of a criminal record. Students should answer the questions for practicum and internship sites, potential employers, and the licensing board honestly, noting that some questions refer to the past 5 years and others refer to “at any time.”

Questions and Answers About Practicum and Internship

What constitutes Direct Services?

Direct services include face to face and telehealth services (based on site approval) for the following activities

- Individual counseling: Performing client sessions involving the assessment and/or treatment of specific mental and emotional disorders.
- Family/couples counseling: Performing family or couples sessions involving the assessment and/or treatment of specific mental and emotional disorders.
- Group counseling: Co-leading or independently leading a psychotherapy group.
- Diagnostic interviewing: Use of specific assessment tools and clinical skills to identify an appropriate DSM-V diagnosis and identify a client’s initial needs.
- Testing and assessment administration and/or interpretation of counseling assessments: Includes provision of interpretive summaries to clients.
- Career counseling: Counseling that includes client career or vocational development.
- Co-therapy: Actively participating in co-therapy with individuals or groups (not simply observing).

What constitutes Indirect Services?

- Observation: Observing on-site staff member performing psychotherapy.
 - Email contact

- Referrals: Linking clients to supplemental or supportive services.
- Clinical documentation: Writing case notes, treatment plans, and treatment summaries or other written reports for the formal medical record.
- Case consultation: Working directly with other mental health professionals regarding clients.
- Staff meetings: Attending clinical and/or administrative meetings with agency staff.
- Professional development activities: Attending professional counseling trainings, workshops, or conferences (including remotely/virtually).

What constitutes Clinical Supervision (counted as indirect)?

- On-site individual clinical supervision: Weekly, face-to-face regularly scheduled supervision regarding skills development and client care. Provided by the site supervisor.
- On-site group supervision: All formal group supervision provided at the field site.
- University supervision: Individual supervision with faculty supervisor and field work seminar.

Is there a practicum and internship class?

Yes, students are required to attend the weekly class meetings for both the practicum (REHAB 688) and internships (REHAB 698).

How do I obtain a practicum/internship placement?

In the Fall, prior to the summer internship, the program offers a webinar about practicum and internship placement. It is highly recommended that students attend this webinar. The search for an intern can take over 6 months, so **START EARLY** in your search.

Obtaining a practicum placement site is a collaborative process between you, your advisor, and the course instructor. The first step is to set up a time to meet with your advisor and discuss the type of experience you would like to have and the population and specific type of agency where you would like to intern. After narrowing your focus, review the list of placements provided to you by your academic advisor in the Rehabilitation Counseling Program. Select three or four sites that fit your interests and complete the following steps:

- Prepare an updated resume (make sure you have someone to review it)
- Send the resume to the three or four sites with a cover letter stating your intent and that you will be calling in the near future to discuss the possibility of a practicum and/or internship experience.
- Call the contact person at each site and discuss setting up a meeting (in person or remotely) to explore practicum and/or internship possibilities

Tips for for interviewing at a potential site:

- Research the agency beforehand so you can demonstrate knowledge of what they do and ask clarifying questions.
- Prepare for the meeting by making a list of issues to discuss with the supervisor. Refer to the supervisor and site requirements for your track
- Treat the interview as a regular job interview.
- Arrive on time or slightly early.
- Dress professionally.
- Meet with the site supervisor and discuss the possibility of a practicum and/or internship experience. Take along copies of practicum and/or internship forms and requirements to show to the organization representative (or email the forms if meeting remotely). Bring your resume and list of references (or have them ready to email if interviewing virtually).

- Check that the agency has an approved supervisor (discuss with you advisor to make sure).
- Prepare a list of questions relating to how this placement might be mutually beneficial to you and the site.
- Prepare a list of goals **you** want to accomplish during your placement.
- Select a site, complete the appropriate forms, and inform your advisor.

What are the timelines for obtaining a practicum site?

Due to the importance of meeting classroom and site requirements, students should begin the practicum/internship site search at the latest at the beginning of the spring semester. Students who do not have a placement prior to the beginning of the first practicum class, will need to defer their academic program for a year.

What are the student's objectives during the internship?

- Learn the roles, duties, and responsibilities of a professional rehabilitation counselor.
- Develop counseling techniques that must be used in actual counseling relationships.
- Apply counseling theories acquired through coursework to actual issues confronting people with disabilities.
- Engage and participate in the roles, duties, and responsibilities of a professional rehabilitation counselor.
- Have experiences through which they may receive feedback from a professional rehabilitation counselor and a rehabilitation counselor educator.
- Develop the skills of a professional rehabilitation counselor so that the student will begin to feel confident in their ability to function as a professional in the field of rehabilitation.
- Begin to develop and use community resources that are relevant to the practice of rehabilitation counseling.
- Work and function as a team member with other professionals in the rehabilitation process.
- Understand the relationship and functioning of systems, e.g., the relationship between rehabilitation counseling staff and the administration of the agency.

PLEASE NOTE THAT ALL THE FORMS BELOW ARE ONLY INFORMATIONAL. THE FORMS MUST BE COMPLETED ELECTRONICALLY IN SUPERVISION ASSIST

Agreement for Practicum/Internship Placement

Rehabilitation Counseling Program School for Global Inclusion and Social Development University of Massachusetts Boston

Statement of Agreement for Participants

The following participants are involved in a student's Practicum/Internship Placement experience:

- Practicum/Internship Students in the Rehabilitation Counseling Program in the School for Global Inclusion and Social Development at the University of Massachusetts Boston
- Site Supervisors from practicum/internship placement institutions
- Faculty Instructors of the practicum/internship seminar for students from the University of Massachusetts Boston Rehabilitation Counseling Program

RESPONSIBILITY OF THE UNIVERSITY FACULTY

- To inform students about practicum and/or internship placement procedures and practices prior to their interview with placement institutions.
- To provide an orientation to the supervisor and inform the site supervisor of the requirements for supervision and student clinical experiences.
- To determine and submit University grades for practicum students and/or interns. University supervisors will determine practicum or internship grades by integrating students' performance at the placement site, in the University seminar, and from the information provided by the on-site supervisor's written and verbal comments.
- To ensure satisfactory completion of all documentation, including practicum and/or intern evaluations, clock hours, supervision clock hours and liability insurance.
- To work in consultation, on a regular schedule to be agreed upon, with the site supervisor. To converse on site or by phone or videoconference to review the progress of the practicum student or intern.
- The university supervisor is not responsible for the individual supervision of the student.

RESPONSIBILITIES OF PRACTICUM AND/OR INTERNSHIP SUPERVISORS AND PLACEMENT INSTITUTIONS

The placement institution is to determine its own criteria for accepting students for placement. The placement institution criteria will include a procedure for interviewing prospective practicum students and/or interns.

The institution/supervisors have the following responsibilities:

- To provide opportunities for student growth and development, as outlined in the objectives of the placement
- To collaborate with the University faculty supervisor in evaluating the practicum student's and/or intern's performance. This collaboration will include an initial contract to clearly determine the intern's activities for fulfilling internship requirements.
- To determine criteria for the practicum student and/or intern's professional conduct in their institution to protect their clients' rights.
- To appoint a qualified individual in the agency, known as the site supervisor to assume primary responsibility for the coordination, direction, and general supervision of the student.

- The site supervisor will provide at least one hour of individual supervision to the practicum student/intern every week to offer constructive critique of their performance and progress.
- At the conclusion of the practicum/internship, the agency supervisor will complete the prescribed evaluation form
- To verify online, through Supervision Assist, the student practicum/internship hours, direct contact hours and individual supervision hours.

To facilitate a successful learning experience for practicum and/or internship students assigned to the practicum/internship site, the university recommends that each student be provided with the following services and arrangements:

- Desk space or other suitable working facilities, etc., as feasible to the work assignment.
- Background information about the placement institution and the client population. Please prepare placement site personnel and prospective clients for the arrival of each practicum student and/or intern.
- Opportunities to engage initially in observational experiences during their first few days of the assignment, with increased responsibilities at the on-site supervisor's discretion.
- Assignments that constitute work experience and responsibilities comparable to those expected of a professional rehabilitation counselor who might normally be assigned to the position or engaged in the same responsibilities to which the student has been assigned.
- Opportunities for interns to audio/video record counseling sessions
- In the Fall internship, an opportunity for the student to lead or co-lead a counseling or psychosocial group activity.

STUDENT RESPONSIBILITIES THROUGHOUT PRACTICUM/INTERNSHIP PLACEMENT

Students are responsible for conducting themselves at all times in an appropriate, responsible, and professional manner. This includes the development of a cooperative and professionally respectful relationship with agency staff, clients, and other community professionals, as well as such practical obligations as the maintenance of regular and punctual work hours, appropriate ethical conduct (CRC/LMHC and agency standards), the acceptance and support of agency procedures and policies, and the regular execution of practicum/internship duties and responsibilities.

The student is expected to:

- Adhere to the arranged work hours and rules governing professional staff behavior
- Adhere to agency/program policies and CRC/LMHC ethical guidelines including the strict observance of confidentiality
- Assume responsibility for personal actions and activities
- Maintain professional relationships with all clients served by the program
- Relate and use knowledge acquired in the classroom to practice in the agency/program
- Have a positive attitude and an eagerness to learn
- Develop self-awareness regarding attitudes, values, and behavior patterns that influence personal practices
- Prepare for and use conferences with the agency supervisor
- Submit the documentation of hours, reports, and other required assignments to the faculty supervisor and agency supervisor

- Acquire liability insurance if not an employee of the agency

In any instance where the student desires clarification of agency policy, desires alteration of practicum/internship duties, or experiences other problems or concerns regarding the placement, they should first discuss such issues with the agency supervisor. If resolution or reconciliation of any difficulty proves unsatisfactory at this level, the student, the agency supervisor, or both may initiate a consultative meeting with the University faculty supervisor.

It is the student's responsibility to inform the faculty supervisor of any difficulties encountered during practicum or internship. Where such meetings involve all 3 parties, the agreements reached will become binding on all concerned. It is anticipated that the necessity for such meetings should be rare. They are reserved for concerns of the most serious nature, since failure to resolve controversy at this level could necessitate mutual termination of the practicum/internship contract.

SHARED RESPONSIBILITIES FOR THE CONTRACTING PARTIES

The following general guidelines and conditions are required throughout the duration of the practicum/internship:

- That all the above parties welcome students, faculty, and staff from all racial, religious, national, and socio-economic backgrounds. That all are committed to ensuring equal opportunity, as required by law, for all persons, regardless of race, color, religion, national origin, ancestry, age, sex, sexual orientation, gender identity, or disability. This policy is intended to comply with federal and state laws concerning equal opportunity, and is applicable to all employment practices, admissions of students, and services to students, faculty, staff, and the community.
- It is understood that through the practicum/internship period, the University faculty will retain responsibility for the assignment of academic study as appropriate. Agency supervisory staff, although serving without remuneration or formal academic rank, shall be regarded by all concerned as exercising the same professional and teaching relationship toward students as would regular members of the University faculty, with regard to the assignment and evaluation of student projects, reports, practices, or other learning experiences.
- Neither the University nor the agency is obligated to provide a student with full, or any, financial support throughout the practicum/internship period. Inability to find a paid internship is not a basis for waiving, abrogating, or altering the practicum/supervision requirement.

Within Supervision Assist, every student is to ensure the following documentation is appropriately signed or uploaded.

Practicum/Internship Information Form

Practicum/Internship Agreement Form

Informed Consent to Video Tape/Audio Tape (needed for each video tape / audio tape sessions)

Practicum/Internship Clock Hours (including direct client contact hours and individual supervision hours, group supervision hours)

Practicum/Internship Student Self-Evaluation Forms (2 per semester)

Practicum/Internship Supervisor Evaluation Forms (2 per semester)

Evidence of Liability insurance for the student

Copy of the qualifications of the on-site supervisor

Verification student has completed a group-leading activity

Student Signature Date

Site Supervisor Signature Date

Faculty Supervisor Signature Date

Practicum/Internship Information Form

Rehabilitation Counseling Program
School for Global Inclusion and Social Development
University of Massachusetts Boston

Student Name: _____ Semester: _____

Student email: _____ Phone: _____ Cell: _____

Practicum Site: _____

Address: _____

On-Site Supervisor: _____

E-mail: _____ Phone: _____

Is On-Site Supervisor a CRC? ____Yes ____No CRC # _____

Is On-Site Supervisor a Licensed Counselor? ____Yes ____No Licensure title _____

Licensure # _____

Briefly describe agency mission, goals, services, clientele (to be completed by student after discussion with the supervisor)

Objectives: briefly describe the activities the student will be undertaking as a growing professional (to be completed by the student after discussion with the onsite supervisor).

I HAVE READ, UNDERSTAND, AND AGREE TO THE OBJECTIVES OUTLINED ABOVE FOR PLACEMENT. In addition, I have read the procedural policies of the practicum placement institution and AGREE TO COMPLY with them. I, the undersigned graduate student, also agree that during the course of my practicum/internship, I will observe the following arrangements and fulfill the following requirements:

1. **DURATION:** My practicum/internship will run from _____ to _____.
2. **HOURS PER WEEK:** I shall be expected to serve approximately _____ hours per week.
3. **LOCATION:** I shall perform my practicum at _____.

Student Signature Date

Site Supervisor Signature Date

Faculty Supervisor Signature Date

Faculty Supervisor licenses and certification numbers

Informed Consent to Audiotape or Videotape

My signature below attests that my consent to be audiotaped or videotaped has been explained to me, and I understand the following:

- I am not obligated to be audio or video recorded, and I am under no requirement to have this session recorded.
- I am allowed to withdraw my permission at any time during or after the session. My access to counseling services at this agency will not be affected by my decision not to be audio or video recorded.
- I have the right to review this recording with my counselor during a counseling session.
- My counselor trainee receives supervision both at this agency _____, and by university faculty at UMass Boston.
- This audio or video recording will be reviewed during a small supervisory group meeting at UMass Boston by faculty and other counselors in training to assist with counseling trainee development.
- I understand that typically no names will be mentioned in supervisory group meetings. If a name is mentioned, only my first name will be used.
- The contents of the audio or video recording will be kept confidential within the supervision group at UMass Boston.
- The audio or video recording will be erased or destroyed upon completion of the supervisory review of this session unless further supervision is deemed necessary.
- This consent expires 180 days from the date of my signature below. I may revoke my consent at any time prior to the expiration date by submitting to my counselor-in-training.
- I may request to withdraw my permission.
- The original copy of this consent form will be kept in my records with this agency.
- I may contact the Rehabilitation Counseling Program's Graduate Program Director, Dr. Dimity Peter, with questions about this consent form via email at: dimity.peter@umb.edu

(Signature of Client) (Date)

(Signature of Parent/Guardian if Client is Under 18) (Date)

(Signature of Counselor) (Date)

(Signature of Site Supervisor) (Date)

Students performance evaluation:

Students skills will be assessed by the following:

- a. Site supervisor at the mid-point of the practicum and each of the internships
- b. Site supervisor at the end of the practicum and each of the internships
- c. Student self-evaluation at the end of the practicum and each internship
- d. Employer, within 12 months of graduation

The following skills will be assessed through an evaluation form in Supervision Assist:

Professional skill	beginning	developing	proficient	exemplary	Not Assessed
1: Professional Counseling Orientation and Ethical Practice: Students demonstrate an understanding of, and ability to apply and adhere to ethical and legal standards prescribed by the ACA and CRCC.					
2: Social and Cultural Diversity: 2a. students understand how as a counselor, their own personal value systems may create biases that affect counseling and can implement strategies to minimize this bias. b. Students demonstrate respect for diverse identities (including ability/disability, race/ethnicity, social class, gender identities, sexual orientation, religion/spirituality) and understand the impact of privilege/oppression on client well-being. Using this knowledge, students can implement appropriate rehabilitation/ treatment plans and interventions. c. Students can implement a range of empowerment strategies and promote social justice and advocacy on behalf of clients.					
3: Human Growth and Development: Students					

demonstrate an ability to conceptualize and implement rehabilitation/mental health counseling services and interventions for people with disabilities from a holistic and developmental perspective.					
4: Career Development: Students can identify and describe strategies for assessing abilities, interests, values, personality and other factors that contribute to career development and apply methods of identifying and using assessment tools and techniques relevant to career planning and decision making					
5: Counseling and helping relationships: Students demonstrate effective counseling skills relevant to the clients' intersectionality.					
6: Group Counseling and Group Work: Students demonstrate and ability to identify and apply ethical and culturally relevant strategies for designing and facilitating groups.					
7: Assessment and Testing: Students can identify and apply ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results					
8: Research and Program Evaluation: Students demonstrate an understanding of the importance of research in advancing the					

counseling profession, including how to critique research to inform counseling practice					
9: Rehabilitation Counseling professional identity: Students demonstrates an understanding of the role of the rehabilitation counselor and/or clinical rehabilitation counselor and can implement the rehabilitation processes.					
Professional dispositions: The student demonstrates the attitudes, values, behaviors and communication skills necessary to be an effective professional counselor.					
Comments:					

Agenda of orientation by university supervisor with practicum site supervisor

1. Thank you for support of the student
2. Check that the supervisor has received the Field placement manual
3. Provide an overview of the program, mission, objectives, role of rehabilitation counselor, 60 credits, vocational and clinical track (whichever applies), accreditation
4. Overview of the Supervision Assist portal and process of verification of hours/activities
5. Review supervisor's credentials (degrees, licenses/certifications, work history) if not already loaded into Supervision Assist and let them know documentation is needed.
6. Review/discussion/exploration of the nature of the organization, type of clients and intervention planning, the type of work that the student will be doing. Review the agreement form outlining responsibilities of onsite supervisor, university supervisor and student.
7. Discuss the expectations of the practicum from the university
 - a. One hour of individual supervision per week, expectations about structure of the supervision
 - b. Video or audio recording of client with a discussion of client confidentiality
 - c. Opportunity to have a small case-load as student moves into internship
 - d. Opportunity for student to lead or co-lead a group in the Fall semester
 - e. Student evaluation mid semester and end of semester
 - f. Encouragement to participate in online supervision training (paid CEU plus gift certificate, \$50)
8. Discuss any questions on-site supervisor may have
9. Affirm ongoing support of on-site supervisor by faculty supervisor, importance to address issues arising early together
10. Validate each other's contact information