

**Manual
For
Fieldwork Experiences**

**Master of Science
In
Rehabilitation and Mental Health Counseling**

**Montana State University Billings
College of Allied Health Professions
Department of Rehabilitation & Human Services
Billings, MT 59101
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Master of Science In Rehabilitation and Mental Health Counseling

Introduction

The purpose of this manual is to clarify the goals, objectives and expectations of the Rehabilitation and Mental Health Counseling fieldwork experiences and to outline the specific responsibilities of the student, faculty and site supervisors. All students in the program are required to complete a practicum and an internship for their fieldwork experiences. In addition, fieldwork students are required to attend weekly, on campus meetings for faculty/group supervision and feedback exchange with peers in fieldwork placements. Students also will provide counseling services in the program's teaching clinic. Copies of this manual are to be provided to both student and fieldwork site supervisors.

Goal of Fieldwork Experiences

The practicum and internship fieldwork experiences provide students with an opportunity to apply the theoretical concepts and skills learned in previous coursework and supplement that knowledge with practical experience. These fieldwork experiences allow the student to make the transition from the academic setting to the actual work setting and therefore adapt more realistically to the professional life about to be entered. The faculty and site supervisors will work cooperatively with the student to determine the nature of the fieldwork experiences, depending on the learning needs and interests of the student. These experiences will allow the student to elect to work in a variety of settings with various disability groups, which may include persons with physical disabilities, sensory impairments, mental or emotional disabilities, chemical dependencies, terminal illnesses, and others.

Objectives of Fieldwork Experiences

- To provide students with opportunities to experience varied settings, approaches, and philosophies relating to the professional practice of rehabilitation and mental health counseling.
- To create a supportive environment which allows the student to perform and develop counseling skills in a rehabilitation setting.
- To create varied learning experiences to facilitate students' development of clinical problem solving skills and competencies to work with individuals with diverse backgrounds and disabilities.

- To provide opportunities for students to interact with rehabilitation counselors as well as other professionals in related disciplines.
- To provide an understanding of the principles, philosophies, history, policies, laws, practices, and ethics related to rehabilitation and mental health counseling.
- To provide supervisors with an opportunity to develop and refine their clinical instruction skills while mentoring and training graduate students.

Practicum and Internship Requirements

During the program of study each student will be expected to be involved in two supervised fieldwork placement experiences, which includes a 100 hour practicum and a 600 hour internship with weekly participation in the Department's Counseling Clinic.

Practicum

The practicum is a minimum of 100 hours of supervised experience with at least 40 hours of direct service to persons with disabilities. In addition, students are required to participate weekly for six (6) hours in the Counseling Clinic. This means students will spend approximately seven (7) hours a week at their Practicum site and six (6) hours a week at the on campus clinic, for a weekly total of approximately thirteen (13) hours. Practicum experiences will include an average of one (1) hour per week of individual supervision on site and 1 ½ hours a week of group supervision by the program faculty.

The following courses are prerequisites to taking the REHA 594 Practicum:

- REHA 501 Principles of Rehabilitation and Mental Health Counseling
- REHA 505 Theories of Counseling
- REHA 507 Ethics in Rehabilitation and Mental Health Counseling
- REHA 515 Medical and Psychological Aspects of Disability
- REHA 520 Group and Individual Evaluation
- REHA 521 Advanced Individual and Group Counseling
- REHA 530 Case Management Principles and Plan Development
- HADM 685 Research and Evaluation Methods
- EDF 530 Advanced Human Development and Learning

Internship

The internship activities require a total of 600 hours of applied, supervised experience, with at least 240 hours of direct service to individuals with disabilities. In addition, students are required to participate weekly for six (6) hours in the Counseling Clinic. This means students will spend approximately forty (40) hours a week at their Internship site and six (6) hours a week at the on campus clinic, for a weekly total of approximately forty six (46) hours. Internship experiences will include an average of one (1) hour per week of individual supervision on site and at minimum 1 ½ hours a week of group

supervision by the program faculty. The Internship and the Practicum can be at the same or different sites.

Students have the option of completing their internship in one semester for twelve (12) credits or completing the internship over two semesters with nine (9) credits one semester and three (3) credits another semester. However, if the internship is split up over two semesters, the student is still required to complete six (6) hours at the clinic on campus each semester. For example, if a student takes nine (9) credits in the fall, they will be completing approximately thirty (30) hours a week at their internship site, and six (6) hours a week at the on campus clinic, for a weekly total of thirty six (36) hours. Then in the spring, the student would take three (3) credits of the internship which means they will complete approximately ten (10) hours per week at the internship site, and six (6) hours a week again at the on campus clinic, for a weekly total of sixteen (16) hours a week.

The following courses are prerequisites to taking REHA 596-I (Cooperative Education/Internship, 3 credits) and/or REHA 596-II (Cooperative Education/Internship, 9 credits):

- REHA 594
- Approved Internship Application
- Instructor Consent

Fieldwork Placement Process

- Students must complete and submit the Application for Fieldwork Placement (see Appendix for form) according to time guidelines prior to registration for clinical experiences.
- Students entering either the practicum or internship must initiate a contract (see Appendix for practicum/internship contract examples) with their faculty supervisor prior to the beginning of placement. Discussion will occur regarding student interest and practicum/internship requirements.
- The student doing REHA 596 will also need to register with MSUB Cooperative Education in CareerLink (www.msubillings.edu/careers), upload their resume, submit a learning agreement with goals and position descriptions (contact Mandy Brottem at 406-657-1717 or mbrottem@msubillings.edu for questions or assistance). For a PowerPoint slideshow that walks students through the process, see <http://www.msubillings.edu/careers/cooped/REHA.htm>.
- Any fieldwork placement must be with the approval of the faculty supervisor and meet the CORE and/or LCPC requirements for practicum/internship.

Practicum/Internship Site Expectations

- The site should have a primary function of serving people with disabilities; this may also include a site that serves the socially disadvantaged.
- The site should have a broad variety of service offerings which are designed to serve persons with disabilities.
- The site should be able to provide assurance that it can give adequate and appropriate opportunities for the student to work with people with physical, mental, emotional, chemical dependency, and social disabilities, as required for licensure and certification.
- The site should provide adequate facilities/equipment and materials to enable the student to function on a professional level and provide sufficient time for supervision.

Site Supervisor Qualifications

- Site supervisors must have appropriate academic training at the Master's or Doctorate level in rehabilitation counseling or a related field.
- Supervisors should have relevant work experience to provide the student with proper orientation to the field of rehabilitation and mental health counseling.
- Site supervisors must evidence an interest and willingness to become part of an academic training program.
- Site supervisors are expected to set aside a minimum of one hour per week for individual supervision with the student. The student should also have informal access to the supervisor during practicum/internship hours as the need arises.
- Preference is given to supervisors who are CRC and/or licensed as a professional counselor, social worker, psychologist or psychiatrist.
- In all cases, additional supervision of practicum/internship experiences will be with faculty who are CRC and/or LCPC, as appropriate for students desiring to qualify for licensure.

Faculty Supervisor Responsibilities

Student fieldwork placements will be under the direction of a faculty supervisor who is a full-time faculty member in the MSU Billings, Rehabilitation and Mental Health Counseling program and is a CRC and/or LCPC. The faculty supervisor serves as a liaison between the program and the fieldwork site and is responsible to:

- Collaborate with the student and site supervisor to assist with the development and refinement of the fieldwork site contract experiences.
- Review the progress of the fieldwork students on a regular basis.
- Provide direct and periodic communication throughout the semester with the site supervisor.
- Structure and facilitate weekly group supervision meetings on campus.
- Support students' understanding and application of the *Code of Professional Ethics for Rehabilitation Counselors* and *American Counseling Association Code of Ethics*.

- Address concerns, in collaboration with the student and site supervisor, related to unsatisfactory performance.

Student Expectations

Students completing their practicum/internship are expected to meet the following expectations:

- Identify a site that meets program expectations and develop a site contract for fieldwork placement in consultation with faculty and site supervisors.
- Maintain a regular attendance schedule and complete all contract requirements.
- Observe site rules, regulations and professional standards.
- Demonstrate an awareness of personal skills and limitations by taking initiative when appropriate, yet seeking assistance when necessary.
- Complete all paperwork requirements associated with the fieldwork experience in a timely manner.
- Develop a declaration of practice and procedures prior to meeting with clients. An example is available in the appendix.
- Maintain a weekly activity log (see form in Appendix) to document fieldwork activities for licensure/certification and University requirements.
- Attend and participate in scheduled weekly site supervision and class meetings/activities.
- Facilitate faculty supervisor's site visit to the fieldwork setting.
- Complete evaluation forms on the site and supervision and fieldwork summary sheet.
- Know and abide by the *Code of Professional Ethics for Rehabilitation Counselors* and *American Counseling Association Code of Ethics*.

Responding to Unsatisfactory Performance

All practicum/internship students in the program are subject to periodic assessment by the faculty supervisor in coordination with the site supervisor. In the event that a practicum/internship student's performance is deemed unsatisfactory, the following procedure will be used. Unsatisfactory performance on the part of the practicum student/intern can include, but is not limited to, ethical violations, unprofessional behavior and/or skill deficiencies. These procedures may be adjusted to best address the specific needs of each situation, with special consideration given to meeting the educational goals of the student while maintaining the integrity of the program.

1. The practicum student/intern's faculty supervisor will first discuss the concern with the student in an effort to informally resolve the issue. This may occur during regularly scheduled supervision times or in a special meeting at the discretion of the faculty supervisor.
2. If no resolution can be reached by the student and faculty supervisor, plans for additional informal intervention will be discussed. The practicum student/intern,

- faculty supervisor, as well as the site supervisor will be involved in this process. Both the student and site supervisor will be allowed to present concerns and suggestions and will work with the faculty supervisor to reach a practical solution (this may include adjusting the internship expectations, requiring supplemental learning materials, or transferring the student to another site).
3. If the informal intervention is not successful, a formal remediation will take place. The student, faculty and site supervisors will meet to agree on specific expectations and remedial activities. Methods for evaluation and time frames will also be determined. The student's academic advisor, site and faculty supervisors must all sign-off on the plan for remediation. A copy of this plan will be placed in the student's permanent file.
 4. Failure of formal remediation may result in probation and potential termination from the program. The decision to terminate will be made by the student's faculty supervisor in consultation with the department chair and dean. Any actions by the student that constitute an infraction of the rules set forth in the MSU Billings Student Handbook will be handled in accordance with the Guidelines for Student Conduct of the Montana State University Billings Student Handbook.

In the event the student believes he or she was unfairly penalized or denied due process, the decision may be appealed in accordance with the Student Misconduct Appeal Procedures of the Montana State University Billings Student Handbook

Professional Liability Insurance Requirements

Students are encouraged to have professional liability insurance coverage. Information on student liability coverage may be found on the National Rehabilitation Counseling Association website, <http://nrca-net.org/Liability1.html>, and the Healthcare Providers Service Organization website, <http://www.hpsso.com/>.

Grading Policy

Student fieldwork evaluations are jointly determined by the faculty and site supervisors. The site supervisor will complete mid-term and final student evaluations (see forms in Appendix) and participate in joint conference with faculty supervisor and student. Other evaluations may be conducted at the request of any of these three parties.

The practicum and internship fieldwork experiences are graded pass/fail (P/F), based on completion of the required hours of supervised experience and satisfactory performance evaluations plus class attendance and participation. If the requisite number of fieldwork hours has not been recorded by the end of the semester, a "work in progress" grade (T) will be assigned and removed upon completion of all the course requirements.

Professional Associations

Students are encouraged to join and become actively involved in the associations of the profession.

- American Counseling Association (ACA)
5999 Stevenson Avenue
Alexandria, VA 22304
800-347-6647
www.counseling.org

- American Rehabilitation Counseling Association (ARCA)
5999 Stevenson Avenue
Alexandria, VA 22304
800-347-6647
www.arcaweb.org

- Montana Association for Rehabilitation (MAR)
www.mtmar.org

- Montana Counseling Association (MCA)
www.montanacounseling.org

- National Rehabilitation Association (NRA)
633 S. Washington Street
Alexandria, VA 22314
703-836-0850
www.nationalrehab.org

- National Rehabilitation Counseling Association (NRCA)
P.O. Box 4480
Manassas, VA 20108
703-361-2077
<http://nrca-net.org>

These organizations provide the student with updated information regarding rehabilitation and mental health counseling along with subscriptions to major journals and newsletters. Association involvement also provides opportunity for networking for the student's own interests as well as career plans.

Professional Certification and Licensure

Certified Rehabilitation Counselor (CRC)

Students can pursue both licensure and rehabilitation certification upon graduation from the program. Students are encouraged to pursue their CRC (Certified Rehabilitation Counselor). For information about the CRC contact:

Commission on Rehabilitation Counselor Certification
1699 E. Woodfield Road, Suite 300
Schaumburg, Illinois 60173
847-944-1325 or www.crccertification.com

Students in a CORE accredited program are allowed to sit for the CRC examination following completion of 75% of their coursework.

Licensed Clinical Professional Counselor (LCPC)

Students who plan on staying in Montana should also consider getting their LCPC (Licensed Clinical Professional Counselor). Students who wish to obtain licensure are advised to adhere to Master of Science in Rehabilitation and Mental Health course guidelines and complete REHA 503 (Psychiatric Rehabilitation) and REHA 593 (DSM-IV for Rehabilitation Counselors) as electives. The requirements for LCPC are:

Education: A 60 semester hour counseling-in-nature graduate degree which contains a six-semester hour advanced counseling practicum

Courses: At least one course in each of the following areas:

- 1) Human Growth and Development – EDF 530, REHA 503
- 2) Social and Cultural Foundations – REHA 502, REHA 508
- 3) The Helping Relationship – REHA 501, REHA 530
- 4) Groups – REHA 521
- 5) Life-Style and Career Development – REHA 504, REHA 525
- 6) Appraisal – REHA 520, REHA 593
- 7) Research and Evaluation – HADM 685
- 8) Professional Orientation – REHA 507
- 9) Advanced Counseling Practicum – REHA 596

Experience: Completion of 3,000 supervised practice hours, a minimum of 1,500 hours must be post-degree. Supervisors must hold a current valid license in any state as a professional counselor, social worker, psychologist or psychiatrist.

Examination: Each applicant must take and successfully pass either the National Counselor Examination (NCE) or the National Clinical Mental Health Counselor Examination (NCMHCE). For information on these exams go to:

National Board for Certified Counselors
3 Terrace Way, Suite D
Greensboro, NC 27403-3660
336-547-0607 or www.nbcc.org

Students need to request a copy of the licensure law themselves and read it completely.
Montana Board of Social Work Examiners and Professional Counselors, 301 South Park,
4th Floor, P.O. Box 200513, Helena, MT 59620-0513, 406-841-2369 or
http://mt.gov/dli/bsd/license/bsd_boards/swp_board/board_page.asp

Appendix

Practicum/Internship Forms

**MONTANA STATE UNIVERSITY BILLINGS
COLLEGE OF ALLIED HEALTH PROFESSIONS
DEPARTMENT OF REHABILITATION AND HUMAN SERVICES**

APPLICATION FOR GRADUATE LEVEL FIELDWORK EXPERIENCE

Check one or more:

- REHA 594 – Counseling Practicum (Fall offering)
 - REHA 596 (3) – Coop Ed/Internship
 - REHA 596 (9) – Coop Ed/Internship
- Semester and Year: _____

Application for practicum or internship must be made the semester prior to placement. The following table lists the application deadlines. The deadline for accepting applications will not be extended.

Semester for Placement	Application Deadline	Deadline for Site Contract
Fall <input type="checkbox"/>	May 15	July 15
Spring <input type="checkbox"/>	October 15	December 15
Summer <input type="checkbox"/> (contingent on availability)	February 15	April 15

Student Signature

Date

Please print or type:

Student Name: _____

ID No. _____

Email Address: _____

Phone No. _____

Address: _____

APPROVAL

Clinical Coordinator, Rehabilitation Date
Counseling Program

Chair, Dept. of Rehabilitation Date
and Human Services

**Vocational Rehabilitation Services
Billings, MT**

Practicum Contract

(Example)

Student Intern: Martha Brady (H 657-1234, C 396-5678)
martha.brady@myportal.montana.edu

Site Supervisor: Robert Larson, MS, CRC

Site: Vocational Rehabilitation Services
101 Big Sky
Billings, MT 59100
Tel: (406) 123-4567
rlarson@voc.reh

Duration: September 5, 2007 to December 13, 2007

Work Schedule: Mondays 8 a.m.-12 p.m.
Wednesdays 1 p.m.-5 p.m.

General Requirements:

- A. Practicum will average 8 hours per week, for not less than 100 hours. The practicum will run for the full semester including finals week.
- B. Student will receive a minimum of 100 hours of supervised rehabilitation counseling practicum (with at least 40 hours of direct service to persons with disabilities) that will be facilitated by the site supervisor to insure fulfillment of this requirement.
- C. Practicum will consist of direct and indirect services to clients with learning disabilities. These services will include the following: individual and group counseling, intake interviewing, case management, client assessment/evaluation, client advocacy, client assistance, documentation, and attendance of the various agency specific meetings conducted throughout the semester, and other related services.
- D. The site supervisor will provide a minimum of 1 hour per week of individual face to face supervision. A standing weekly appointment will be made with the site supervisor to insure consistency in supervision.
- E. 100 hours will be completed by December 13, 2007.
- F. Student will adhere to the Code of Professional Ethics for Rehabilitation Counselors and have a working understanding of the enforceable standards of ethical practice.

Professional Work Behavior:

- A. Student will follow site policies and procedures with regard to attendance and vacation/sick leave.

Site Specific Requirements:

- A. Conduct intakes.

- a. conduct 2-4 intake interviews after 2 weeks of observation and supervised participation.
- B. Co-facilitate and facilitate 1 group per week.
- C. Maintain a minimum of 2 consistent clients for individual counseling.
- D. Connecting clients with learning disabilities to appropriate services based upon cognitive, emotional, and circumstantial differences after completion of intake process.
- E. Develop and implement a job seeking skills group to be held 5 times in the semester.
- F. Central record documentation process 2 times weekly.
- G. Direct client assistance when necessary in the event of the absence of parental or custodial supervision. Such assistance may be required 1 or 2 times during the semester.
- H. Attend and facilitate the following agency specific meetings:
 - a. transition brokerage (1 per month),
 - b. transition (3/semester),
 - c. staffing (1 per month), agency wide (1/semester), community wide (1/semester), provider (2/semester), and
 - d. technical assistance to providers (1 monthly).
- I. Familiarization with the Internal tracking system (ITS). Learn to navigate this system for the majority of the placement experience, and then participate in the update process 4 times during the last week of internship.

Fieldwork Student Goals and Expectations:

- A. To become familiar with all phases of service coordination provided to clients with learning disabilities, i.e., intake, connections, documentation, follow-up, and service-related. To improve time management skills, generally, and as they pertain to client services.
- B. To improve organizational skills as they pertain to client services.
- C. To become familiar with the various types of learning disabilities and their impact on the client and on service provisions.
- D. To gain a greater degree of confidence in client interactions.
- E. To become familiar with and gain a broad knowledge base of available community resources as they pertain to client services for individuals with learning disabilities.
- F. To become familiar with and competent in completing the forms utilized by VRS in acquiring and documenting services for clients with learning disabilities.

This contract has been discussed and approved by all parties. This contract will be reviewed during supervision with my site and faculty supervisor to determine progress towards activities, expectations and goals.

Martha Brady
Practicum Student

Robert Larson, MS, CRC
Site Supervisor

Terry L. Blackwell, EdD, CRC, LCPC
Faculty Supervisor

**Vocational Rehabilitation Services
Billings, MT**

**Internship Contract
(Example)**

Student Intern: Martha Brady (H 657-1234, C 396-5678)
martha.brady@myportal.montana.edu

Site Supervisor: Robert Larson, MS, CRC

Site: Vocational Rehabilitation Services
101 Big Sky
Billings, MT 59100
Tel: (406) 123-4567
rlarson@voc.reh

Duration: September 5, 2007 to December 13, 2007

Work Schedule: Monday - Friday 8 a.m.-5 p.m.

General Requirements:

- A. Internship will average 40 hours per week, for not less than 600 hours. The internship will run for the full semester including finals week.
- B. Student will receive a minimum of 600 hours of supervised rehabilitation counseling internship (with at least 240 hours of direct service to persons with disabilities) that will be facilitated by the site supervisor to insure fulfillment of this requirement.
- C. Internship will consist of direct and indirect services to clients with learning disabilities. These services will include the following: individual and group counseling, intake interviewing, case management, client assessment/evaluation, client advocacy, client assistance, documentation, and attendance of the various agency specific meetings conducted throughout the semester, and other related services.
- D. The site supervisor will provide a minimum of 1 hour per week of individual face to face supervision. A standing weekly appointment will be made with the site supervisor to insure consistency in supervision.
- E. 600 hours will be completed by December 13, 2007.
- F. Student will adhere to the Code of Professional Ethics for Rehabilitation Counselors and have a working understanding of the enforceable standards of ethical practice.

Professional Work Behavior:

- A. Student will follow site policies and procedures with regard to attendance and vacation/sick leave.

Site Specific Requirements:

- A. Conduct intakes.
 - a. conduct 8-10 intake interviews after 2 weeks of observation and supervised participation.
- B. Co-facilitate and facilitate 3 groups per week.
- C. Maintain a minimum of 3 consistent clients for individual counseling.
- D. Connecting clients with learning disabilities to appropriate services based upon cognitive, emotional, and circumstantial differences after completion of intake process.
- E. Develop and implement a job seeking skills group to be held 5 times in the semester.
- F. Central record documentation process 10 times weekly.
- G. Direct client assistance when necessary in the event of the absence of parental or custodial supervision. Such assistance may be required 1 or 2 times during the semester.
- H. Attend and facilitate the following agency specific meetings:
 - a. transition brokerage (1 per month),
 - b. transition (12/semester),
 - c. staffing (2 per month), agency wide (1/semester), community wide (1/semester), provider (6/semester), and
 - d. technical assistance to providers (1 monthly).
- I. Familiarization with the Internal tracking system (ITS). Learn to navigate this system for the majority of the placement experience, and then participate in the update process 4 times during the last week of internship.

Fieldwork Student Goals and Expectations:

- A. To become familiar with all phases of service coordination provided to clients with learning disabilities, i.e., intake, connections, documentation, follow-up, and service-related To improve time management skills, generally, and as they pertain to client services.
- B. To improve organizational skills as they pertain to client services.
- C. To become familiar with the various types of learning disabilities and their impact on the client and on service provisions.
- D. To gain a greater degree of confidence in client interactions.
- E. To become familiar with and gain a broad knowledge base of available community resources as they pertain to client services for individuals with learning disabilities.
- F. To become familiar with and competent in completing the forms utilized by VRS in acquiring and documenting services for clients with learning disabilities.

This contract has been discussed and approved by all parties. This contract will be reviewed during supervision with my site and faculty supervisor to determine progress towards activities, expectations and goals.

Martha Brady
Student Intern

Robert Larson, MS, CRC
Site Supervisor

Terry L. Blackwell, EdD, CRC, LCPC
Faculty Supervisor

Declaration of Practices and Procedures
<Counselor Trainee>

Montana State University Billings
Department of Rehabilitation and Human Services
1500 University Drive
Billings, MT 59101
(406) 896-5834

Qualifications: I am currently enrolled as a second year master's student in MSU Billings Rehabilitation and Mental Health Counseling program. My supervisor is Terry L. Blackwell, Ed.D., CRC, LCPC. You can contact him at the MSU Billings, Department of Rehabilitation and Human Services, 1500 University Drive, Billings, MT 59101-0298. The telephone number is (406) 896-5834.

Counseling Relationship: I see the counseling relationship between you, the client, and me, the counselor trainee, having come to understand and trust one another, work as a team to explore and define present problem situation, develop future goals for an improved life and work in a systematic fashion toward realizing those goals.

Area of Expertise: Through my education as a rehabilitation counselor, I have completed three semesters of academic course work which has focused on rehabilitation services. All of the courses I have taken have increased my knowledge and helped me become more competent in the field of rehabilitation counseling. Some of the courses I have taken include counseling theories, medical aspects of disabilities, career counseling, assessment in rehabilitation, and counseling practicum.

Fee Scales: There is no cost for services to clients at the MSU Billings Rehabilitation and Mental Health Counseling Clinic. Counseling services are intended to be short-term, but sessions are not limited in number.

You are expected to make your scheduled appointments. If you must cancel an appointment, please give the clinic a 24-hour notice. If there is an emergency and you are unable to provide 24-hour notice, please contact the clinic as soon as possible.

Because I am concerned about your welfare, I will contact you if you do not show up. If I am unable to reach you, someone from the Clinic staff will follow up to reschedule the appointment. If you miss two consecutive appointments I will send you a letter regarding your continued interest in and eligibility for services.

Services Offered and Clients Served: I approach counseling from a cognitive-behavioral perspective in that patterns of thoughts and actions are explored in order to better understand the clients' problems and to develop solutions. I see the counseling relationship that we establish as a critical factor in this process. Through building trust in the counseling relationship, I believe that individuals can come to understand problem situations in their lives and learn how to better cope with them. I provide individual counseling for clients needing assistance with concerns relating to personal and vocational adjustment to disability, stress management, and interpersonal relationships. I recognize that all individuals are different and I will make adjustments to meet your individual needs.

Code of Conduct: As a counselor trainee, I am required to adhere to the Codes of Conduct for practice that have been set forth by the Commission on Rehabilitation Counselor Certification (CRCC) and the American Counseling Association (ACA). Copies of these Codes of Conduct are available to you upon request.

Confidential Communication: Because we are a teaching clinic our counseling sessions will be observed through a one-way mirror and videotaped for supervision purposes. Information shared in our counseling sessions will remain strictly confidential except for material shared with my supervisor and peers in the clinic and under the following circumstances in accordance with state law:

- 1) You sign a written informed consent allowing me to release confidential information or, in the case of your death or mental incapacity your personal representative or guardian gives me a written consent.
- 2) You reveal your intent to commit a crime.
- 3) You express intent to harm yourself or someone else.
- 4) There is a reasonable suspicion of abuse or neglect against a minor child, elderly person, or a dependent adult.
- 5) You or your personal representative or guardian brings legal action against me for a claim arising out of our client-counselor relationship.
- 6) As required by law or court order.

Emergency Situations: For life threatening emergencies or if anyone is in immediate danger, call 911. For information about other emergency services, you need to call the 24-hour Community Crisis Center at 259-8800.

Client Responsibilities: You, the client, are a full partner in counseling. Your honesty and effort is essential to success. If as we work together you have suggestions or concerns about your counseling, I expect you to share these with me so that we can make the necessary adjustments. If it develops that you would be better served by another health care provider, I will help you with the referral process. If you are currently receiving services from another health care professional, I expect you to inform me of this and give me permission to share information with this professional so that we may coordinate our services.

Physical Health: Physical health can be an important factor in the emotional well-being of an individual. If you have not had a physical examination in the last year, it is recommended that you do so. As a routine part of the initial session, you will be asked the name of your physician(s), and to list any medications that you are currently taking.

Potential Counseling Risk: You should be aware that counseling poses potential risks. In the course of working together additional problems may surface of which you were not initially aware. If this occurs, you should feel free to share these new concerns with me.

I have read, understand, and agree with the above information.

Client signature _____ Date _____

Counselor trainee signature _____ Date _____

Supervisor signature _____ Date _____

I, signature of parent or guardian _____, give permission for
_____ to conduct counseling with my _____.

**PRACTICUM/INTERNSHIP ACTIVITY LOG
MSU BILLINGS**

1. **Timeframes for completion:** Logs are to be completed on a daily basis. On a weekly basis you will have your site supervisor sign off on the logs. Then they are to be submitted on a weekly basis to your faculty supervisor for final signatures. **Note:** The logs will be totaled at the completion of your fieldwork experience and the sums entered on the **Fieldwork Summary Sheet** that will be verified by your faculty supervisor and kept on file for future reference.
2. Before requesting your faculty supervisor's signature, you must be sure that **all totals and signatures have been entered.**
3. The top of each log requires you to fill in a response to **"Week of"**. This is used to help more easily track missing sheets, dates, weekends, holidays, etc. Please note that due to the differing nature of each site and each student's recording style the amount of information or days that fit on one page will vary. Therefore, it is better to fill this in when the sheet is complete, noting the first day and the last day on the sheet.
4. Log forms also have a **page number blank** at the top of each page. This is again another way to help keep logs in order at all times and provide an easy way to indicate that a full copied set is turned in at the end of the semester.
5. As students may have their fieldwork experiences deemed Montana Licensed Clinical Professional Counselor (LCPC) eligible (**Note:** this is on a case by case basis, there are four **"code total"*** items to complete on the bottom of every log page.

* The **Direct Service A** codes are those that apply for LCPC eligibility (LCPC requires at least 80 hours of A Code experience for a 200 hour "advanced counseling practicum"). The **Direct Service B** codes are those needed in addition to meet Commission on Rehabilitation Education (CORE) requirements (CORE requires at least 40 and 240 of both A and B Codes for practicum and internship experiences, respectively). The **Supervision C** codes apply to both credentialing bodies.

6. When **recording time**, it is suggested that you record both the time of day and in parentheses next to that the number of hours the activity took. This will 1) make it easier to calculate daily totals, and 2) also help you track your time throughout the day. For example, if you conducted an intake from 9:30 am – 10:30 am you would record this time and indicate that it is 1 hour.
7. The **comment section** is best kept brief while at the same time includes enough detail to jog your memory. Again, if you were conducting an individual counseling session, you might note that you spent the hour discussing family issues by noting "individual session re: family issues".
8. **Tracking of MSU Billings Counseling Clinic vs. Site Hours.** Several reasons make it important to track these hours on separate log sheets. First, your client load will be much smaller at MSU Billings and therefore you will be able to get several weeks on one (1) log sheet. Second, your site supervisor does not need to sign off on MSU

Billings hours. Finally, it serves to help remind the student to record the individual and group supervision hours, class time, and clients seen at MSU Billings on a weekly basis.

Summary of Activity Log Code Descriptions

1. All codes are broken down into four areas: 1) **Direct Service A**, 2) **Direct Service B**, 3) **Supervision**, and 4) **Education/Training**. The following is a description of each of the codes by area. The list is meant to help clarify coding for the student. The lists are meant in no way to be exhaustive description of activities fit into each code.

- A. **Direct Service A**. This area captures any direct service provided to clients. It is not to be used when you merely observe an “A” code occurring. It may be used if you co-delivered services. It is used only when care is provided directly with a client or family member. It does not include activities such as job analysis or a service provided to an employer.

A.1 – Intake/Interview. This code is used when a student has conducted a first session with a client or family member. It may sometimes be used several times for one client, if the intake takes more than one session to complete. Students can inquire about how their individual site records such occasions.

A.2 – Individual Counseling. This code is used to capture all other individual sessions held with a client. Typically these are done in 1-hour increments, however this may vary due to the nature of site or client population.

A.3 – Group Counseling. This code is used when counseling services are provided in group format. On the logs the time is recorded and counted only once, noting all the clients’ initials in the appropriate column. So for a 90-minute group with 4 clients, you record the 1.5 hours of direct service only once and include initials of all 4 members on the same line.

A.4 – Testing/Assessment. This code is used when you are conducting testing or assessment with a client. These activities may include both standardized and non-standardized measures.

A.5 – Family Conference. This code is used when you and/or several other professionals conduct a meeting with the client and his/her family members.

A.6 – Other (Specify). This code is to be used by the counselor when a direct service is being provided that is not being captured by the above codes. This may be partially dependent on what sites call the activity. It may sometimes include “outings” at certain sites (note here that you would count only the time on such an activity that substantial direct service occurred). It may also include phone calls to clients that by your definition were useful to the client but were not counseling, but training or possibly job coaching activities.

B. **Direct Service B.** This area includes codes that capture client related activities that counselors usually perform in association with Direct Service A code activities. There are activities related to client care or case management functions.

B.1 – Case consultation. This code involves activities in which the counselor is in contact with other service providers, regarding a client’s care.

B.2 – Research. This code includes activities again related to client care. This time may include researching a client’s medical/mental condition. It could also include investigation into potential resources for a client.

B.3 – Correspondence/Report. This code includes any and all correspondence or formal report writing related to a client’s file.

B.4 – Staffing/Meeting. This code includes meetings where several professionals are present to discuss one or more clients. If this is a regularly scheduled event, just document the time frame as a whole block and note on the line which clients of yours were discussed. **Note:** You should not count time for clients discussed unless you are specifically a part of the “treatment team”.

B.5 – Case management. This code may include activities related to overseeing a client’s case. It may include phone calls, case note documentation, scheduling arrangements, etc.

B.6 – Other (Specify). This code is to be used by the counselor when an indirect service is being provided that is not being captured by the above codes. This may be partially dependent on what sites call the activity.

C. **Supervision.** – This area includes 4 codes that capture the various types of supervision that students may receive. It is not necessary that students receive all 4 types of supervision but rather that a certain number of individual and group supervision hours are received. This is particularly true for students that are interested having their fieldwork experiences meet LCPC “advanced practicum” eligibility criteria.

C.1 – Individual Supervision (Site). This code includes any and all individual supervision received on site. This may be provided in any format: live, videotape, audiotape or other. It is often best for the student if a 1-hour block is scheduled to occur on a weekly basis. However, often additional supervision occurs when a supervisor and a student co-lead a group or facilitate a team meeting. This code is intended to also include the more informal supervision activities that occur on an on-going and as needed basis. It can also include supervision provided by one or more supervisors either together or individually. This code will also include when a faculty member makes a site visit (Simply code the activity as usual and note that both supervisors were present).

C.2 – Individual Supervision (Faculty). This code includes any and all individual supervision received by a faculty member. This may be provided in any format: live, videotape, audiotape or other. This time may include supervision regarding activities at both MSU Billings or on site. Most individual supervision currently occurs on site so this category often varies by the faculty supervisor. This code is intended to also include the any informal supervision activities that occur on an on-going and as needed basis.

C.3 – Group Supervision (Site). This activity code includes any and all supervision that might occur in group format on site. By definition, this activity would include at least 1 supervisor and at least 2 students. Currently, most of our sites do not offer group supervision activities.

C.4 – Group Supervision (Faculty). This activity code includes any and all supervision that occurs in group format while here at MSU Billings. By definition, this activity would include at least 1 supervisor and at least 2 students. This activity occurs on a weekly basis and may include a variety of formats: live, audio, video, presentation, etc. On certain occasions, your entire class time may not be coded all as group supervision. This is left to the discretion and judgment of the faculty supervisor. However, it is best that it is discussed and a time to be recorded is agreed upon by the entire class. A minimum of 90 minutes on a weekly basis is needed to meet LCPC requirements.

D. Education/Training. – This area includes codes that relate to educational or training activities students may participate in as a part of their fieldwork experience.

D.1 – Training/Observation. This code includes any activities where formal training is provided (e.g. orientation) or when a student is in the learning or observing phase of a new activity. Training in this code is related specifically to the job duties to be performed

D.2 – Inservice (Site). This code may include brief training experiences that are offered to all professionals at a site from time to time. It might relate to a new treatment, a resource or professional development.

D.3 – Conference/Workshop. This code would include any longer (typically ½ day to 1 day) training that a site might allow a student to participate in. Again, it might relate to a new treatment, a resource or professional development.

D.4 – Class time. This code is used to capture any portion of MSU Billings time that is not considered direct service or supervision.

D.5 – Other (Specify). This code is used to include any other training or educational activities not captured in the above codes.

PRACTICUM/INTERNSHIP ACTIVITY LOG
MSU BILLINGS
(Example)

Week of: 9/24-928 Total hours for week: 11.0 Total cumulative hours: 73.0

<u>Date</u>	<u>Client's Initials</u>	<u>Activity Code</u>	<u>Time</u>	<u>Comment</u>
<u>9/24</u>	<u>GR, LS, PC</u>	<u>A.3</u>	<u>8:30-10.30 (2.0)</u>	<u>TBI support group</u>
	<u>PC, GR, LS</u>	<u>B.5</u>	<u>10:30-11:00 (.5)</u>	<u>case notes/charting</u>
	<u>FP</u>	<u>A.5</u>	<u>11:00-12:00 (1.0)</u>	<u>family conf re d/c pl</u>
	<u>FP</u>	<u>B.3</u>	<u>1:00-2:00 (1.0)</u>	<u>intake write-up</u>
	<u>--</u>	<u>C.1</u>	<u>2:00-3:00 (1.0)</u>	<u>re: GR, LS, PC</u>
	<u>BD</u>	<u>B.1</u>	<u>3:00-3:15 (.25)</u>	<u>tc w/MD re: Rx</u>
	<u>CN, DS</u>	<u>B.5</u>	<u>3:15-4:00 (.75)</u>	<u>chart reviews/new clts</u>
	<u>--</u>	<u>B.4</u>	<u>4:00-5:00 (1.0)</u>	<u>staff meeting</u>
<u>9/12</u>	<u>--</u>	<u>D.3</u>	<u>8:00-10:00 (2.0)</u>	<u>SSI workshop</u>
	<u>SL</u>	<u>A.2</u>	<u>10:00-11:30 (1.5)</u>	<u>individual counseling</u>

Activity Codes

A. <u>Direct Service</u>	B. <u>Direct Service</u>	C. <u>Supervision</u>	D. <u>Education/Training</u>
A.1 - Intake/Interview	B.1 - Case Consultation	C.1 - Individual (Site)	D.1 - Training/Observation
A.2 - Individual Counseling	B.2 - Research	C.2 - Individual (Faculty)	D.2 - Inservice (Site)
A.3 - Group Counseling	B.3 - Correspondence/Report	C.3 - Group (Site)	D.3 - Conference/Workshop
A.4 - Testing/Assessment	B.4 - Staffing/Team Meeting	C.4 - Group (Faculty)	D.4 - Class time
A.5 - Family Conference	B.5 - Case Management		D.5 - Other (Specify)
A.6 - Other (Specify)	B.6 - Other (Specify)		

Student Signature: Student Site Supervisor: Supervisor

Faculty Supervisor: Professor Practicum/Intern Site: Site

“A” code page total 4.5 “B” code page total 3.5 “A + B” code page total 8.0

“C.1 + C.2” code page total 1.0 “C.3 + C.4” code page total --

**MSU BILLINGS
DEPARTMENT OF REHABILITATION AND HUMAN SERVICES
FIELDWORK SUMMARY SHEET**

Please complete the following information about your current fieldwork experience based on your Practicum/Internship Activity Log entries.

Student: _____

1. Site: _____
2. Practicum or Internship (Circle one) Semester: _____
3. Direct Service Hours (A Codes):* On-site _____
Direct Service Hours (B Codes): On-site _____
4. Individual Supervision:** On-site _____
Faculty _____
5. Group Supervision:** On-site _____
Faculty _____

* Direct service hours (A Codes) include intakes, discharges, assessment/appraisal, counseling, groups, etc. Please refer to the Montana Professional Counselors licensure law's definition of "direct service to individual, family and group clients."

** Include any and all face-to-face supervision (rotation supervisors, multiple supervisors, etc.) you received and then separate it out by site/faculty. Also separate it out by individual and group supervision.

6. List any certifications and/or licenses held by your site supervisor(s) (include names, position, and certification/license):

Total hours at Site: _____

___ Documentation check ___ Site supervisor evaluation ___ Student site evaluation

Faculty Supervisor: _____ Date _____

SITE SUPERVISOR PRACTICUM/INTERNSHIP EVALUATION FORM

Student _____ Supervisor _____

Site _____

Below are statements that relate to the student’s performance on site. Please consider each statement with reference to your knowledge of the person’s skills. If a statement is not relevant to the activities performed by the student, place a N/A in the margin to reflect that the student’s performance and/or activities available at the site are “not applicable” to the statement, and therefore, the student can not be evaluated on that particular skill or attribute.

This evaluation must be discussed with the student after completion and should be addressed and mailed to the faculty supervisor at:

College of Allied Health Professions
Department of Rehabilitation and Human Services
Montana State University Billings
1500 University Drive
Billings, MT 59101

<u>I. Clinical Skills and Professional Attributes</u>	Weak	Below Average	Average	Above Average	Excellent
1. Demonstrates appropriate interest in clients	1	2	3	4	5
2. Demonstrates warmth during client contacts	1	2	3	4	5
3. Demonstrates genuine respect for clients	1	2	3	4	5
4. Conveys self-confidence in establishing relationships	1	2	3	4	5
5. Relates to human diversity (i.e., disability, culture, etc.)	1	2	3	4	5
6. Works well with other professional personnel	1	2	3	4	5
7. Makes appropriate use of program resources	1	2	3	4	5
8. Respects and follows program procedures	1	2	3	4	5
9. Capable of developing counseling relationships	1	2	3	4	5
10. Prepares written products/reports well	1	2	3	4	5
11. Presents well in staffings/team meetings	1	2	3	4	5
12. Presents well in intake interviews	1	2	3	4	5
13. Is sensitive to impact of self in counseling relationships	1	2	3	4	5

14. Is relaxed in counseling sessions	1	2	3	4	5
15. Is aware of both content and feeling in sessions	1	2	3	4	5
16. Does not lecture, moralize, or give advice in sessions	1	2	3	4	5
17. Can express thoughts and feelings clearly in sessions	1	2	3	4	5
18. Is able to use and interpret client background data	1	2	3	4	5
19. Is able to use and interpret assessment data	1	2	3	4	5
20. Evaluates and conceptualizes client's problem(s) well	1	2	3	4	5

II. Interaction with Supervisor

	Weak	Below Average	Average	Above Average	Excellent
1. Seeks/considers professional opinion of supervisor	1	2	3	4	5
2. Accepts constructive criticism	1	2	3	4	5
3. Keeps appointments and completes assignments	1	2	3	4	5
4. Understands content issues during supervision	1	2	3	4	5
5. Presents in a professional manner during supervision	1	2	3	4	5
6. Is open to self-examination during supervision	1	2	3	4	5
7. Shows concern about personal development and professional growth	1	2	3	4	5

III. Student Knowledge

	Weak	Below Average	Average	Above Average	Excellent
1. Of fundamental counseling principles and skills	1	2	3	4	5
2. Of the rehabilitation process and system	1	2	3	4	5
3. Of medical aspects of rehabilitation	1	2	3	4	5
4. Of funding programs and systems	1	2	3	4	5

5. Of psychological aspects of rehabilitation	1	2	3	4	5
6. Of community resources	1	2	3	4	5
7. Of strategies for independent living	1	2	3	4	5
8. Of accepted standards of ethical conduct	1	2	3	4	5
9. Of federal, state and local rehabilitation laws	1	2	3	4	5

<u>IV. Personal Qualities</u>	Weak	Below Average	Average	Above Average	Excellent
1. Possesses emotional stability	1	2	3	4	5
2. Acts in a mature manner	1	2	3	4	5
3. Learns quickly	1	2	3	4	5
4. Demonstrates flexibility	1	2	3	4	5
5. Demonstrates imagination	1	2	3	4	5
6. Demonstrates resourcefulness	1	2	3	4	5
7. Demonstrates problem solving ability	1	2	3	4	5
8. Is reliable and dependable	1	2	3	4	5
9. Demonstrates qualities of leadership	1	2	3	4	5
10. Demonstrates enthusiasm in work	1	2	3	4	5
11. Maintains appropriate personal appearance	1	2	3	4	5
12. Recognizes own strengths	1	2	3	4	5
13. Recognizes own weaknesses	1	2	3	4	5

<u>V. Summary</u>	Weak	Below Average	Average	Above Average	Excellent
1. Student's overall performance	1	2	3	4	5
2. Potential as a rehabilitation counselor	1	2	3	4	5
3. Readiness for employment	1	2	3	4	5

Please indicate the student's:

a) most obvious strengths

b) greatest areas of improvement during the placement process

c) areas needing improvement

Please indicate any additional comments regarding the student or the program's training of our students

Evaluation completed by:

Supervisor Signature _____ Date _____

**I was given an opportunity to review and discuss this evaluation with my site supervisor.
My signature does not necessarily reflect agreement with the content.**

Student Signature _____ Date _____

Evaluation reviewed by:

Faculty Supervisor _____ Date _____

Planning and delivery of rehabilitation services for individuals with disabilities included:

Frequency (check one for each activity)	0 - 5%	5 - 10%	10 - 20%	> 20%
A. Case management				
B. Client assessment				
C. Service planning for individuals with disabilities				
D. Rehabilitation services coordination				
E. Job analysis				
F. Job development/placement				
G. Advocacy				

6. Briefly describe the duties you were involved in.

7. Describe the setting and work environment (i.e., the pace, dress code, staff personality, etc.).

8. Describe what you see as 3 strengths and 3 weaknesses of this placement and specific supervisor.

I. Orientation to Site, Duties, Caseload

	Never	Seldom	Sometimes	Often	Always
1. Explained the organizational structure of the program	1	2	3	4	5
2. Described the program goals and functions	1	2	3	4	5
3. Discussed resource usage and availability of the program	1	2	3	4	5
4. Clarified my position in organizational structure	1	2	3	4	5
5. Adequately outlined the program procedures	1	2	3	4	5
6. Discussed with me my duties and goals for the experience	1	2	3	4	5
7. Discussed the program's expectations of me	1	2	3	4	5
8. Encouraged socialization with other staff members	1	2	3	4	5
9. Established and adhered to designated time for supervision meetings	1	2	3	4	5
10. Assigned appropriate activities with diverse experiences	1	2	3	4	5

II. Supervisor as a Resource

	Weak	Below Average	Average	Above Average	Excellent
1. Is knowledgeable about various assessments	1	2	3	4	5
2. Is especially skilled in counseling techniques	1	2	3	4	5
3. Is knowledgeable about resources in the community	1	2	3	4	5
4. Is knowledgeable about _____ clients	1	2	3	4	5
5. Is knowledgeable about educational/vocational counseling and practice	1	2	3	4	5
6. Us knowledgeable about planning and case management	1	2	3	4	5
7. Is knowledgeable about job development/placement	1	2	3	4	5
8. Other areas of expertise	1	2	3	4	5

III. Supervisory Style

	Never	Seldom	Sometimes	Often	Always
1. Considered my point of view	1	2	3	4	5
2. Provided continuous feedback during the experience	1	2	3	4	5
3. Was able to give concrete examples when discussing my strengths	1	2	3	4	5
4. Was able to give concrete examples when discussing my weaknesses	1	2	3	4	5
5. Discussed his/her evaluation criteria for my experience	1	2	3	4	5
6. Used role-playing or demonstrations to assist in developing my counseling skills	1	2	3	4	5
7. Offered an adequate balance of challenge and support	1	2	3	4	5
8. Focused on my training needs	1	2	3	4	5

IV. Placement Site as a Resource

	Never	Seldom	Sometimes	Often	Always
1. Was flexible in meeting my needs as a student	1	2	3	4	5
2. Incorporated me into their “team” approach	1	2	3	4	5
3. Provided a variety of educational opportunities	1	2	3	4	5
4. Had staff who modeled professional behavior	1	2	3	4	5
5. Provided me with adequate work space and other physical resources	1	2	3	4	5
6. Provided easy access to other staff for support or consultation	1	2	3	4	5
7. Made good use of the skills and services I had to offer	1	2	3	4	5

9. Please provide any additional comments regarding the placement or supervisor that may help us in the future.

Student Signature _____

Date _____

Faculty Signature _____

Date _____