

Practicum and Internship Manual

Master of Rehabilitation Counseling (MRC) Program



ALABAMA STATE UNIVERSITY
Montgomery, Alabama

Revised Date:
8/17/20

Statement of Intent

The provisions of the Practicum and Internship Manual should be regarded as a contract between the student and the university. Information on the ASU Master of Rehabilitation Counseling Program is presented as accurate and completely as possible.

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Preface

The Practicum/Internship Manual has been prepared for the delivery of the Professional Practice in Rehabilitation Counseling Program. It should be used in conjunction with the Alabama State University Graduate Catalog, the Alabama State University Student Handbook (*The Pilot*), the MRC Student Handbook, and the Clinical Facility Contract. As a practicum/internship student, you will be obligated to adhere to all policies, rules, regulations, and laws which govern the professional practice experiences of Rehabilitation Counseling education.

Mission and Objectives

The mission of the Master of Rehabilitation Counseling (MRC) Program is to prepare admitted students to become professional Rehabilitation Counselors and work in partnership with people with disabilities.

The primary ongoing goals of the MRC Program include:

- developing and maintaining a CACREP approved educational curriculum focused on effective student learning and development in rehabilitation counseling;
- preparing students to become professionals who are committed to effectively partnering with people with disabilities to achieve their maximum vocational, psychological, social, and economic independence; as evidenced by specific student learning objectives and outcomes; and
- creating a learning environment that embraces empowering students to become professionals who facilitate empowerment for their consumers and community, as evidenced by student reviews, teaching reviews, coursework, etc.

Nondiscrimination Statement

Alabama State University (ASU) is an equal opportunity employer and as such does not discriminate on the basis of race, ethnicity, national origin, age, sex, creed, or color in any of its programs, including, but not limited to, admission of students or employment. The university complies with Titles VI and VII of the Civil Rights ACT of 1964 and Title IX of the Education Amendments of 1972 as amended. Information regarding Titles VI, VII and IX may be obtained from the director of personnel services at (334) 229-4267 and from the vice president for student affairs at (334) 229-4241. ASU is firmly committed to the principle of providing equal educational and employment opportunities for individuals with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Our policies, programs, and activities are designed to ensure that all facilities are made available to students and employees with disabilities in the most appropriate integrated setting. We are further committed to the identification and removal of any and all existing barriers that prevent students with disabilities and employees from enjoying any rights and privileges, advantages or opportunities enjoyed by others. Questions that may arise regarding university compliance and/or requests for reasonable accommodations should be directed to Human Resources, Alabama State University, Montgomery, AL 36101-0271.

Definition of Rehabilitation Counseling

Rehabilitation counseling is a systematic process which assists persons with physical, developmental, cognitive,

and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process. The counseling process involves communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions. The specific techniques and modalities utilized within this rehabilitation counseling process may include, but not be limited to:

- assessment and appraisal;
- diagnosis and treatment planning;
- career counseling;
- individual and group counseling;
- treatment interventions focused on facilitating adjustment to the medical and psychosocial impacts of disability;
- referral;
- case management and service coordination;
- consultation and access to rehabilitation technology;
- interventions to remove environmental, employment, and attitudinal barriers;
- program evaluation and research;
- consultation services among multiple parties and regulatory systems; and
- job development and placement services, including assistance with employment and job accommodations.

Certified Rehabilitation Counselor Exam

MRC Students are required to take the CRC Exam. Proof of the registration should be submitted to the Faculty Supervisor of Internship by December 31st of the final fall semester. The designation of CRC is an indication of an advanced level of specialized education and training, an adherence to rigid standards of ethical practice, and an on-going commitment to lifelong learning. The CRC certification promotes consumer protection and confidence in the workplace (CRCC, 2019)

Professional Practice

Professional Practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel consumers who represent the ethnic and demographic diversity of their community (CACREP, 2016 Standards, Section 3)

Attire

Students are expected to present themselves in a professional and respectable manner at all times. Students are expected to honor the agency's specified dress code. It is the responsibility of students to contact the agency prior to their official start date for the Policy and Procedures regarding dress code. Clothing should be neat, clean, and well maintained. The length and size of clothing should be sufficient to cover the entire body without impeding movement. If the agency does not specify a dress code, the student is to follow the dress code specified by the MRC Program.

Criminal Background

Many clinical sites will require criminal background checks at a cost to the student. When contacting agencies regarding practicum or internship opportunities, the student must inquire about criminal history reviews. These background checks must be carried out within the time frame specified by the agency.

Professional Counseling Liability

Students must be covered by individual professional counseling liability insurance while enrolled in practicum and internship.

Practicum—Fact Sheet Rehabilitation Counselor Training

PURPOSE

The overall purpose of the Rehabilitation Practicum is to provide students with the opportunity to utilize their acquired knowledge, attitudes, and skills during the direct delivery of rehabilitation services to individuals with disabilities within the community. Students will have the opportunity to work in rehabilitation settings while under the direct supervision of a certified rehabilitation counselor or licensed professional counselor. During practicum students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources. In addition to the development of individual counseling skills, students must lead or co-lead a counseling or psychoeducational group during practicum. The practicum includes on-campus classroom learning experiences and off-campus clinical experiences that facilitate the development of basic rehabilitation counseling skills.

Students must complete all year one requirements (please see Master of Rehabilitation Counseling Sequence of Courses Sheet) in order to enroll in Practicum. Students are expected to secure an approved practicum site prior to August 1, as evidenced by a signed Practicum Agreement.

PRACTICUM SUPERVISION

For supervision, a student will be assigned to a faculty member or qualified individual working in cooperation with an agency supervisor. The practicum experience shall include an average of one (1) hour per week of individual and 1 ½ hours per week of group supervision (CACREP 3:H, 1). The individual supervision of six students shall be considered equivalent to the teaching of one three credit hour course (CACREP 3:5). Supervision may be provided using a variety of methods such as video conferencing, teleconferencing, real time video contact, or other live supervision of the student's interactions with consumers (CACREP 3:R). Site Supervisors shall have a minimum of a master's degree, preferably in counseling or a related profession. In the event a CRC or licensed professional counselor is not available for on-site supervision, the faculty supervisor or clinical coordinator (credential as a CRC or LPC) will facilitate weekly supervision with the student and the most direct supervisor.

CREDIT AND CONTACT HOURS

A total of 100 hours at the practicum site is required for three credit hours, of which 40 hours must be direct services to individuals with disabilities. The student must be involved with the practicum for at least 10-weeks.

GRADES/EVALUATIONS

The faculty supervisor in consultation with the agency supervisor will assign grades. Students will be evaluated on an ongoing basis. The faculty supervisor will have direct and periodic communication with the agency supervisor throughout the semester in order to review the progress of students. Grades are A-F. **Students must successfully complete the practicum with a grade of "C" or higher, before enrolling in internship.** Formative and summative evaluations of the students' counseling performance and ability to integrate and apply knowledge are conducted as part of the practicum experience (CACREP 3:C) The evaluations will be used to formulate a final grade for the student, as well as determine the continuing appropriateness of the student in the counseling profession.

Standards for Practicum

MRC CLINICAL COORDINATOR

A program faculty member or administrator is identified as the clinical coordinator for the MRC program. This individual has a written job description that includes (1) having responsibility for the coordination of practicum and internship experiences and responding to inquiries regarding practicum and internship (CACREP 3:DD). The Clinical Coordinator will promote the creation of practicum opportunities at area agencies, and will facilitate an understanding of the agency's roles and responsibilities, the student's roles and responsibilities, and the faculty supervisor's roles and responsibilities. In many instances the Clinical Coordinator may also be the faculty supervisor (instructor of the practicum course).

STUDENT ATTENDANCE

The student's responsibilities will include: 1) reliable attendance at the agency (evidenced by a written record of attendance); 2) following agency policy and procedures; 3) recording counseling sessions as assigned by the faculty supervisor; 4) providing all required documentation of the practicum experience; and 5) acquiring and paying for professional liability insurance prior to beginning the practicum experience. The student should realize that this is a quasi-work situation and that he or she will be evaluated on counseling skills and work/professional behaviors. **The practicum site schedule supersedes the university's academic schedule.** In the event of illness or emergency, the student should inform the faculty and site supervisor no later than the appointed starting time for that day. Each student is expected to attend all lectures, seminars, and complete all practicum assignments as specified in the course syllabi. Absences will count from the official start day of class.

PROCESS

Students should take the initiative to secure a practicum that coincides with their interests and professional goals. The faculty supervisor will assist students and notify students as to which sites are available and approved. Students will then have an opportunity to express their preferences and make contacts accordingly. Students are encouraged to locate a practicum during the months of June and July.

AGENCY

Since the practicum is meant for practicing counseling skills learned in counseling courses at ASU, agency sites will be approved by the Clinical Coordinator according to their ability to provide supervised counseling practice of consumers with disabilities. An individual working at the practicum agency must be designated as on-site supervisor. The agency supervisor should report any problems with the student to the student's faculty supervisor

immediately. Likewise, the student should report any problems on-site to the on-site supervisor as well as the faculty supervisor. Students shall complete a supervised counseling practicum that totals a minimum of 100 clock hours over a full academic term of at least 10 weeks (CACREP 3:F). Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills

Any site that provides rehabilitation or rehabilitation-related services and offers the opportunity to interact with persons/consumers with disabilities for the purpose of practicing and recording counseling and interviewing skills is appropriate. All sites must be approved by the Program's designated Clinical Coordinator prior to starting any practicum experiences. The student is expected to follow the internal procedures and rules of the agency, including ethical codes. In order to build and develop counseling skills, feedback is necessary. Consequently, students are asked to tape record counseling sessions so appropriate feedback can be provided by faculty and/or site supervisor. If the agency does not permit taping, comparable arrangements will be made. At midterm and upon completion of the practicum, the agency supervisor will be required to evaluate the student (see Appendix K).

TERMINATION OF PRACTICUM

Consistent communication between the MRC faculty and the site supervisors will occur. The MRC Faculty Supervisor will intervene when a student is exhibiting unsatisfactory behavior, knowledge, or clinical skills. A written performance plan will be developed by the student, faculty supervisor, and site supervisor with a timeline for improvement. The plan of action must be completed within 5 business days of the concern being communicated by the student or site supervisor. The performance plan must be reviewed weekly until the concerns or unsatisfactory performance cease. A decision to terminate a practicum assignment will be based on concrete information provided by the site supervisor and when mutually agreed upon by the student, agency, and faculty supervisor. The MRC student may also petition in writing to terminate a practicum experience. The decision will require approval from the agency and faculty supervisor. The student will be responsible for locating an appropriate replacement site.

SEXUAL HARRASSMENT

Students are not to engage in any type of harassment to include sexual harassment toward consumers or colleagues within the agency setting. Students are to report any episodes of sexual harassment to both the site-supervisor and faculty supervisor. Sexual harassment shall also be reported to the Human Resources Director of the agency.

SUBSTANCE ABUSE

Some agencies will require drug testing prior to the start of the practicum. Testing should be completed within the time frame established by the agency. Students are prohibited against using any form of a substance (legal or illicit) during their practicum experience.

STUDENT GRIEVANCE PROCESS

A student who perceives that he or she has cause for a grievance against an agency should first discuss the concern with the course instructor. If the concern remains unresolved after the instructor attempts mediation, the student should contact the Rehabilitation Department Chair or Dean of the College of Health Sciences. These individuals may involve others in resolving the matter if, in their discretion, it seems appropriate. Actions may include asking a panel to hear the concern. Additional information pertaining to students right to grieve can be found in The Pilot, Official Student Handbook of Alabama State University, under Academic Rights and Responsibilities.

Internship—Fact Sheet

Rehabilitation Counseling Training

PURPOSE

The overall purpose of the Rehabilitation Internship is to provide students with the opportunity to further utilize acquired knowledge, attitudes, and skills during the direct delivery of rehabilitation services to individuals with disabilities within the community. Students will have an opportunity to work within rehabilitation settings while under the direct supervision of a certified rehabilitation counselor or licensed professional counselor. Students shall have the opportunity to become familiar with a variety of professional activities and resources, including technological resources. In addition to the development more advanced individual counseling skills, students must lead or co-lead a counseling or psychoeducational group.

The internship includes both on-campus (classroom) clinical activities and off-campus experiences that facilitate the development of more advanced rehabilitation counseling skills. Students must complete the practicum with a grade of C or better in order to be approved for internship. Students are expected to secure an approved internship site prior to November 1, as evidenced by a signed Internship Agreement.

INTERNSHIP SITES

The agency or a subsection must be devoted to rehabilitation activities. All internships must be approved by the faculty supervisor or a person designated as clinical coordinator. Internships are arranged through an official contract between ASU, the rehabilitation counseling program, and the agency site. The faculty supervisor or clinical coordinator will keep students abreast of approved clinical opportunities and facilitate appropriate matches between students and agencies. In order to build and develop counseling skills, feedback is necessary. Consequently, students are asked to tape record counseling sessions so appropriate feedback can be provided by faculty and/or site supervisor. If the agency does not permit taping, comparable arrangements will be made.

SUPERVISION

The agency supervisor will direct day-to-day work assignments, provide one hour of individual supervision weekly, and participate in evaluation of the student. The student is expected to follow the internal procedures and rules of the agency, including ethical codes.

Site Supervisors shall have a minimum of a master's degree, preferably in counseling or a related profession. In the event a CRC or licensed professional counselor is not available for on-site supervision, the faculty supervisor or clinical coordinator (credential as a CRC or LPC) will facilitate weekly supervision with the student and the most direct supervisor. The faculty supervisor is responsible for conducting 1 ½ hour of group supervision (CACREP 3:T, CACREP 3:S) per week. Supervision may be provided using video conferencing, teleconferencing, real time video contact, or other forms of communication, as appropriate (CACREP 3:B). The individual supervision of 6 students shall be considered equivalent to the teaching of one three credit hour course (CACREP.3.S).

CREDIT AND CONTACT HOURS

The standard internship is 40 hours per week for 15 weeks, amounting to 600 clock hours, which is required for six credit hours (CACREP 3:K). At least 240 hours of the 600 hours must include direct service to individuals with disabilities. If two semester internships are selected, then 300 clock hours for approximately 8 weeks are required and will amount to no less than 300 hours each semester, which is required for three credit hours.

GRADES/EVALUATION

The faculty supervisor, in consultation with the agency supervisor, shall assign the final internship grade. Students will be evaluated on an ongoing basis. The faculty supervisor will have direct and periodic communication with the site supervisor throughout the semester in order to review the progress of students. Grades ranging from A-F shall be rendered upon the completion of the internship and after review of the agency supervisor's evaluation and the student's self-evaluation. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the internship experience (CACREP 3:C).

PROFESSIONAL LIABILITY INSURANCE

Professional Liability Insurance will be obtained through Marsh US Consumer "Blanket Coverage" Plan. The plan provides \$1,000,000/3,000,000 coverage at a very modest fee for students, to be paid each year. Each student enrolling in the MRC Program will submit a certified check or money order for the prescribed amount payable to Alabama State University. Students who do not comply with this request will be unable to progress in the program.

Standards for Internship

COMPETENCIES EXPECTED FROM INTERNSHIP EXPERIENCES

The student will be expected to have the opportunity to gain the following competencies through the internship experience:

1. Understanding of and appropriate response to administrative policies and procedures.
2. Effective communication and cooperation with professional team members and collaborating agency personnel.
3. Use of prescribed and/or effective case study, management, recording, evaluation and reporting techniques.
4. Use of appropriate and varied information sources in preparation for vocational diagnosis and planning.
5. Analysis and interpretation of (non-test) data that is relevant to vocational diagnosis.
6. Use of raw data and interpretations or inferences in formulating vocational hypotheses or plans (synthesis and planning).
7. Developing and interpreting information to better understand consumers' disabling conditions.
8. Knowledge and effective use of diverse community resources.
9. Awareness and effective use of occupational knowledge and information sources in counseling and planning.
10. Use of standardized tests that reflect knowledge of measurement principles, relevant instruments, and the value or limitations of resulting data.
11. Use of counseling and related theory, and psychological information in conducting counseling interviews, group processes and collateral interviews.
12. Demonstration of effective facilitative behavior in counseling and group processes.
13. Use of consumer-contact situations to elicit, provide, and process information effectively.

14. Use of diverse, appropriate techniques to facilitate job placement and job retention of consumers.
15. Demonstration of self-awareness and continuing effort to understand self and to improve personal effectiveness.
16. Demonstration of awareness of professions, professional responsibilities, and ethics.

AGENCY SELECTION

Interns must be provided with the opportunity to both observe and participate in the full range of job functions of the rehabilitation counselor. The following criteria will be used to evaluate the suitability of a training site (sites will differ to the extent that they have these conditions):

- A caseload of consumers with disabilities requiring a full range of rehabilitation services including personal adjustment, counseling, placement, or referral to other agencies.
- A counselor-coach who has time and experience to supervise the intern.
- An atmosphere where the intern is considered a colleague.
- An opportunity for the intern to have regular contacts with consumers.
- An assigned caseload for the intern.
- Ample workspace and privacy.
- Documented evidence exists that the site is accredited or seeking accreditation by recognized national accrediting bodies (preferred not mandatory).
- The agency can provide in-service education, information, and/or other professional development activities to interns.

ORIENTATION

Students will be oriented to all aspects of the field agency: its program components, policies and procedures, and expectations of the student intern. This orientation will occur in the initial part of the internship experience. This orientation may include a tour of the facility, location of files and reference materials, introduction to co-workers, and an introduction to other program resources.

OBSERVATION

The student should work under the close supervision of an agency supervisor. This individual must be willing to devote the necessary time for proper training and have the ability to supervise the intern. Interns should have the opportunity, especially during the initial phase of the internship, to observe interviews, diagnostic procedures, team meetings, and case conferences. Students must have the opportunity to accompany a counselor and other workers on field visits to consumers' homes, employment, and relevant community programs.

WORK ASSIGNMENTS

The student should be permitted the opportunity, to work with consumers in the following areas: screening, intake, diagnosis, serving planning and implementation, vocational and/or personal adjustment counseling, job placement and follow-up, and other functions designed to improve life satisfaction of consumers with disabilities.

The student should be assigned work with the agency that will foster communication and coordination of activities with a broad range of professionals both inside and external to the agency. Cases assigned to the intern should be representative of cases served by the agency and increase in complexity and number as the internship progresses.

REPORTING & REQUIRED DOCUMENTS

During the internship, the student will track professional activities, using a weekly log (see Appendix B). This log needs to be thoroughly completed with the hours from the previous week being carried over to the next week. Column should be totaled vertically and horizontally. Care should be taken when calculating hours.

The internship evaluation phase involves the intern, site supervisor, and faculty supervisor, with the latter assigning the final grade. The evaluation results are used to determine the student's readiness to enter the profession and need for further training and development. The following forms comprise the evaluative portion of the internship:

- A. Midterm/Final Evaluation Form
- B. Student Evaluation Form
- C. Individual Evaluation
- D. Supervisor Evaluation
- E. Helper Rating Form

Students are given the opportunity to evaluate the agency supervisor and the internship experience.

RESPONSIBILITIES OF THE SITE SUPERVISOR

The site supervisor is generally selected by the field agency, but the MRC faculty supervisor should have input as it relates to supervisor qualifications in terms of credentials, background, time available to supervise, and human relations abilities.

The site supervisor's duties include:

1. orientation to the agency's policy and procedures and paperwork pertaining to service planning and case note documentation;
2. monitoring internship hours;
3. structuring work week (at least initially);
4. assignment of cases;
5. answering questions that the intern may raise about work assignments;
6. affording opportunities for involvement in case staffings, in-services, and community partnerships;
7. providing ongoing supervision, evaluation, and continuous feedback to help the intern develop; and
8. demonstrating appropriate and effective professional counseling skills.

RESPONSIBILITIES OF THE FACULTY SUPERVISOR

The faculty supervisor is responsible for:

1. arranging an initial meeting between the prospective intern and agency supervisor;
2. providing the agency with information on the student intern including work experience, goals, and needs;
3. developing the clinical contract between the University and the agency; and
4. routinely contacting the agency supervisor to review the progress of the student intern.

Routine contact between the faculty supervisor and the agency:

1. assures the intern that the University is interested in his/her progress and development;
2. affords timely interventions and modifications of the internship program when appropriate; and
3. provides support to the agency and assures that both the student and the agency needs are met.

STUDENT INTERN RESPONSIBILITIES

The student intern is expected to:

1. keep the site supervisor regularly updated on the progress of all cases assigned;
2. learn within the limits of the agency and to actively seek out information when it is not systematically provided;
3. keep the faculty supervisor informed of significant learning experiences, problems, and progress;
4. asks for assistance and supervision when needed, so that consumers can receive adequate rehabilitation services;
5. demonstrate reliable and mature worker traits;
6. be an asset to the rehabilitation agency providing the internship;
7. complete any and all dictation, case recordings, and paperwork related to assigned consumers; and to
8. maintain a record relating to internship activities to include: the characteristics of consumers served; the kinds of rehabilitation services provided; significant learning experiences; and the number of internship hours completed.

TERMINATION OF INTERNSHIP

Regular communication between the MRC faculty supervisor and site supervisors will occur. The faculty supervisor will intervene when a student is exhibiting unsatisfactory performance. A written plan of action will be developed for the student at that time. The plan of action will include performance expectations, needs, and supports. The plan will be reviewed weekly until performance issues are addressed.

If unsatisfactory behavior, knowledge, or clinical skills cannot be remedied, the student may be terminated from the placement. The faculty supervisor's decision to terminate an internship shall be based on concrete and factual information. Such action will occur after discussions with the student and agency supervisor. If deemed appropriate the student will be assisted in locating another internship.

STUDENT GRIEVANCE PROCESS

A student who perceives that he or she has cause for a grievance against an agency should first discuss the concern with the faculty supervisor. If the concern remains unresolved after the supervisor attempts mediation, the student should contact the Chair of Rehabilitation Studies or Dean of College of Health Sciences. These individuals may involve others in resolving the matter if, in their discretion, it seems appropriate. Actions may include asking a panel to hear the concern. Additional information can be found in The Pilot, Official Student Handbook of Alabama State University, under Academic Rights and Responsibilities.

SEXUAL HARRASSMENT/ SUBSTANCE ABUSE

Students are not to engage in any type of harassment to include sexual harassment toward consumers or colleagues within the agency setting. Students are to report any episodes of sexual harassment to both the site-supervisor and faculty supervisor. Sexual harassment shall also be reported to the Human Resources Director of the agency. Some agencies will require drug testing prior to the start of the practicum. Testing should be completed within the time frame established by the agency. Students are prohibited against using illicit substances during their internship.

**Alabama State University
College of Health Sciences
Department of Rehabilitation Studies
Master of Science in Rehabilitation Counseling
Practicum & Internship Agreement
APPENDIX A**

Vested Parties: Faculty Supervisor, Agency Supervisor, and Counselor-in-Training (Student)

I. Responsibilities of the Agency Supervisor

The agency supervisor will direct day-to-day work assignments, provide one hour of individual supervision weekly, and participate in evaluation of the student. The student is expected to follow the internal procedures and rules of the agency, including ethical codes. The agency supervisor is generally selected by the field agency, but the MRC faculty supervisor should have input as it relates to supervisor qualifications in terms of credentials, background, and time available for supervision.

Agency supervisors shall have a minimum of a master's degree, preferably in counseling or a related profession. In the event a CRC or licensed professional counselor is not available for on-site supervision, the faculty supervisor (credentialed as a CRC or LPC) will facilitate weekly supervision with the student and the most direct supervisor (see section IV). The agency supervisor's duties include:

- orientation to the agency's policy and procedures and paperwork pertaining to service planning and case note documentation;
- monitoring practicum/internship hours;
- structuring work week (at least initially);
- assignment of cases and tasks;
- answering questions that the student may raise about work assignments;
- affording opportunities for involvement in case staffings, in-services, and community partnerships;
- providing ongoing supervision, evaluation, and continuous feedback to help the student develop; and
- demonstrating appropriate and effective professional interpersonal and/or counseling skills.

II. Responsibilities of the Counselor-in-Training (Student)

The student will have the opportunity to gain or demonstrate many of the following competencies through the practicum and internship experience:

- understanding of and appropriate response to administrative policies and procedures;
- effective communication and cooperation with professional team members and collaborating agency personnel;
- use of prescribed and/or effective case study, management, recording, evaluation and reporting techniques;
- use of appropriate and varied information sources in preparation for vocational diagnosis and

- planning;
- analysis and interpretation of (non-test) data that is relevant to vocational and medical diagnoses;
- use of raw data and interpretations or inferences in formulating vocational hypotheses or work plans (synthesis and planning);
- developing and interpreting information to better understand consumers' disabling conditions;
- knowledge and effective use of diverse community resources;
- awareness and effective use of occupational knowledge and information sources in counseling and planning;
- use of counseling and related theory while conducting consumer and collateral interviews and individual and group counseling sessions;
- use of diverse, appropriate techniques to facilitate job placement and job retention of consumers;
- demonstration of self-awareness and a continuing effort to understand self and to improve personal effectiveness; and
- demonstration of professional responsibilities and ethical decision-making.

The student is expected to:

- keep the agency supervisor regularly updated on the progress of all cases and tasks assigned;
- learn within the limits of the agency and to actively seek out information when it is not systematically provided;
- adhere to all agency policy and procedure;
- keep the faculty supervisor informed of significant learning experiences, problems, and progress;
- asks for assistance and supervision when needed, so that consumers can receive adequate rehabilitation services;
- demonstrate reliable and mature worker traits;
- be an asset to the rehabilitation agency;
- complete any and all dictation, case recordings, and paperwork related to assigned consumers; and
- maintain a record relating to internship activities to include: the characteristics of consumers served; the kinds of rehabilitation services provided; significant learning experiences; and the number of internship hours completed.

III. Responsibilities of the Faculty Supervisor

The faculty supervisor is responsible for conducting 1 ½ hours of group supervision per week. Supervision may be provided using video conferencing, teleconferencing, real time video contact, or other forms of communication, as appropriate. The faculty supervisor is responsible for:

- arranging an initial meeting between the prospective practicum/intern student and agency supervisor;
- securing an official clinical contract between the University and the agency;
- reviewing the content of the practicum and internship manual with agency supervisor, and providing relevant training in the area of counseling supervision
- providing the agency with information on the student including work experience, goals, and

special needs or considerations;

- routinely contacting the agency supervisor to review the progress of the student;
- approving and reviewing all practicum and internship documentation; and
- hosting bi-annual Meet & Greets for the purpose of providing training and soliciting program feedback.

IV. Cooperative Supervision

Cooperative supervision is required when the agency supervisor does not possess a master's degree in a related field and/or relevant certification or license. Cooperative supervision will guarantee that the agency supervisor receives the supervisory support and guidance needed to facilitate a relevant and appropriate clinical experience for the practicum and internship student.

In order for a cooperative supervisory relationship to be established the agency supervisor shall possess at least two years of professional experience serving people with disabilities. Additionally, supervisors involved in cooperative supervision must:

- be knowledgeable of program expectations, requirements, and student evaluation procedures; and
- be available to meet with both faculty supervisor and student on a weekly basis

Weekly documentation: The student's weekly documentation will be co-signed by the faculty supervisor and agency supervisor.

Evaluation: Midterm and final evaluations will be completed conjointly by the faculty supervisor and agency supervisor.

Acknowledgement: The signatures of all parties (below) signify understanding of this agreement and a commitment to the content, therein.

Collaborative Supervision Required: yes no

Faculty Supervisor Signature/Credentials(s):

Date:

Agency Supervisor Signature/Credential(s):

Agency Name:

Date:

Counselor-In-Training (Student) Signature:

Date:

Student Name _____

Student Signature _____

APPENDIX B

Weekly Practicum/Internship Log

(circle one)

Name: _____ Week #: _____

Date: ____/____/____ to ____/____/____

Site: _____ Supervisor Signature: _____

Total your hours each day	MON	TUE	WED	THURS	FRI	SAT	SUN	This Week	Prev Week	CUM TOTAL
Intake Screening/Evaluation								X	X	X
Individual Counseling								X	X	X
Group/Family Therapy counseling								X	X	X
Vocational Counseling								X	X	X
Referrals								X	X	X
Records								X	X	X
Consultations/Case Staffings								X	X	X
Job Readiness Activities (resume writing, interviewing skills)								X	X	X
Job Development/Job Placement								X	X	X
Service Plan Meetings								X	X	X
Discharge/Aftercare								X	X	X
Case Coordination								X	X	X
Testing								X	X	X
Other:								X	X	X
Total:										
Types of Disabilities Served:										
1.										
2.										
3.										
4.										
Time Key: .25=15 minutes .50=30 minutes .75=45 minutes 1.0=1 hour										

APPENDIX C

Student Evaluation Form

Description and Evaluation of Clinical Practice

As part of your clinical assignment, you are required to provide a written report. This report is due at the end of the internship period and should consider the points outlined.

1. Identify the place and period of your clinical experience.
 - a. Write a narrative description of your overall clinical activities.
 - b. Estimate the percent of time spent in various activities.
2. Summarize your personal and emotional reactions and insights to your seeing and activities.
3. Evaluation of clinical experience.
 - a. What were the satisfactory aspects of your experience?
 - b. What were the limitations of your experience?
 - c. What additional things could the agency have provided to make this experience more meaningful?
 - d. What additional things could your faculty and agency supervisor have done to make this activity more meaningful?
 - e. Are there additional emphases in courses that could have been made?
 - f. On the scale of excellent, good, satisfactory, and poor, please rate the quality of your clinical experience.

APPENDIX D
Informed Consent Form
Observation and Audio/Video Tape Recording

In order to provide quality counseling services, counselors in training for their Master's Degree Program in Rehabilitation Counseling at Alabama State University are required to receive clinical supervision. To aid in this, counseling sessions are monitored by the use of audio/video tape recordings and/or actual observations of clinical sessions. Information from the consumer's clinical case file also may be reviewed. Such information will be treated in accordance with professional ethical standards (i.e. *Code of Professional Ethics for Rehabilitation Counselors*) and confidentiality will be maintained. This authorization for the use of this information expires when the consumer is no longer receiving services by a counselor trainee of the Rehabilitation Counselor Training Program. Information will not be released to any other agency without the consumer's further written consent.

"I understand that I am not required to participate in this counseling program, but am giving my consent to the matters noted above as a free and voluntary act."

Date

Signature of the Consumer

Date

Signature of the Counselor in training

Date

Signature of a Witness

Rights Regarding Confidentiality

The counseling services offered to counselors in training for their Master's Degree Program in Rehabilitation Counseling at Alabama State University are confidential. This means that we do not release any information about you to any persons who are not directly involved in clinical supervision without your written consent. Danger to self and/or others (i.e. suicide or homicide) may necessitate the breaking of confidentiality without your consent. In addition, by law, we must report suspected child abuse and/or neglect communicated to us by you.

"I have read and understand my rights regarding confidentiality."

Date

Signature of the Consumer

Date

Signature of the Counselor in training

Date

Signature of a Witness

APPENDIX E
Individual Evaluation Form
REHABILITATION COUNSELING PROGRAM
ALABAMA STATE UNIVERSITY

Date _____

Student _____
 Supervisor _____
 Semester and Course Number _____

Agency _____
 Week Evaluation Conducted _____
 Hours Completed _____

***EVALUATION OF REHABILITATION COUNSELING
 SKILLS AND PERFORMANCE***

Not Applicable Below Expectations Meets Expectations Exceeds Expectations
 0.....1.....2.....3

<i>ITEM</i>	<i>RATING</i>	<i>COMMENTS</i>
1. Establishes good rapport with the consumer.		
2. Conveys genuine interest in the consumer.		
3. Conveys warmth and caring to the consumer.		
4. Communicates accurate empathy.		
5. Facilitates consumer expression of thought and feeling.		
6. Comprehends the consumer's issues.		
7. Recognizes and skillfully interprets consumer's "hidden" messages.		
8. Identifies relationships among conceptual themes as expressed by consumer.		
9. Appears comfortable in the role of Rehabilitation Counselor.		
10. Demonstrates appreciation for diverse cultures.		
11. Is genuine during session and intensity of interest is appropriate.		
12. Resists being threatened by or defensive with the consumer.		
13. Conveys competence to consumer.		
14. Recognizes the significance of consumer statements in relation to presenting problem.		
15. Responds to important developments in the session.		
16. Overall, the Rehabilitation Counselor seems to know what he/she is doing.		

<i>ITEM</i>	<i>RATING</i>	<i>COMMENTS</i>
17. Overall, the Rehabilitation Counselor seems to have conceptualized the cases correctly.		
18. Keeps control of the counseling session.		
19. Keeps the session moving toward some therapeutic outcome.		
20. Trusts his/her insights during counseling sessions.		
21. Helps the consumer identify appropriate goals		
22. Overall, the Rehabilitation Counselor seems congruent as a counselor.		
23. The Rehabilitation Counselor seems to understand rehabilitation principles, philosophy, and trends.		
24. Appropriate use of confrontation.		
25. Appropriate use of self-disclosure.		

EVALUATION OF SUPERVISION EXPERIENCE

Not Applicable Below Expectations Meets Expectations Exceeds Expectations
 0.....1.....2.....3

<i>ITEM</i>	<i>RATING</i>	<i>COMMENTS</i>
1. Receptivity to supervision.		
2. Uses supervision effectively.		
3. Capacity for self-awareness and self-reflectiveness.		
4. Openness to discussing issues as they relate to consumers.		
5. Openness to discussing issues as they relate to supervision relationship.		

COMMENTS:

Signature of Student

Date

Signature of Supervisor

Date

APPENDIX F
Clinical Supervision

NAME: _____ **DATE:** _____

TIME OF SESSION: _____ **SESSION#:** _____

TAPE #: _____

CONSUMER

BACKGROUND:

OVERVIEW OF SESSION:

STRENGTHS:

WEAKNESSES:

GOALS/OBJECTIVES:

APPENDIX G

Supervisor Evaluation Form

Date: ___/___/___

Supervisor's Name: _____

Supervisee's Name: _____

Please respond to the following questions related to your supervision, give a numerical rating where applicable, and comment on each appropriately.

1	2	3	4	5
Poor	fair	good	very good	excellent

I. Supervisor Characteristics

- | | | | | | | |
|----|---|---|---|---|---|---|
| A. | Does the supervisor have enthusiastic attitude toward supervision? Is he/she dependable, prompt? | 1 | 2 | 3 | 4 | 5 |
| B. | Does the supervisor share his/her expertise and suggestions for consumer treatment? | 1 | 2 | 3 | 4 | 5 |
| C. | Does the supervisor have realistic expectations of the trainee and let the trainee know how he/she is fulfilling them? | 1 | 2 | 3 | 4 | 5 |
| D. | Does the supervisor have an encouraging attitude towards the trainee developing his/her own hypothesis regarding consumers? | 1 | 2 | 3 | 4 | 5 |
| E. | Does the supervisor pay attention to the possible ways the trainees personality may be influencing counseling? | 1 | 2 | 3 | 4 | 5 |
| F. | Is here a balance between the theoretical and practical (how to PTO's) in a way the supervisor conceptualizes cases? | 1 | 2 | 3 | 4 | 5 |
| G. | Does the supervisor show a flexible and varied approach to supervision? (Invitation for co-therapy, emergencies, medical consults, readings, workshop participation, sharing of own case) | 1 | 2 | 3 | 4 | 5 |
| H. | Does the supervisor display willingness to discuss any area of concern in the supervisory relationship; is he/she open to feedback from the trainee? | 1 | 2 | 3 | 4 | 5 |
| I. | Does the supervisor model and teach professional ethical behavior? | 1 | 2 | 3 | 4 | 5 |

II. Contract

- | | | | | | | |
|----|--|---|---|---|---|---|
| A. | Strengths of supervision | 1 | 2 | 3 | 4 | 5 |
| B. | Areas of Improvement or change:
I would like the supervisor to start: | | | | | |

Signature of Trainee

Signature of Supervisor

APPENDIX H

Ethical and Legal Issues Form

Ethical codes are to protect the public from unethical or incompetent professionals, and to protect the profession from unethical practices by any of its members. Rehabilitation Counselors follow the *Code of Professional Ethics for Rehabilitation Counselors*. Students in practicum/internship will also follow this code of professional ethics.

Counselors have a "duty to warn" individuals who are verbally threatened by clients in counseling sessions. This duty to warn comes from the *Tarasoff case of 1969*. A client revealed his intention to kill his fiancée. The counselor reported the threat to the police who questioned the client and later released him. No one contacted the fiancée who was subsequently killed by the client. From this incident many states have mandated that counselors warn individuals in harm's way.

Rehabilitation Counselors are required to report suspected child abuse to child protective services. Child abuse includes physical injury, emotional injury, and sexual abuse. Failure to report child abuse is a misdemeanor. The person reporting is given immunity from any civil or criminal liability. Counselors are faced with an ethical dilemma when consumers, in confidence, reveal that abuse, maltreatment, or neglect abuse is occurring either to themselves or to someone else. The counselor, however, must promptly report such information when vulnerable populations are involved (i.e., persons who are elderly, person with disabilities).

I have been made fully aware of my duty to warn or to report when there is imminent or actual harm occurring to consumers or significant others. I agree to notify my agency supervisor, faculty supervisor, child protective services, or law enforcement (as deemed appropriate and necessary).

Student's signature: _____

Date: _____

Faculty Supervisor: _____

Date: _____

APPENDIX I

Signature Page

PRACTICUM AND INTERNSHIP MANUAL

**Alabama State University College of
Health Sciences Department of
Rehabilitation Studies**

My signature denotes the following:

- 1. I have received a copy of the Practicum and Internship Manual.**
- 2. I understand that it is my responsibility to be familiar with the contents of this Practicum and Internship Manual.**
- 3. I understand that the Practicum and Internship Manual contains valuable information about the policies, procedures and guidelines for the Department of Rehabilitation Studies Practicum and Internship program.**
- 4. I understand that I will not be given another copy of the Practicum and Internship Manual if I lose or misplace my copy; however, a copy will be available on reserve with the staff associate in the department available on the Department's webpage at <http://www.alasu.edu/academics/colleges--departments/health-sciences/rehabilitation-studies/master-of-rehabilitation-counseling/index.aspx>**
- 5. I understand that I am responsible for any and all expenses associated with my practicum or internship experience. This includes but is not limited to: professional liability insurance, travel, housing, criminal background checks, drug screenings, physical examinations and meals.**

Student Signature

Date

Faculty Signature

Date

LEAVE THIS COPY IN YOUR MANUAL.

APPENDIX I Signature Page

PRACTICUM AND INTERNSHIP MANUAL Alabama State University College of Health Sciences Department of Rehabilitation Studies

My signature denotes the following:

- 1. I have received a copy of the Practicum and Internship Manual.**
- 2. I understand that it is my responsibility to be familiar with the contents of this Practicum and Internship Manual.**
- 3. I understand that the Practicum and Internship Manual contains valuable information about the policies, procedures and guidelines for the Department of Rehabilitation Studies Practicum and Internship program.**
- 4. I understand that I will not be given another copy of the Practicum and Internship Manual if I lose or misplace my copy; however, a copy will be available on reserve with the staff associate in the department and available on the Department's webpage at <http://www.alasu.edu/academics/colleges--departments/health-sciences/rehabilitation-studies/master-of-rehabilitation-counseling/index.aspx>**
- 5. I understand that I am responsible for any and all expenses associated with my practicum or internship experience. This includes but is not limited to: professional liability insurance, travel, housing, criminal background checks, drug screenings, physical examinations and meals.**

Student Signature

Date

Faculty Signature

Date

NOTE: Please detach and return the signed copy to the Practicum/Internship Instructor.

Appendix J

Rehabilitation Counseling Sequences of Courses

Department of Rehabilitation Studies
Alabama State University

Semester 1 (Fall Year 1)	Semester 2 (Spring Year 1)
RCOU 503 Vocational and Career Development (Asynchronous) 3 RCOU 511 Foundations of Rehabilitation Counseling (Synchronous) 3 RCOU 513 Medical Aspects of Disability (Asynchronous) 3 RCOU 515 Legal and Ethical Aspects of Rehabilitation Counseling ** (Asynchronous) 3 **2nd 8-week session Total Credit Hours: 12	RCOU 501 ***Crisis Intervention (Asynchronous) 3 RCOU 531 Job Development and Placement (Asynchronous) 3 RCOU 533 **Case Management in Rehabilitation Counseling 3 COU 514 *DSM (Asynchronous) 3 HSC 5014 Psychosocial Aspects of Disability (Synchronous) 3 Total Credits: 15 *1st 8-week session **2nd 8-week session
Semester 3 (Summer Year 1)	Semester 4 (Fall Year 2)
RCOU 502 Counseling Theories and Techniques (Asynchronous) 3 COU 539 Readings in Guidance and Counseling (Asynchronous) 3 Total Credits: 6	RCOU 611 Rehabilitation Practicum (Synchronous) 3 RCOU 615 Vocational Assessment and Evaluation (Asynchronous) 3 RCOU 617 Research Methods (Asynchronous) 3 COU 530 Family Counseling** (Asynchronous) 3 RCOU 524 Group Counseling * (Synchronous) 3 Total Credits: 15 *1st 8-week session **2nd 8-week session
Semester 5 (Spring Year 2)	
RCOU 621 Rehabilitation Internship (Synchronous) 6 *1st 8-week session	Semester 6 (Summer Year 2) RCOU 632 Human Growth and Development* (Asynchronous) 3 RCOU 518 Multicultural Counseling Issues (Asynchronous) 3 Total Credits: 6
Total Credits Hours for Rehabilitation Counseling Program: 60	

APPENDIX K
Midterm/Final Evaluation
Form
Alabama State University
Department of Rehabilitation Studies
Rehabilitation Counseling Program

Intern:

Date of Evaluation:

Answer Code for Evaluation Items and Questions

NA: Not applicable or not enough information to form a judgment

1. Far below expectations—needs much improvement, a concern
2. Below Expectations—needs some improvement to meet standards
3. Acceptable—meets standards at average level for interns
4. Above expectations—performs above average level for interns
5. Far above expectations—a definite strength, performs well beyond average levels for interns

I. Basic Work Requirements

- Arrives on time consistently
- Uses time effectively
- Informs supervisor and makes arrangements for absences
- Reliably completes requested or assigned tasks on time
- Completes required total number of hours or days on site
- Is responsive to norms about clothing, language, and so on, on site

Comments: _____

Suggested areas for further study: _____

II. Ethical Awareness and Conduct

- Knowledge of general ethical guidelines
- Knowledge of ethical guidelines of internship placement
- Demonstrates awareness and sensitivity to ethical issues
- Personal behavior is consistent with ethical guidelines

Consults with others about ethical issues if necessary

Comments: _____

Suggested areas for further study: _____

III. Knowledge and Learning

A. Knowledge of Consumer Population

Knowledge level of consumer population at beginning of internship

Knowledge level of consumer population at end of internship

B. Knowledge of Treatment Approaches

Knowledge of treatment approach at beginning of internship

Knowledge of treatment approach at end of internship

C. Knowledge of Treatment Setting

Knowledge of treatment setting at beginning of internship

Knowledge of treatment setting at end of internship

D. Learning

Receptive to learning when new information is offered

Actively seeks new information from staff or supervisor

Ability to learn and understand new information

Understanding of concepts, theories, and information

Ability to apply new information in clinical setting

Comments: _____

Suggested areas for further study: _____

V. Response to Supervision

Actively seeks supervision when necessary

Receptive to feedback and suggestions from supervisor

Understands information communicated in supervision

Successfully implements suggestions from supervisor

Aware of areas that need improvement

Willingness to explore personal strengths and weaknesses

Comments: _____

Suggested areas for further study: _____

VI. Interactions with Consumers

- Appears comfortable interacting with consumers
- Initiates interactions with consumers
- Communicates effectively with consumers
- Builds rapport and respect with consumers
- Is sensitive and responsive to consumer's needs
- Is sensitive to cultural differences
- Is sensitive to issues of gender differences

Comments: _____

Suggested areas for further study: _____

VIII. Work Products

- Reliably and accurately keeps records
- Written or verbal reports are accurate and factually correct
- Written or verbal reports are presented in professional manner
- Reports are clinically or administratively useful

Comments: _____

Suggested areas for further study: _____

Overall, what would you identify as the intern's strong points? _____

What would you identify as areas in which this intern should improve?

Supervisor's signature: _____

Date: _____

Thank you for your time in supervising this student and in completing this evaluation.

APPENDIX L

Interview Rating Form

Helper _____ Instructor _____

Interview Date _____ Session No. _____

Skill	Rating					Comments
	Appropriate			Inappropriate		
1. Structuring and Goals: Was a facilitative structure present in the interview? Were goals identified?	5	4	3	2	1	
2. Attending/Listening: Did the student demonstrate appropriate non-verbal, active and alert attending/listening skills?	5	4	3	2	1	
3. Reflection: Did the student restate the content of the client's verbal messages in a concise, understandable manner?	5	4	3	2	1	
4. Silence: Did the student wait for the client to answer or display appropriate use of silence	5	4	3	2	1	
5. Empathy: Did the student convey an understanding of the client's experiences?	5	4	3	2	1	
6. Positive Regard: Did the student communicate respect for the person? Was rapport established?	5	4	3	2	1	
7. Probing: Did the student ask appropriate questions that helped the client to tell his/her story?	5	4	3	2	1	
8. Confrontation: Did the client point out discrepancies between behavior and feelings?	5	4	3	2	1	
9. Summarization: Did the student appropriately summarize session content/dynamics?	5	4	3	2	1	
10. Closing: Was the closing smooth, appropriate, and facilitative?	5	4	3	2	1	

APPENDIX M
Weekly Practicum Verification Form

RCOU 611

The national accreditation agency for Rehabilitation Education program requires, on a weekly basis, that 1.5 hour of supervision be given to each practicum student.

WEEK#: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
(Circle appropriate week)

STUDENT'S NAME (print):

DATE:

Practicum site:

I _____ (Signature of Practicum Site

Supervisor) have provided a minimum of 1.0-hour face-to-face supervision to

_____ (Signature of Practicum Student).

AND

I _____ (Signature of Faculty Supervisor) have

provided a minimum of 1.5-hour face-to-face group supervision to

_____ (Signature of Practicum Student).

APPENDIX N
Weekly Internship Verification Form

RCOU 621

The national accreditation agency for Rehabilitation Education program requires, on a weekly basis, that 1.5 hour of supervision be given to each Internship student.

WEEK#: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
(Circle appropriate week)

STUDENT'S NAME (print):

DATE:

Internship site:

I _____(Signature of Internship Site

Supervisor) have provided a minimum of 1.0-hour face-to-face supervision to

_____(Signature of Internship Student).

AND

I _____(Signature of Faculty Supervisor) have

provided a minimum of 1.5-hour face-to-face group supervision to

_____(Signature of Internship Student).