



# Department of Rehabilitation and Health Services

## **GUIDELINES FOR SUPERVISED FIELD SITE EXPERIENCE IN REHABILITATION COUNSELING**

**A Manual for Rehabilitation Counseling Practicum and Internship  
Students, Site Supervisors, Practicum/Internship Agencies and  
Faculty**

**University of North Texas**

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**Department of Rehabilitation and Health Services  
University of North Texas**

**Rehabilitation Counselor Education Program**

A major part of the mission of the Department of Rehabilitation and Health Services (RHS) at the University of North Texas is to provide outstanding graduate-level preparation of professional rehabilitation counselors who can help to meet the continuing demand for rehabilitation services for persons with disabilities. Toward this goal, the RHS offers a Master of Science degree in Rehabilitation Counseling. The program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and meets the standards published by CACREP for the training of rehabilitation counselors. The curriculum combines academic theory and technique courses with hands-on practicum and field-site internship experiences. The faculty of the Rehabilitation Counselor Education (RCE) program place very high value on the exposure of students to a broad spectrum of rehabilitation services, professional organizations, interdisciplinary professional activities, as well as advocacy and consumer groups in the field of rehabilitation.

The RCE program at UNT endorses the philosophy that rehabilitation is an empowering process in which persons exercise control over their own lives. The program adheres to concepts of the holistic nature of people, self-responsibility for health promotion and wellness, the uniqueness of each individual, equal opportunity for health care, and social and economic involvement for all persons with disabilities. These concepts form the philosophical basis for coursework which prepares students to provide vocational assessment and guidance, psychological counseling, case management, and job development and placement services for persons with any type of physical, mental, emotional or social disability.

An important outcome desired for students completing the master's degree in Rehabilitation Counseling is an expanded level of self-awareness by each student of his/her own counseling/interviewing and interpersonal communication skills and how these enhance or interfere with their ability to facilitate consumer growth and to work with other professionals. It is therefore very important that students acquire good self-monitoring, self-awareness, and self-evaluation skills, including the willingness to be honest about their own needs and limitations and the willingness to take steps to make appropriate modifications in their own behaviors and skills. Only through such introspection and openness can a student rationally and consciously begin to modify personal and interpersonal attitudes, emotions, and behaviors that affect professional competency and the welfare of clients. Therefore, major emphasis in this field site experience should be placed on helping each practicum student or intern develop good self-evaluation skills, in conjunction with instruction and feedback from the field site supervisor.

## **Field Site Experience in Rehabilitation**

### **Purpose of the Field Site Experience**

The purpose of the Practicum and Internship in Rehabilitation is to provide student trainees with supervised, practical experience in established rehabilitation counseling programs. Prerequisite to field site experiences is satisfactory completion of all or most of the core courses and approval of the graduate faculty for enrollment in practicum and internship.

### **The Practicum**

The Practicum experience is intended to provide the rehabilitation counseling student an orientation to applied rehabilitation settings, programs and techniques. An on-site supervisor, who may be a Certified Rehabilitation Counselor (CRC) or experienced Master's level professional in a related field, must be assigned to provide close, one-on-one supervision of the student. In addition, the student and on-site supervisor must engage in a minimum total of one (1) hour per week individual one-on-one consultation to meet field site supervision requirements.

The practicum experience shall include a minimum of 100 hours of on-site supervised experience, with at least 40 hours of direct service to individuals with disabilities, weekly consultation with the designated site supervisor, engagement in class activities, and on-going communication with the UNT practicum/internship instructor. Direct, periodic communication will be maintained throughout the semester between the site supervisor and the UNT faculty practicum instructor. Only those students who satisfactorily complete the practicum experience are eligible to apply for internship.

### **The Practicum Field Site**

The practicum experience shall include instructional experiences that (a) increase the student's awareness and understanding of the differences in values, beliefs, and behaviors of individuals who are different from themselves, (b) contend with rehabilitation counseling concerns, and (c) clinical experiences that facilitate the development of basic rehabilitation counseling skills, such as conducting interviews, developing treatment or employment plans, co-leading counseling or educational groups, etc.

Depending upon the student's prior experience, practicum field site activities should, at a minimum, emphasize:

1. an introduction to agency/facility staff, programs, policies/procedures, and clientele
2. an extended period of direct observation and "shadowing" of an experienced counselor at the field site
3. opportunity for attendance at routine staff or treatment team case management or case review meetings at the field site

4. assistance with tasks and job duties of the agency/facility counselor, as deemed appropriate by the student's site supervisor. At least 40 hours of the student's experience should include direct client contact, in the company of a staff member or independently under supervision.

### **The Internship**

The Internship experience requires a minimum of 600 hours of supervised experience that includes a minimum of 240 hours of direct service to persons with disabilities. An on-site supervisor, who is also a Certified Rehabilitation Counselor (CRC) or experienced Master's-level professional in a related field, must be assigned to provide on-going supervision throughout the internship experience. In addition, the student and on-site supervisor must engage in a minimum total of one (1) hour per week of individual one-on-one consultation. Internship students will also engage in class activities and maintain on-going communication with the UNT internship instructor. Direct, periodic communication will be maintained throughout the semester between the site supervisor and the UNT faculty internship instructor.

### **The Internship Field Site**

The internship experience shall include instructional experiences that (a) increase students' awareness and understanding of the differences in values, beliefs, and behaviors of individuals who are different from themselves, (b) clinical experiences that facilitate the development of advanced rehabilitation counseling skills, such as conducting interviews and counseling sessions, developing treatment or employment plans, leading or co-leading counseling or educational groups, performing job placement or other client service activities appropriate to the internship site's mission and client population, and (c) experiences that promote cultural competence, foster personal growth, and assist students in recognizing the myriad of counseling approaches and rehabilitation issues that affect service delivery. These intern activities will be reviewed by the site supervisor and program faculty member.

Depending upon the student's prior experience, internship field site activities should, at a minimum, emphasize:

1. orientation to program components, policies and procedures, introduction to staff and their role and function, identification of the expectations for interns, confidentiality procedures, risk assessment, etc.
2. observation of all aspects of the delivery of rehabilitation counseling services, as practiced by the agency or organization, including diverse populations if possible.
3. work assignments, performing the tasks required of an employed rehabilitation counselor at the agency/facility.

## Agency, Supervisor, Student and Faculty Responsibilities

### The Agency

1. The agency will make available an experienced, Master's level on-site supervisor who is directly involved in providing rehabilitation counseling and related rehabilitation services to individuals with disabilities. This on-site supervisor must be available to provide close, one-on-one supervision to the student on a daily basis, and for a minimum of one hour per week for direct face-to-face consultation/supervision.
2. Preferably, the on-site placement agency should be accredited/certified or provisionally accredited/certified by recognized accreditation national and state agencies. (ex. CARF, JCAH; DARS, etc.)
3. The on-site placement agency and site supervisor should be aware of the expectations and standards for rehabilitation practicum students. This information should be made available to the agency and the site supervisor prior to the student's placement in the agency.

### Field-Site Supervisor Responsibilities

1. The on-site supervisor should formally acknowledge his/her willingness to supervise the graduate student by an agreement with the Practicum/Internship Instructor. Each on-site supervisor will be asked to identify the student's duties and responsibilities during the Practicum/Internship field experience and develop with the student a set of learning goals the student will accomplish during his/her field work (see Appendix A). The Field Site Experience Learning Goals document is to be signed by the agency supervisor, student, Practicum/Internship Instructor, and other University Supervisors as appropriate. In consultation with the on-site supervisor, students will develop the objectives, activities, and expected completion dates for achieving the agreed upon learning goals as part of a class assignment.
2. The on-site supervisor must be available at least one hour a day for supervisory consultation with the student and **provide a minimum of one hour per week** for direct, individual feedback and consultation with the student. This hour of supervision does not need to be provided all at one time but can be spread over time during the week. Should that be necessary, we ask that each consultation period be no less than 15 minutes each session. Occasionally, supervision of the student can be performed by a qualified on-site designee of the site supervisor, but this individual does not replace the primary supervisory role of the site supervisor.
3. The field site supervisor's role for students will be to provide the student orientation and observation experiences to familiarize them with the agency or facility policies and procedures, role of the rehabilitation counselor in that setting, type of clients/families and disabilities served, etc.

4. The supervisor will assign tasks and responsibilities to the student, depending upon the student's level of readiness and prior experience. If intake and counseling sessions are assigned, at least a portion of the sessions must be directly observed by the field site supervisor.
5. The on-site supervisor must agree to complete two standard student field site performance evaluation reports (see Appendix B) at mid-term and at the end of the semester. Each evaluation report provides a checklist plus written narrative that summarizes the student's progress in terms of strengths and areas that require improvement on skills and competencies of a Rehabilitation Counselor. The instructor will reach out to the supervisor via email and the supervisor will receive a link to the online mid-semester and final evaluation for each student. These evaluations must be discussed with the student prior to being submitted to the faculty practicum/internship instructor.
6. The on-site supervisor will immediately inform the practicum/internship instructor of any issues of concern regarding the student's conduct and performance at the field site (see *Procedure for Handling Lack of Satisfactory Progress in Practicum/Internship* below).

### **Student Responsibilities**

1. Prior to or within the first two weeks of the semester, the student should meet with the on-site supervisor to identify the duties and responsibilities of the student during the field experience at the site and jointly develop a set of individual learning goals to be accomplished by the student during the field site training experience. A copy of duties, responsibilities, and learning goals should be provided to the Practicum/Internship Instructor no later than the end of the second week of the semester. Students, in consultation with their on-site supervisor, will further develop objectives, activities, and completion dates for achieving those goals as a class assignment.

2. Field Site Experience Documentation

Students are required to maintain records of their field site experiences on a daily and weekly basis and **to participate in practicum or internship activities at their field site for the full semester in which they are enrolled**. Field site documentation includes the following:

- a. A signed copy of the Field Site Experience Learning Goals document.
- b. Weekly Time Log: chronological record of daily activities showing actual clock hours spent in various rehabilitation services activities (ex. 8:00-10:00 – attended weekly staffing). Supervision time should be recorded separately, as well as the amount of time the student provided direct client services.

The cumulative number of hours at the field site will include supervision, direct client services, and all other activities performed.

Students are responsible for accurately recording their hours and activities. (NOTE: For Practicum students, a *minimum* of 100 hours for a 15-week semester results in approximately 7 hours per week, with approximately 3 hours per week in direct contact with clients. Please keep in mind this is a *minimum* number of hours. For Internship students, a minimum of 600 hours for a 15-week semester results in a total of 40 hours per week, with a minimum of 16 hours per week providing direct services to consumers.)

- d. Weekly Supervision Summary: A narrative summary of topics discussed in student's weekly supervision meetings at the field site, along with a summary of what was learned in supervision that week.
- e. Coordinating with the on-site supervisor for the mid-term and final evaluations in a timely manner for evaluation of the student's performance. The completed evaluations must be reviewed with the student by the on-site supervisor before being submitted to the Practicum/Internship Instructor. Due dates for the completed evaluation forms will be noted on the course syllabus.
- f. Student's Final Self-evaluation Report: the student's written self-evaluation at the end of the semester summarizing the student's progress in meeting the specific learning goals and objectives established at the beginning of the field site experience, and what additional learning objectives the student believes they need to pursue for their continued growth and development as a qualified Rehabilitation Counselor.
- g. For Interns, video- or audio-recorded sessions with clients or related activities along with a written transcript and structured review/self-evaluation of the session. The number of sessions and session evaluation should follow the outline provided (see course syllabus).
- h. Written case summary and critique: An in-depth summary of one of the cases (without identifying client by name) assigned to the student during the field site experience. Report should include client background and presenting problems, case conceptualization, rehabilitation plan and objectives, summary of the outcome and progress of the client toward meeting his/her objectives. (See course syllabus for details regarding this report).

### **Practicum/Internship Faculty Instructor & UNT/RHS Responsibilities**

1. The RHS Master's program will provide a designated graduate faculty member each semester as practicum/internship course instructor. Maintenance of field site experience requirements/documentation rest with this individual.
2. The practicum/internship instructor is responsible for maintaining communication with each field site supervisor assigned to a student each semester. The instructor will ascertain that the site supervisor has received copies of all relevant field site documents including the **Field Site Guidelines Manual**, Field Site Experience

Learning Goals, progress evaluation forms, and any other information needed to allow the supervisor to fulfill their student supervision task efficiently and effectively.

3. The practicum/internship instructor is responsible for developing and evaluating the student's performance on class activities designed to supplement or enhance the field site experience of a student.
4. The practicum/internship instructor is responsible for determining the final course grade for each student, using the site supervisor's, the student's and their own assessments of the student's level of accomplishment of the tasks and objectives of the course (See Student Evaluation section below).
5. The practicum/internship instructor is responsible for maintaining regular contact with the field site supervisor throughout the semester and for monitoring all field site activity reports on a regular basis.

### **Procedure for Handling Lack of Satisfactory Progress in Practicum/Internship**

If it is determined that a student is not making satisfactory progress in the practicum or internship field site experience, the Practicum/Internship Instructor and Field Site Supervisor will consult as soon as possible to identify specific problem areas and to meet jointly with the student to develop a plan for resolving training deficiencies or addressing attitudinal or behavioral problems that are not consistent with professional or ethical expectations of Rehabilitation Counselors. If a student does not respond satisfactorily to initial supplemental educational/training efforts, the Practicum/Internship Instructor will report the student's lack of progress to the full graduate rehabilitation faculty for their review and recommendations. The faculty may request a meeting with the site supervisor and the student during its deliberations. In cases of serious student misconduct, either the Rehabilitation Counselor Education Program or the practicum/internship site may terminate the student's practicum or internship experience, preferably after initial remediation efforts have been attempted unsuccessfully.

### **Counseling/Interviewing Performance Goals**

The RHS Rehabilitation Counselor Education program expects all practicum/internship students to demonstrate mastery level performance in basic counseling and interviewing skills.

Listed below are basic entry-level skills in which a student should demonstrate proficiency. The level of student performance in other activities (ex. written work, on-site case management activities) must also be satisfactorily achieved, but the latter does not compensate for failure to achieve the minimum mastery in counseling/interviewing skills.



## A. Basic Facilitative Skills

In general, the student should be able to show mastery in the following skills in most all counseling cases:

1. Skills in effective communication, which have the purpose of affecting client self-exploration
  - a. Attending (mentally, physically)
  - b. Listening
  - c. Communication of empathic understanding, respect and genuineness
  - d. Communication of Immediacy
  - e. Appropriate self-disclosure
  - f. Appropriate structuring the relationship
  - g. Perceiving client intrapersonal and interpersonal dynamics (ex. resistance, inappropriate behavior, defensive mechanisms)
  - h. Perceiving one's own intrapersonal and interpersonal dynamics.
2. Skills that affect the helping process:
  - a. Initiating the interview
  - b. Facilitating the client problem development
  - c. Structuring the interview
  - d. Appraising client's dynamics and progress
  - e. Case conceptualization
  - f. Termination/referral
  - g. Evaluation of counseling (co-evaluation by counselor and client.)

## B. Basic Problem Solving/Decision-Making Skills

1. Skills which have the purpose of effecting client problem solving or decision making
  - a. Goal setting
  - b. Use of test information (interests, personality, etc.)
  - c. Use of vocational and/or educational information
  - d. Performance contracting
  - e. Use of simulated reality-oriented structured experiences within the interview (ex. role playing, role rehearsal, modeling, imagery exercises, desensitization exercises, etc.)
  - f. Use of structured extra-counseling experiences; reading assignments; reality-testing experiences; information learning, etc. (ex. trying out a new behavior; attending workshop on assertiveness training; decision-making; weight-control, etc.)
  - g. Relaxation and stress management skills

## **Competencies for Rehabilitation Counselors**

The specific competencies which students are expected to master by the completion of the practicum and internship can be found in Appendix C, as well as on the Performance Evaluation form for the courses (Appendix B). During the Practicum experience, students are not expected to become proficient, or even to have had an opportunity to gain experience, in all of the competencies listed. However, by the end of the Internship experience, students should have at least exposure to most of the competency areas for the Rehabilitation Counselor.

## **APPENDIX A:**

### **Field Experience Learning Goals Agreement**



College of Health and Public Service  
DEPARTMENT OF REHABILITATION AND HEALTH SERVICES

## FIELD EXPERIENCE LEARNING GOALS AGREEMENT

The field experience component of the graduate instruction in rehabilitation counseling is designed to provide practical experience, including the provision of direct client/consumer services, and assuming responsibilities that are consistent with the student's level of professional development and learning needs.

\_\_\_\_\_ will complete a field experience under the  
Student's name

supervision of \_\_\_\_\_  
Agency supervisor Phone

at \_\_\_\_\_  
Agency

\_\_\_\_\_ Address City State Zip code

from \_\_\_\_\_ through \_\_\_\_\_ for \_\_\_\_\_ hours per week.  
Start date End date

Schedule: \_\_\_\_\_

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**Duties and responsibilities will include the following:**

Learning objectives (knowledge and skill to be developed) will include the following:

- 1.
- 2.
- 3.
- 4.
- 5.

The student will perform the duties and responsibilities specified in a reliable and conscientious manner and will maintain regular contact with the instructor, agency supervisor(s), and any other university supervisor(s), informing them of any problems that might develop in performing those duties and utilizing them as resources to facilitate learning and professional development. The student will provide the agency supervisor(s) with a copy of the manual *Guidelines for Supervised Field Experience in Rehabilitation Counseling*, developed by the Department of Rehabilitation and Health Services, describing the policies, requirements, and responsibilities of the agency, supervisor, and student.

The agency supervisor(s) will assign duties consistent with student readiness and provide the necessary supervision to perform those duties. The agency supervisor(s) will also provide an evaluation of the student's performance at mid-semester and end of the semester, using a form to be provided.

The instructor will be available to both the student and agency supervisor to facilitate the fulfillment of this field experience agreement. The instructor and/or other designated university supervisor will meet with the student and agency supervisor (or, in case of placements located in other states or outside of the Dallas/Ft. Worth/Denton area, phone and/or e-mail contacts will be used) a minimum of two times per semester to facilitate planning and to monitor and facilitate progress.

\_\_\_\_\_

Student

\_\_\_\_\_

Date

\_\_\_\_\_

Agency supervisor(s)

\_\_\_\_\_

Date

\_\_\_\_\_

Instructor

\_\_\_\_\_

Date

\_\_\_\_\_

Other University Supervisor(s)

\_\_\_\_\_

Date

**APPENDIX B: PERFORMANCE  
EVALUATION FORMS**

## Counselor Competencies Scale—Revised (CCS-R) ©

(Lambie, Mullen, & Swank, & Blount, 2014)

The *Counselor Competencies Scale—Revised* (CCS-R) assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

### Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (5)** = the counselor or trainee demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition and behavior(s).
- **Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at this level at the conclusion of his or her practicum and/or internship.
- **Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Harmful (1)** = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

**Directions: Evaluate the counselor's or trainee's counseling skills, ability to facilitate therapeutic conditions, and professional dispositions & behaviors per rubric evaluation descriptions & record rating in the "score" column on the left.**

**CACREP (2009; 2016, Draft #2) Standards relating to the *Counselor Competencies Scale—Revised (CCS-R)***

- Ethical and culturally relevant strategies for developing helping relationships (CACREP, 2016, Section II, *Standard 5.d.*).
- Counselor characteristics and behaviors that influence helping processes (CACREP, 2009, Section II, *Standard 5.b.*; CACREP, 2016, Section II, *Standard 5.e.*).
- Essential interviewing, counseling, and case conceptualization skills (CACREP, 2009, Section II, *Standard 5.c.*; CACREP, 2016, Section II, *Standard 5.f.*).
- Processes for aiding students in developing a personal model of counseling (CACREP, 2016, Section II, *Standard 5.m.*).
- Strategies for personal and professional self-evaluation and implications for practice (CACREP, 2016, Section II, *Standard 1.j.*).
- Self-care strategies appropriate to the counselor role (CACREP, 2009, Section II, *Standard 1.d.*; CACREP, 2016, Section II, *Standard 1.k.*).
- If evaluations indicate that a student is not appropriate for the program, faculty members help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study, consistent with established institutional due process policy and the ethical codes and standards of practice of professional counseling organizations. (CACREP, 2009, Section I, *Standard P.*; CACREP, 2016, Section I, *Standard P.*).
- 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 clients who represent the ethnic and demographic diversity of their community (CACREP, 2009, Section III, *Professional Practice*; CACREP, 2016, Section III, *Professional Practice*).
- Entry-Level Program Practicum (CACREP, 2016, Section III, *Professional Practice*, p. 12).
  - A. Students must complete supervised counseling practicum experiences that total a **minimum of 100 clock hours** over a full academic term that is a minimum of 10 weeks.
  - B. Practicum students must **complete at least 40 clock hours of direct service** with actual clients that contributes to the development of counseling skills.
  - C. An average of **one hour per week of individual and/or triadic supervision** is provided throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in biweekly consultation with a counselor education program faculty member in accordance with the supervision agreement.
  - D. An average of **1 ½ hours per week of group supervision** is provided on a regular schedule throughout the practicum by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.
  - E. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum.
  - F. Supervision of practicum students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.

G. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum.



## Part I: Counseling Skills & Therapeutic Conditions

#	Score	Primary Counseling Skill(s)	Specific Counseling Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1. A		<b>Nonverbal Skills</b>	<b>Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (matches client)</b>	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%).	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%).	Demonstrates inconsistency in his or her nonverbal communication skills.	Demonstrates limited nonverbal communication skills.	Ignores client &/or gives judgmental looks.
1. B		<b>Encouragers</b>	<b>Includes Minimal Encouragers &amp; Door Openers such as “Tell me more about...”, “Hmm”</b>	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%).	Demonstrates inconsistency in his or her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.	Uses skills in a judgmental manner.
1. C		<b>Questions</b>	<b>Use of Appropriate Open &amp; Closed Questioning (e.g., avoidance of double questions)</b>	Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).	Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).	Demonstrates inconsistency in using open-ended questions & may use closed questions for prolonged periods.	Uses open-ended questions sparingly & with limited effectiveness.	Uses multiple questions at one time
1. D		<b>Reflecting <sup>a</sup> Paraphrasing</b>	<b>Basic Reflection of Content – Paraphrasing</b>	Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).	Demonstrates appropriate use of paraphrasing (majority of counseling sessions; 70%).	Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.	Demonstrates limited proficiency in paraphrasing or is often inaccurate.	Judgmental, dismissing, &/or overshoots
1. E		<b>Reflecting <sup>b</sup> Reflection of Meaning</b>	<b>Reflection of Feelings</b>	Demonstrates appropriate use of reflection of feelings as a primary approach (85%).	Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%).	Demonstrates reflection of feelings inconsistently & is <i>not</i> matching the client.	Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.	Judgmental, dismissing, &/or overshoots
1. F		<b>Reflecting <sup>c</sup> Summarizing</b>	<b>Summarizing content, feelings, behaviors, &amp; future plans</b>	Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%).	Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use summarization.	Demonstrates limited ability to use summarization.	Judgmental, dismissing, &/or overshoots

#	Score	Primary Counseling Skill(s)	Specific Counseling Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1. G		<b>Advanced Reflection (Meaning)</b>	<b>Advanced Reflection of Meaning including Values and Core Beliefs (taking counseling to a deeper level)</b>	Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling sessions (85%).	Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.	Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.	Judgmental, dismissing, &/or overshoots
1. H		<b>Confrontation</b>	<b>Counselor challenges client to recognize &amp; evaluate inconsistencies.</b>	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words &/or actions in a supportive fashion. Balance of challenge & support (85%).	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words &/or actions in a supportive fashion (can confront, but hesitant) or was <i>not</i> needed and therefore appropriately <i>not</i> used (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in client's words &/or actions in a supportive fashion. Used minimally/missed opportunity.	Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.	Degrading client, harsh, judgmental, &/or being aggressive
1. I		<b>Goal Setting</b>	<b>Counselor collaborates with client to establish realistic, appropriate, &amp; attainable therapeutic goals</b>	Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with client (85%).	Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with client.	Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with client.	No therapeutic goals collaboratively established
1. J		<b>Focus of Counseling</b>	<b>Counselor focuses (or refocuses) client on his or her therapeutic goals – i.e., purposeful counseling</b>	Demonstrates consistent ability to focus &/or refocus counseling on client's goal attainment (85%).	Demonstrates ability to focus &/or refocus counseling on client's goal attainment (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to focus &/or refocus counseling on client's therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on client's therapeutic goal attainment.	Superficial, &/or moves focus away from client
1. K		<b>Facilitate Therapeutic Environment</b>	<b>Expresses accurate empathy &amp; care. Counselor is "present" and open to client. (includes immediacy and concreteness)</b>	Demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Creates unsafe space for client

1. L	<b>Facilitate Therapeutic Environment</b>	<b>Counselor expresses appropriate respect &amp; unconditional positive regard</b>	Demonstrates consistent ability to be respectful, accepting, & caring with clients (85%).	Demonstrates ability to be respectful, accepting, & caring with clients (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be respectful, accepting, & caring.	Demonstrates limited ability to be respectful, accepting, &/or caring.	Demonstrates conditional or negative respect for client
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\_\_\_\_\_ : Total Score (out of a possible 60 points)

## Part 2: Counseling Dispositions & Behaviors

#	Score	Primary Professional Dispositions	Specific Professional Disposition Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
2. A		<b>Professional Ethics</b>	<b>Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, &amp; NBCC; including practices within competencies.</b>	Demonstrates consistent & advanced ( <i>i.e., exploration &amp; deliberation</i> ) ethical behavior & judgments.	Demonstrates consistent ethical behavior & judgments.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.	Repeatedly violates the ethical codes &/or makes poor decisions
2. B		<b>Professional Behavior</b>	<b>Behaves in a professional manner towards supervisors, peers, &amp; clients (includes appropriate dress &amp; attitudes). Able to collaborate with others.</b>	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Dresses inappropriately after discussed &/or repeatedly disrespects of others.
2. C		<b>Professional &amp; Personal Boundaries</b>	<b>Maintains appropriate boundaries with supervisors, peers, &amp; clients.</b>	Demonstrates consistent & strong appropriate boundaries.	Demonstrates consistent appropriate boundaries.	Demonstrates appropriate boundaries inconsistently.	Demonstrates inappropriate boundaries.	Harmful relationship with others

#	Score	Primary Professional Dispositions	Specific Professional Disposition Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Insufficient / Unacceptable (2)	Harmful (1)
2. D		<b>Knowledge &amp; Adherence to Site Policies</b>	<b>Demonstrates an understanding &amp; appreciation for all counseling site policies &amp; procedures.</b>	Demonstrates consistent adherence to <i>all</i> counseling site policies & procedures, including strong attendance and engagement.	Demonstrates adherence to most counseling site policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to all counseling site policies & procedures, including attendance and engagement.	Demonstrates limited adherence to all counseling site policies & procedures, including attendance and engagement.	Failure to adhere to policies after discussed with supervisor.
2. E		<b>Record Keeping &amp; Task Completion</b>	<b>Completes all weekly record keeping &amp; tasks correctly &amp; promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).</b>	Completes <i>all</i> required record keeping, documentation, and assigned tasks in a through, timely, & comprehensive fashion.	Completes <i>all</i> required record keeping, documentation, and tasks in a competent & timely fashion.	Completes <i>all</i> required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline.
2. F		<b>Multicultural Competencies</b>	<b>Demonstrates awareness, appreciation, &amp; respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)</b>	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates limited multicultural competencies (Knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Not accepting worldviews of others
2. G		<b>Emotional Stability &amp; Self-control</b>	<b>Demonstrates emotional stability (i.e., congruence between mood &amp; affect) &amp; self-control (i.e., impulse control) in relationships with supervisor, peers, &amp; clients.</b>	Demonstrates consistent emotional resiliency & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Demonstrates emotional stability & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Inappropriate interactions with others continuously, high levels of emotional reactants with clients, peers, and supervisors.

#	Score	Primary Professional Dispositions	Specific Professional Disposition Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Insufficient / Unacceptable (2)	Harmful (1)
2. H		<b>Motivated to Learn &amp; Grow / Initiative</b>	<b>Demonstrates engagement in learning &amp; development of his or her counseling competencies.</b>	Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth & development.	Expresses lack of appreciation for the profession &/or is apathetic in promoting his or her professional and personal growth & development.
2. I		<b>Openness to Feedback</b>	<b>Responds nondefensively &amp; alters behavior in accordance with supervisory feedback.</b>	Demonstrates consistent and strong openness to supervisory feedback & implements suggested changes.	Demonstrates consistent openness to supervisory feedback & implements suggested changes.	Demonstrates openness to supervisory feedback; however, does <i>not</i> implement suggested changes.	Demonstrates a lack of openness to supervisory feedback & does <i>not</i> implement suggested changes.	Defensive &/or disrespectful when given supervisory feedback.
2. J		<b>Flexibility &amp; Adaptability</b>	<b>Demonstrates ability to flex to changing circumstance, unexpected events, &amp; new situations.</b>	Demonstrates consistent and strong ability to adapt & “reads-&-flexes” appropriately.	Demonstrates consistent ability to adapt & “reads-&-flexes” appropriately.	Demonstrated an inconsistent ability to adapt & flex to his or her clients’ diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients’ diverse changing needs.	Not flexible, demonstrates rigidity in work with clients.
2. K		<b>Congruence &amp; Genuineness</b>	<b>Demonstrates ability to be present and “be true to oneself”</b>	Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).	Incongruent and <i>not</i> genuine

\_\_\_\_\_ : Total Score (out of a possible 55 points)

### Part 3: Disability Related Dispositions and Competencies

#	Score	Primary Professional Dispositions	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)	No Opportunity to Observe (0)
3. A		<b>Evaluates feasibility for services and case management strategies that facilitate rehabilitation and independent living planning</b>	Demonstrates consistent & advanced skills and dispositions in this domain	Demonstrates consistent skills and dispositions in this domain	Demonstrates inconsistent skills and dispositions in this domain	Demonstrates limited skills and dispositions in this domain	Demonstrates harmful behaviors or consistent lack of knowledge regarding skills and dispositions in this domain	No opportunity to observe this skill or disposition
3. B		<b>Conducts informal and formal assessment of the needs and adaptive, functional, and transferable skills of individuals with disabilities</b>	Demonstrates consistent & advanced skills and dispositions in this domain	Demonstrates consistent skills and dispositions in this domain	Demonstrates inconsistent skills and dispositions in this domain	Demonstrates limited skills and dispositions in this domain	Demonstrates harmful behaviors or consistent lack of knowledge regarding skills and dispositions in this domain	No opportunity to observe this skill or disposition
3. C		<b>Evaluates and applies of assistive technology with an emphasis on individualized assessment and planning</b>	Demonstrates consistent & advanced skills and dispositions in this domain	Demonstrates consistent skills and dispositions in this domain	Demonstrates inconsistent skills and dispositions in this domain	Demonstrates limited skills and dispositions in this domain	Demonstrates harmful behaviors or consistent lack of knowledge regarding skills and dispositions in this domain	No opportunity to observe this skill or disposition
3. D		<b>Understands and uses resources for research and evidence-based practices applicable to rehabilitation counseling</b>	Demonstrates consistent & advanced skills and dispositions in this domain	Demonstrates consistent skills and dispositions in this domain	Demonstrates inconsistent skills and dispositions in this domain	Demonstrates limited skills and dispositions in this domain	Demonstrates harmful behaviors or consistent lack of knowledge regarding skills and dispositions in this domain	No opportunity to observe this skill or disposition

3. E		<b>Engages clients in strategies to enhance coping and adjustment to disability</b>	Demonstrates consistent & advanced skills and dispositions in this domain	Demonstrates consistent skills and dispositions in this domain	Demonstrates inconsistent skills and dispositions in this domain	Demonstrates limited skills and dispositions in this domain	Demonstrates harmful behaviors or consistent lack of knowledge regarding skills and dispositions in this domain	No opportunity to observe this skill or disposition
#	Score	<b>Primary Professional Dispositions</b>	<b>Exceeds Expectations / Demonstrates Competencies (5)</b>	<b>Meets Expectations / Demonstrates Competencies (4)</b>	<b>Near Expectations / Developing towards Competencies (3)</b>	<b>Below Expectations / Unacceptable (2)</b>	<b>Harmful (1)</b>	<b>No Opportunity to Observe (0)</b>
3. F		<b>Applies techniques to promote self-advocacy skills of individuals with disabilities to maximize empowerment and decision-making throughout the rehabilitation process</b>	Demonstrates consistent & advanced skills and dispositions in this domain	Demonstrates consistent skills and dispositions in this domain	Demonstrates inconsistent skills and dispositions in this domain	Demonstrates limited skills and dispositions in this domain	Demonstrates harmful behaviors or consistent lack of knowledge regarding skills and dispositions in this domain	No opportunity to observe this skill or disposition
3. G		<b>Uses appropriate strategies to facilitate successful rehabilitation goals across the lifespan</b>	Demonstrates consistent & advanced skills and dispositions in this domain	Demonstrates consistent skills and dispositions in this domain	Demonstrates inconsistent skills and dispositions in this domain	Demonstrates limited skills and dispositions in this domain	Demonstrates harmful behaviors or consistent lack of knowledge regarding skills and dispositions in this domain	No opportunity to observe this skill or disposition
3. H		<b>Has knowledge of career development and employment models and strategies to facilitate recruitment, inclusion, and retention of individuals with disabilities in the work place</b>	Demonstrates consistent & advanced skills and dispositions in this domain	Demonstrates consistent skills and dispositions in this domain	Demonstrates inconsistent skills and dispositions in this domain	Demonstrates limited skills and dispositions in this domain	Demonstrates harmful behaviors or consistent lack of knowledge regarding skills and dispositions in this domain	No opportunity to observe this skill or disposition

3. I		<b>Analyzes work activity and labor market data and trends, to facilitate the match between an individual with a disability and targeted jobs</b>	Demonstrates consistent & advanced skills and dispositions in this domain	Demonstrates consistent skills and dispositions in this domain	Demonstrates inconsistent skills and dispositions in this domain	Demonstrates limited skills and dispositions in this domain	Demonstrates harmful behaviors or consistent lack of knowledge regarding skills and dispositions in this domain	No opportunity to observe this skill or disposition
3. J		<b>Advocates for the full integration and inclusion of individuals with disabilities, including strategies to reduce attitudinal and environmental barriers</b>	Demonstrates consistent & advanced skills and dispositions in this domain	Demonstrates consistent skills and dispositions in this domain	Demonstrates inconsistent skills and dispositions in this domain	Demonstrates limited skills and dispositions in this domain	Demonstrates harmful behaviors or consistent lack of knowledge regarding skills and dispositions in this domain	No opportunity to observe this skill or disposition
#	Score	<b>Primary Professional Dispositions</b>	<b>Exceeds Expectations / Demonstrates Competencies (5)</b>	<b>Meets Expectations / Demonstrates Competencies (4)</b>	<b>Near Expectations / Developing towards Competencies (3)</b>	<b>Below Expectations / Unacceptable (2)</b>	<b>Harmful (1)</b>	<b>No Opportunity to Observe (0)</b>
3. K		<b>Assists individuals with disabilities to obtain knowledge of and access to community and technology services and resources</b>	Demonstrates consistent & advanced skills and dispositions in this domain	Demonstrates consistent skills and dispositions in this domain	Demonstrates inconsistent skills and dispositions in this domain	Demonstrates limited skills and dispositions in this domain	Demonstrates harmful behaviors or consistent lack of knowledge regarding skills and dispositions in this domain	No opportunity to observe this skill or disposition
3. L		<b>Consults with medical/health professionals or interdisciplinary teams regarding the physical/mental/cognitive diagnoses, prognoses, interventions, or permanent functional limitations or restrictions of individuals with disabilities</b>	Demonstrates consistent & advanced skills and dispositions in this domain	Demonstrates consistent skills and dispositions in this domain	Demonstrates inconsistent skills and dispositions in this domain	Demonstrates limited skills and dispositions in this domain	Demonstrates harmful behaviors or consistent lack of knowledge regarding skills and dispositions in this domain	No opportunity to observe this skill or disposition
3. M		<b>Consults and collaborates with employers regarding the legal rights and benefits of hiring individuals with</b>	Demonstrates consistent & advanced skills and dispositions in this domain	Demonstrates consistent skills and dispositions in this domain	Demonstrates inconsistent skills and dispositions in this domain	Demonstrates limited skills and dispositions in this domain	Demonstrates harmful behaviors or consistent lack of knowledge regarding skills	No opportunity to observe this skill or disposition



		<b>disabilities, including accommodations, universal design, and workplace disability prevention</b>						and dispositions in this domain	
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\_\_\_\_\_ : **Total Score** (*out of a possible 65 points*)

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### **Narrative Feedback from Supervising Instructor / Clinical Supervisor**

**Please note the counselor's or trainee's areas of strength, which you have observed:**

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**Please note the counselor's or trainee's areas that warrant improvement, which you have observed:**

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**Please comment on the counselor's or trainee's general performance during his or her clinical experience to this point:**

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\_\_\_\_\_  
*Counselor's or Trainee's Name (print)*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Supervisor's Name (print)*

\_\_\_\_\_  
*Date*

\_\_\_\_\_

Date CCS was reviewed with Counselor or Trainee – \_\_\_\_\_

\_\_\_\_\_  
*Counselor's or Trainee's Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Supervisor's Signature*

\_\_\_\_\_  
*Date*

**\* Note. If the supervising instructor / clinical supervisor is concerned about the counselor's or trainee's progress in demonstrating the appropriate counseling competencies, he or she should have another appropriately trained supervisor observe the counselor's or trainee's work with clients to provide additional feedback to the counselor or trainee.**

**APPENDIX C:**  
**COMPETENCY SKILLS OF REHABILITATION  
COUNSELORS**

**As determined by the Council for Accreditation of  
Counseling and Counseling Related Educational Programs  
(CACREP)**

**2016 Standards**

**Section 2: Professional Counseling Identity**

**Section 3: Professional Practice**

**Entry-level specialty area: Section 5H: Rehabilitation  
Counseling**

**2023 Code of Professional Ethics for Rehabilitation Counselors**

**As established by the Council on Rehabilitation Counselor  
Certification (CRCC)**