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

Department of Disability & Addiction Rehabilitation
UNIVERSITY OF NORTH TEXAS
2012
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A major part of the mission of the Department of Disability & Addiction Rehabilitation (DDAR) 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 DDAR offers a Master of Science degree in Rehabilitation Counseling. The program is nationally accredited by the Council on Rehabilitation Education (CORE) and meets the standards published by CORE 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.

4. For Internship students, the on-site agency must allow the student the opportunity to audio-record, with client written consent, several direct contact sessions, with clients and/or families, for performance review purposes. All ethical and HIPPA guidelines for protection of client confidentiality and client information will be strictly adhered to by the student and the University. The agency should provide the student with any specific guidelines the agency has governing audio or video recording of interviews with clients and the use of client information in individual supervision and group supervision seminars on campus. If the agency does not have a standard form for obtaining client consent for such recordings, the student can supply a form provided for this purpose by the Rehabilitation program at UNT.

Field-Site Supervisor Responsibilities

1. The on-site supervisor should formally acknowledge his/her willingness to supervise the graduate student by completion of the Rehabilitation Services Field Site contract (Appendix A), signed by the agency administrator, supervisor, student, faculty Internship/Practicum Instructor and other Department of Disability and Addiction Rehabilitation and University of North Texas administrative representatives. In addition, each on-site supervisor is asked to initially assist the student to develop a preliminary practicum or internship learning activity plan, which includes the goals, objectives, activities, and expected completion dates of the learning experiences.

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. 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 of the rehabilitation counselor 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 (attached) 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. These evaluations should be discussed with and signed by 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 jointly develop a set of individual learning objectives and activities upon which to focus the student’s field site training experience. A copy of this learning activities plan will be provided to the practicum or internship coordinator/course instructor no later than the end of the second week of the semester.

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 copy of the joint UNT/on-site agency contract, if required.

   b. Learning objectives/activities plan

   c. 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. However, 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. Supervisor evaluation of student performance: Both the mid-term and final evaluation by the on-site supervisor, using the special UNT evaluation form with written narrative from the on-site supervisor.

f. Student’s Final Self-evaluation Report: The student’s written self-evaluation at the end of the semester, focusing on the objectives in the initial Learning Activity Plan. This report should summarize the student’s progress in meeting the specific learning 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/DDAR Responsibilities

1. The DDAR 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**, contract if appropriate, 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 DDAR 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 rehearsals, 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:

AGENCY-UNIVERSITY AGREEMENT
The following represents an agreement between the Department of Disability and Addiction Rehabilitation (DDAR) in the College of Public Affairs and Community Service, the University of North Texas and _________________ to provide a supervised practicum and/or internship experience in Rehabilitation Counseling.

TERMS OF CONTRACT:

1. It is expected that the student will complete a minimum of 100 hours (practicum) or 600 hours (internship) of supervised experience in the assigned agency, the equivalent of 6 hours per week (practicum) or 40 hours per week (internship) for a period of 15 weeks, or as specified otherwise, below.

2. While the student is participating in approved field site experiences as part of their coursework in the rehabilitation practicum or internship courses, the DDAR will provide the student with professional liability insurance coverage through a blanket student liability policy renewed annually by the department.

3. The agency is responsible for all client/patient services. The agency shall indemnify and hold harmless the University of North Texas, its Board of Regents and employees from liability relating to this agreement, including but not limited to client/patient services.

4. The specific guidelines governing the practicum and internship are outlined in detail in a field site manual entitled, Guidelines for Supervised Field Site Experience in Rehabilitation Counseling: A manual for Rehabilitation Practicum and Internship Students, Site Supervisors, Practicum/Internship Agencies and Faculty. A copy of this manual should be read by all parties to the contract. Signing of this agreement carries the signee’s verification that he/she has read the manual cited above and agrees to the responsibilities listed for his/her respective role as the agency administrator, the field site supervisor, the practicum/internship student, or the DDAR faculty instructor for Practicum and/or Internship.

5. Any modification of this agreement must be determined by mutual agreement of the Agency and the Department of Disability and Addiction Rehabilitation and shall terminate at the end of the student’s field site experience.

6. This agreement shall be construed according to the laws of the State of Texas and venue shall lie in Denton, Texas.

7. This agreement shall expire at the completion of the field site placement or at the end of six months, whichever comes first. This agreement shall begin on the ___ day of __________________________.
UNIVERSITY OF NORTH TEXAS

By: ______________________________________________
   Provost

By: ______________________________________________
   DDAR Chair

By: ______________________________________________
   Practicum/Internship Instructor

By: ______________________________________________
   Student

AGENCY

By: ______________________________________________
   Agency

By: ______________________________________________
   Field Site Supervisor

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APPENDIX B:

PERFORMANCE EVALUATION FORMS
Name of Student: ________________________________________

Performance Period:    from ____________________  to _____________________

Please evaluate the progress of the rehabilitation counseling student’s level of skills on each competency listed below* using the following scale:

- Performance:    Satisfactory (S) or Need Improvement (NI)
- Observed Only: Student observed supervisor or other professional performing skills
- N/A:     No opportunity to perform or observe the skill

### 1. General Counseling Skills

<table>
<thead>
<tr>
<th>Item</th>
<th>Student demonstrates the ability to:</th>
<th>Performance</th>
<th>Observed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>develop and maintain confidential counseling relationships (C.5.3.a)</td>
<td>S</td>
<td>NI</td>
<td>N/A</td>
</tr>
<tr>
<td>1.2</td>
<td>evaluate the individual’s capabilities to engage in informed choice and to make decisions. (C.7.3.c)</td>
<td>S</td>
<td>NI</td>
<td>N/A</td>
</tr>
<tr>
<td>1.3</td>
<td>apply basic counseling and interviewing skills (C.5.3.c)</td>
<td>S</td>
<td>NI</td>
<td>N/A</td>
</tr>
<tr>
<td>1.4</td>
<td>adjust counseling approaches or styles to meet individual needs.</td>
<td>S</td>
<td>NI</td>
<td>N/A</td>
</tr>
<tr>
<td>1.5</td>
<td>identify developmental concepts and processes related to personality development and apply them to rehabilitation counseling practice. (C.3.3.b)</td>
<td>S</td>
<td>NI</td>
<td>N/A</td>
</tr>
<tr>
<td>1.6</td>
<td>analyze diagnostic and assessment information (e.g., vocational and educational tests, records and psychological and medical data) and communicate this information to the consumer. (C.5.2.b)</td>
<td>S</td>
<td>NI</td>
<td>N/A</td>
</tr>
<tr>
<td>1.7</td>
<td>recognize individuals who demonstrate psychological impairments according to current DSM classifications and refer when appropriate (C.5.2.a; C.5.2.c)</td>
<td>S</td>
<td>NI</td>
<td>N/A</td>
</tr>
<tr>
<td>1.8</td>
<td>demonstrate counselor sensitivity to stressors and the role of positive attitudes in responding to coping barriers and challenges. (C.3.2.a)</td>
<td>S</td>
<td>NI</td>
<td>N/A</td>
</tr>
<tr>
<td>1.9</td>
<td>establish with the individual his or her counseling goals and objectives. (C.5.3.b)</td>
<td>S</td>
<td>NI</td>
<td>N/A</td>
</tr>
<tr>
<td>1.10</td>
<td>facilitate individual decision-making and personal responsibility in a manner consistent with the individual’s culture and beliefs (C.5.4.a)</td>
<td>S</td>
<td>NI</td>
<td>N/A</td>
</tr>
<tr>
<td>1.11</td>
<td>recommend strategies to assist individuals in solving identified problems.</td>
<td>S</td>
<td>NI</td>
<td>N/A</td>
</tr>
<tr>
<td>1.12</td>
<td>assist individual with crisis resolution</td>
<td>S</td>
<td>NI</td>
<td>N/A</td>
</tr>
<tr>
<td>1.13</td>
<td>effectively employ behavior and stress management strategies</td>
<td>S</td>
<td>NI</td>
<td>N/A</td>
</tr>
<tr>
<td>1.14</td>
<td>facilitate the group process with individual’s family/significant others, including advocates to support counseling goals. (C.6.5.b)</td>
<td>S</td>
<td>NI</td>
<td>N/A</td>
</tr>
<tr>
<td>1.15</td>
<td>appropriately discuss sexuality and spirituality issues with individuals as needed to meet counseling objectives (C.3.4.b)</td>
<td>S</td>
<td>NI</td>
<td>N/A</td>
</tr>
<tr>
<td>1.16</td>
<td>terminate counseling relationships in a manner that enhances individuals’ ability to function independently (C.5.7.b)</td>
<td>S</td>
<td>NI</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### 2. Rehabilitation Counseling Skills: Assessment

<table>
<thead>
<tr>
<th>Item</th>
<th>Student demonstrates the ability to:</th>
<th>Performance</th>
<th>Observed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>S</td>
<td>NI</td>
<td>N/A</td>
</tr>
</tbody>
</table>

14
2.1 utilize existing or acquired information about the existence, onset, severity, progression, and expected duration of an individual’s disability. (C.9.3.a)

2.2 assess readiness for gainful employment and assist individuals in increasing this readiness. (C.4.4.a)

2.3 use assessment information to determine eligibility and to develop plans for services. (C.7.1.b)

2.4 apply assessment methods to evaluate a consumer’s vocational, independent living and transferable skills. (C.7.5.b)

2.5 apply transferable skills analysis methodology to identify alternative vocational and occupational options given the work history and residual functional capacities of individuals with a disability (C.4.2.c)

2.6 utilize job and task analyses methodology to determine essential functions of jobs for employment planning and placement, worksite modifications or job restructuring. (C.4.2.a)

2.7 assess individual needs for rehabilitation engineering services. (C.10.15.d)

<table>
<thead>
<tr>
<th>Item</th>
<th>Student demonstrates the ability to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.8</td>
<td>facilitate consumer involvement in vocational planning and career development. (C.4.3.c)</td>
</tr>
<tr>
<td>2.9</td>
<td>provide rehabilitation counseling services in a manner that reflects an understanding of psychosocial influences, cultural beliefs and values, and diversity issues that may affect the rehabilitation process. (C.2.3.a)</td>
</tr>
<tr>
<td>2.10</td>
<td>consult with medical/health professionals regarding prognosis, prevention and wellness strategies for individuals with a disability. (C.9.6.b)</td>
</tr>
<tr>
<td>2.11</td>
<td>apply research literature to practice (e.g., to choose appropriate interventions, to plan assessments. (C.8.2.b)</td>
</tr>
<tr>
<td>2.12</td>
<td>promote constructive lifestyle choices to accommodate individual functional limitations and prevent illness or disability. (C.10.9.a)</td>
</tr>
<tr>
<td>2.13</td>
<td>apply to plan development a working knowledge of the impact of disability on the individual, the family, and the environment. (C.9.3.c)</td>
</tr>
<tr>
<td>2.14</td>
<td>develop rehabilitation plans that address individual learning styles and strengths of individuals with a disability. (C.3.5.a)</td>
</tr>
<tr>
<td>2.15</td>
<td>conduct and utilize labor market analyses and apply labor market information to the needs of individuals with a disability. (C.4.8.a)</td>
</tr>
<tr>
<td>2.16</td>
<td>determine the need for assistive technology for employment and independent living. (C.9.4.a; C.4.11.a)</td>
</tr>
<tr>
<td>2.17</td>
<td>identify and plan for the provision of independent living service alternatives with individuals with a disability. (C.10.3.a)</td>
</tr>
<tr>
<td>2.18</td>
<td>identify and recommend treatment options for individuals with substance abuse and/or psychiatric disorders (C.10.7.b; C.10.8.a)</td>
</tr>
<tr>
<td>2.19</td>
<td>provide needed post-employment services. (C.10.2.d)</td>
</tr>
</tbody>
</table>

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Rehabilitation Counseling Skills: Advocacy

<table>
<thead>
<tr>
<th>Item</th>
<th>Student demonstrates the ability to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.20</td>
<td>provide information to prospective employers about the benefits of hiring people with disabilities. (C.10.1.c)</td>
</tr>
</tbody>
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Rehabilitation Counseling Skills: Planning

<table>
<thead>
<tr>
<th>Item</th>
<th>Student demonstrates the ability to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.20</td>
<td>provide information to prospective employers about the benefits of hiring people with disabilities. (C.10.1.c)</td>
</tr>
</tbody>
</table>
2.21 consult with employers regarding accessibility and issues related to ADA compliance. (C.4.5.b)

2.22 work with community agencies to advocate for the integration and inclusion of individuals with disabilities within the community. (C.10.10.a)

### Rehabilitation Counseling Skills: Case management and employment

<table>
<thead>
<tr>
<th>Item</th>
<th>Student demonstrates the ability to:</th>
<th>Performance</th>
<th>Observed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.23</td>
<td>apply principles of caseload management, including case recording and documentation. (C.10.2.b)</td>
<td>S</td>
<td>Only</td>
<td>N/A</td>
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<tr>
<td>2.24</td>
<td>organize information for records or reports.</td>
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<tr>
<td>2.25</td>
<td>write clear and accurate reports.</td>
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<tr>
<td>2.26</td>
<td>provide career counseling utilizing appropriate approaches and techniques. (C.4.3.a)</td>
<td></td>
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<tr>
<td>2.27</td>
<td>utilize internet and other technology to assist in the effective delivery of services. (C.10.15.b)</td>
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<tr>
<td>2.28</td>
<td>collaborate with advocate’s and other service providers involved with the individual and/or the family. (C.10.11.b)</td>
<td></td>
<td></td>
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<tr>
<td>2.29</td>
<td>utilize appropriate job placement strategies to facilitate employment of people with disabilities (C.4.8.c)</td>
<td></td>
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<tr>
<td>2.30</td>
<td>assist individuals with a disability in developing strategies to request appropriate accommodations. (C.10.15.c)</td>
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<tr>
<td>2.31</td>
<td>effectively use employment supports to enhance successful employment. (C.4.10.a)</td>
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<tr>
<td>2.32</td>
<td>assist individuals with a disability to access and utilize services available in the community. (C.10.11.a)</td>
<td></td>
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<tr>
<td>2.33</td>
<td>develop knowledge of transition services that facilitate an individual’s movement from school to work. (C.10.4.a)</td>
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</tbody>
</table>

### Professional Development: Ethical and professional practice

<table>
<thead>
<tr>
<th>Item</th>
<th>Student demonstrates the ability to:</th>
<th>Performance</th>
<th>Observed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>demonstrate ability to self-monitor and self-evaluate own attitudes, values, and performance</td>
<td></td>
<td></td>
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<tr>
<td>3.2</td>
<td>practice rehabilitation counseling in a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of Practice for the profession. (C.1.4)</td>
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<tr>
<td>3.3</td>
<td>identify the influences of cultural, gender, sexual orientation, aging, and disability differences and integrate this knowledge into practice. (C.2.3.b)</td>
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<tr>
<td>3.4</td>
<td>demonstrate honesty, integrity and sensitivity toward others</td>
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<tr>
<td>3.5</td>
<td>dress and behave in a professional manner</td>
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<tr>
<td>3.6</td>
<td>form a positive relationship with agency/facility staff members and other professionals in the community</td>
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<tr>
<td>3.7</td>
<td>respect and follow agency/facility policies and procedures</td>
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<tr>
<td>3.8</td>
<td>demonstrate potential to make a positive professional contribution in the human services field</td>
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</tbody>
</table>

### Professional Development: Work Performance

<table>
<thead>
<tr>
<th>Item</th>
<th>Student demonstrates the ability to:</th>
<th>Performance</th>
<th>Observed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.9</td>
<td>Consistently on time for job and meetings</td>
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<tr>
<td>3.10</td>
<td>Carry out instructions or directions</td>
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<td>3.11</td>
<td>Complete assigned tasks</td>
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<tr>
<td>3.12</td>
<td>Plan and organize work</td>
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<td>3.13</td>
<td>Be flexible in adapting to work situations</td>
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<td>3.14</td>
<td>Show initiative in presenting and developing new ideas</td>
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<tr>
<td>3.15</td>
<td>Work under pressure and use personal stress management strategies</td>
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<tr>
<td>3.16</td>
<td>Show skill in handling special assignments</td>
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</tbody>
</table>

**Professional Development: Response to Supervision**

<table>
<thead>
<tr>
<th>Student demonstrates the ability to:</th>
<th>Performance</th>
<th>Observed</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>3.17 Develop a positive and respectful relationship with supervisor</td>
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<tr>
<td>3.18 Use supervisory help in performance of work</td>
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<tr>
<td>3.19 Appropriately express feelings in supervisory conferences</td>
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<tr>
<td>3.20 Be prompt and prepared for conferences with supervisor</td>
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<tr>
<td>3.21 Constructively accept praise, criticism, and ideas for improvement</td>
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</tbody>
</table>

*Competencies based on 2011 standards issued by the Council of Rehabilitation Education (CORE).*

**ADDITIONAL REMARKS**

Name of Agency/Facility ___________________________________________________________

Supervisor Signature ___________________________________ Date _________________

Student Signature _____________________________ Date ________________
APPENDIX C:

COMPETENCY SKILLS OF REHABILITATION COUNSELORS

As determined by the Council on Rehabilitation Education (CORE)
2011

http://www.core-rehab.org/CORE%20Standards.html

Section C: CORE CURRICULUM AREAS

The required curriculum of graduate study shall provide for obtaining essential knowledge, skills, and attitudes necessary to function effectively as a professional rehabilitation counselor. Curriculum knowledge domains and outcome expectations are frequently interrelated and not mutually exclusive. In particular, three elements integral to curricula in rehabilitation counselor education are ethical behavior, diversity or individual differences, and
critical thinking. These three elements should be infused through all courses of the curriculum and rehabilitation counseling programs should be able to provide evidence these components are addressed appropriately. Study units or courses shall include, but are not limited to, the following ten curriculum areas which shall include relevant knowledge domains and related student learning outcomes:

C.1 PROFESSIONAL IDENTITY AND ETHICAL BEHAVIOR
Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: As demonstrated by the ability to:

Knowledge domains:
C.1.1 Rehabilitation counseling scope of practice
C.1.1.a. explain professional roles, purposes, and relationships of other human service and counseling/psychological providers.
C.1.1.b. articulate the principles of independence, inclusion, choice and self-determination, empowerment, access, and respect for individual differences.
C.1.2 History, systems, and philosophy of rehabilitation
C.1.2.a. integrate into one’s practice, the history and philosophy of rehabilitation as well as the laws affecting individuals with disabilities.
C.1.2.b. describe, in general, the organizational structure of the rehabilitation, education, and healthcare systems, including public, private-for-profit, and not-for-profit service settings.
C.1.2.c. explain the role and values of independent living philosophy for individuals with a disability.
C.1.3 Legislation related to people with disabilities
C.1.3.a. apply the principles of disability-related legislation including the rights of people with disabilities to the practice of rehabilitation counseling.
C.1.4 Ethics
C.1.4 a. practice rehabilitation counseling in a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of Practice for the profession.
C.1.5 Professional credentialing, certification, licensure and accreditation
C.1.5.a. explain differences between certification, licensure, and accreditation.
C.1.6 Informed consumer choice and consumer empowerment
C.1.6.a. integrate into practice an awareness of societal issues, trends, public policies, and developments as they relate to rehabilitation.
C.1.6.b. articulate the value of consumer empowerment, choice, and personal responsibility in the rehabilitation process.
C.1.7 Public policies, attitudinal barriers, and accessibility
C.1.7.a. assist employers to identify, modify, or eliminate, architectural, procedural, and/or attitudinal barriers.
C.1.8 Advocacy
C.1.8.a. educate the public and individuals with a disability regarding the role of advocacy and rights of people with disabilities under federal and state law.
C.2 PSYCHOSOCIAL ASPECTS OF DISABILITY AND CULTURAL DIVERSITY
Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: As demonstrated by the ability to:

Knowledge domains:
C.2.1 Sociological dynamics related to self-advocacy, environmental influences, and attitude formation
C.2.1.a. identify and articulate an understanding of the social, economic, and environmental forces that may present barriers to a consumer’s rehabilitation.
C.2.1.b. identify strategies to reduce attitudinal barriers affecting people with disabilities.
C.2.2 Psychological dynamics related to self-identity, growth, and adjustment
C.2.2.a. identify strategies for self-awareness and self-development that will promote coping and adjustment to disability.
C.2.2.b. identify and demonstrate an understanding of stereotypic views toward individuals with a disability and the negative effects of these views on successful completion of the rehabilitation outcomes.
C.2.2.c. explain adjustment stages and developmental issues that influence adjustment to disability.
C.2.3 Implications of cultural and individual diversity including cultural, disability, gender, sexual orientation, and aging issues
C.2.3.a. provide rehabilitation counseling services in a manner that reflects an understanding of psychosocial influences, cultural beliefs and values, and diversity issues that may affect the rehabilitation process.
C.2.3.b. identify the influences of cultural, gender, sexual orientation, aging, and disability differences and integrate this knowledge into practice.
C.2.3.c. articulate an understanding of the role of ethnic/racial and other diversity characteristics such as spirituality and religion, and socio-economic status in groups, family, and society.

C.3 HUMAN GROWTH AND DEVELOPMENT
Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: As demonstrated by the ability to:

Knowledge domains:
C.3.1 Human growth and development across the life span
C.3.1.a. articulate a working knowledge of human development and the needs of individuals with disabilities across the life span.
C.3.1.b. describe and implement approaches that enhance personal development, decision-making abilities, personal responsibility, and quality of life of individuals with a disability.
C.3.2 Individual and family response to disability
C.3.2.a. assist the development of transition strategies to successfully complete the rehabilitation process.
C.3.2.b. recognize the influence of family as individuals with disabilities grow and learn.
C.3.2.c. demonstrate counselor sensitivity to stressors and the role of positive attitudes in responding to coping barriers and challenges.
C.3.3 Theories of personality development
C.3.3.a. describe and explain established theories of personality development.
C.3.3.b. identify developmental concepts and processes related to personality development and apply them to rehabilitation counseling practice.
C.3.4 Human sexuality and disability
C.3.4.a. identify impact that different disabilities can have on human sexuality.
C.3.4.b. discuss sexuality issues with individuals with a disability as part of the rehabilitation process.
C.3.5 Learning styles and strategies
C.3.5.a. develop rehabilitation plans that address individual learning styles and strengths of individuals with a disability.
C.4 EMPLOYMENT AND CAREER DEVELOPMENT
Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: As demonstrated by the ability to:

Knowledge domains:
C. 4.1 Disability benefits systems including workers’ compensation, long-term disability, and social security.
C.4.1.a. Demonstrate understanding of various public and private disability benefits systems and the influence on rehabilitation, independent living, and employment.
C.4.1.b. explain the requirements of benefits available to people with disabilities through systems such as workers’ compensation., long-term disability insurance, and social security.
C. 4.2 Job analysis, transferable skills analysis, work site modification and restructuring
C.4.2.a. Utilize job and task analyses methodology to determine essential functions of jobs for employment planning and placement, worksite modifications or job restructuring.
C.4.2.b. apply the techniques of job modification/restructuring and the use of assistive devices to facilitate placement of people with disabilities.
C.4.2.c. apply transferable skills analysis methodology to identify alternative vocational and occupational options given the work history and residual functional capacities of individuals with a disability.
C. 4.3 Career counseling, career exploration, and vocational planning
C.4.3.a. provide career counseling utilizing appropriate approaches and techniques.
C.4.3.b. utilize career/occupational materials to assist the individual with a disability in vocational planning.
C.4.3.c. facilitate involvement in vocational planning and career exploration.
C. 4.4 Job readiness development
C.4.4.a. assess individuals with a disability’ readiness for gainful employment and assist individuals with a disability in increasing this readiness.
C. 4.5 Employer consultation and disability prevention
C.4.5.a. provide prospective employers with appropriate consultation information to facilitate prevention of disability in the workplace and minimize risk factors for employees and employers.
C.4.5.b. consult with employers regarding accessibility and issues related to ADA compliance.
C. 4.6 Workplace culture and environment
C.4.6.a. describe employer practices that affect the employment or return to work of individuals with disabilities and utilize that understanding to facilitate successful employment.
C. 4.7 Work conditioning/work hardening
C.4.7.a. identify work conditioning or work hardening strategies and resources as part of the rehabilitation process.
C. 4.8 Vocational consultation and job placement strategies
C.4.8.a. conduct and utilize labor market analyses and apply labor market information to the needs of individuals with a disability.
C.4.8.b. identify transferable skills by analyzing the consumer’s work history and functional assets and limitations and utilize these skills to achieve successful job placement.
C.4.8.c. utilize appropriate job placement strategies (client-centered, place then train, etc.) to facilitate employment of people with disabilities.
C. 4.9 Career development theories
C.4.9.a. apply career development theories as they relate to individuals with a disability with disabilities.
C 4.10 Supported employment, job coaching, and natural supports
C.4.10.a. effectively use employment supports to enhance successful employment.
C.4.10.b. assist individuals with a disability with developing skills and strategies on the job.
C. 4.11 Assistive technology
C.4.11.a. identify and describe assistive technology resources available to individuals with a disability for independent living and employment.

C.5 COUNSELING APPROACHES AND PRINCIPLES
Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: 
As demonstrated by the ability to:

Knowledge domains:

**C.5.1 Individual counseling and personality theory**
C.5.1.a. communicate a basic understanding of established counseling theories and their relationship to personality theory.
C.5.1.b. articulate a personal philosophy of rehabilitation counseling based on an established counseling theory.

**C.5.2 Mental health counseling**
C.5.2.a. recognize individuals with a disability who demonstrate psychological or mental health related problems and make appropriate referrals when appropriate.
C.5.2.b. analyze diagnostic and assessment information (e.g., vocational and educational tests, records and psychological and medical data) and communicate this information to the consumer.
C.5.2.c. explain and utilize standard diagnostic classification systems for mental health conditions within the limits of the role and responsibilities of the rehabilitation counselor.

**C.5.3 Counseling skills and techniques development**
C.5.3.a. develop and maintain confidential counseling relationships with individuals with a disability using established skills and techniques.
C.5.3.b. establish, in collaboration with the consumer, individual counseling goals and objectives.
C.5.3.c. apply basic counseling and interviewing skills.
C.5.3.d. employ consultation skills with and on behalf of the consumer.

**C.5.4 Gender issues in counseling**
C.5.4.a. counsel individuals with a disability who face lifestyle choices that may involve gender or multicultural issues.
C.5.4.b. identify gender differences that can affect the rehabilitation counseling and planning processes.

**C.5.5 Conflict resolution and negotiation strategies**
C.5.5.a. assist individuals with a disability in developing skills needed to effectively respond to conflict and negotiation in support of their interests.

**C.5.6 Individual, group, and family crisis response**
C.5.6.a. recognize and communicate a basic understanding of how to assess individuals, groups, and families who exhibit suicide ideation, psychological and emotional crisis.

**C.5.7 Termination of counseling relationships**
C.5.7.a. facilitate counseling relationships with individuals with a disability in a manner that is constructive to their independence.
C.5.7.b. develop a plan of action in collaboration with the consumer for strategies and actions anticipating the termination of the counseling process.

**C.5.8 Individual empowerment and rights**
C.5.8.a. promote ethical decision-making and personal responsibility that is consistent with an individual’s culture, values and beliefs.

**C.5.9 Boundaries of confidentiality**
C.5.9.a. explain the legal limits of confidentiality for rehabilitation counselors for the state in which they practice counseling.
C.5.9.b. identify established rehabilitation counseling ethical standards for confidentiality and apply them to actual case situations.

**C.5.10 Ethics in the counseling relationship**
C.5.10.a. explain the practical implications of the CRCC Code of ethics as part of the rehabilitation counseling process.
C.5.10.b. confirm competency in applying an established ethical decision-making process to rehabilitation counseling case situations.

**C.5.11 Counselor Supervision**
C.5.11.a. explain the purpose, roles, and need for counselor supervision in order to enhance the professional development, clinical accountability and gate-keeping functions for the welfare of individuals with a disability.
C.6 GROUP WORK AND FAMILY DYNAMICS
Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase:
As demonstrated by the ability to:

Knowledge domains:
C.6.1 Group Dynamics and Counseling Theory
C.6.1.a. apply theories and principles of group counseling when working with persons with disabilities.

C.6.3. Group leadership styles and techniques
C.6.3.a. demonstrate effective group leadership skills.

C.6.4. Family dynamics and counseling theory
C.6.4.a. apply an understanding of family systems and the impact of the family on the rehabilitation process.

C.6.5. Family support interventions
C.6.5.a. use counseling techniques to support the individual’s family/significant others, including advocates.
C.6.5.b. facilitate the group process with individual’s family/significant others, including advocates to support the rehabilitation goals.

C.6.6. Ethical and legal issues impacting individuals and families
C.6.6.a. apply ethical and legal issues to the group counseling process and work with families.
C.6.6.b. know the ethical implications of work in group settings with racial/ethnic, cultural, and other diversity characteristics/issues when working with people with disabilities.

C.7 ASSESSMENT
Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase:
As demonstrated by the ability to:

Knowledge domains:
C. 7. 1 Role of assessment
C.7.1.a. explain purpose of assessment in rehabilitation process.
C.7.1.b. use assessment information to determine eligibility and to develop plans for Services.

C. 7.2 Assessment resources and methods
C.7.2.a. identify assessment resources and methods appropriate to meet the needs of individuals with a disability.
C.7.2.b. describe resources to assist rehabilitation counselors in identifying appropriate test instruments and other assessment methods.
C.7.2.c. describe computer-based assessments for rehabilitation and employment planning.

C 7.3 Individual involvement in assessment planning
C.7.3.a. facilitate individual involvement in evaluating the feasibility of rehabilitation or independent living objectives and planning.
C.7.3.b. utilize assessment as an ongoing process in establishing individual rapport, rehabilitation service planning, objectives and goals.
C.7.3.c. evaluate the individual’s capabilities to engage in informed choice and to make decisions.

C.7.4 Measurement and statistical concepts
C.7.4.a. describe basic measurement concepts and associated statistical terms.
C.7.4.b. comprehend the validity, reliability, and appropriateness of assessment instruments.

C. 7.5 Selecting and administering the appropriate assessment methods
C.7.5.a. explain differences in assessment methods and testing instruments (i.e. aptitude, intelligence, interest, achievement, vocational evaluation, situational assessment).
C.7.5.b. apply assessment methods to evaluate a consumer's vocational, independent living and transferable skills.

C. 7. 6 Ethical, legal, and cultural implications in assessment
C.7.6.a. know the legal, ethical, and cultural implications of assessment for rehabilitation services.
C.7.6.b. consider cultural influences when planning assessment.
C.7.6.c. analyze implications of testing norms related to the culture of an individual.
C.8 RESEARCH AND PROGRAM EVALUATION
Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase:
As demonstrated by the ability to:

Knowledge domains:
C.8.1. Basic statistics and psychometric concepts
C.8.1.a. understand research methodology and relevant statistics.
C.8.2. Basic research methods
C.8.2.a. interpret quantitative and qualitative research articles in rehabilitation and related fields.
C.8.2.b. apply research literature to practice (e.g., to choose appropriate interventions, to plan assessments.
C.8.3. Effectiveness of rehabilitation counseling services.
C.8.3.a. develop and implement meaningful program evaluation.
C.8.3.b. provide a rationale for the importance of research activities and the improvement of rehabilitation services.
C.8.4. Ethical, legal, and cultural issues related to research and program evaluation.
C.8.4.a. apply knowledge of ethical, legal, and cultural issues in research and evaluation to rehabilitation counseling practice.

C.9 MEDICAL, FUNCTIONAL, AND ENVIRONMENTAL ASPECTS OF DISABILITY
Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase:
As demonstrated by the ability to:

Knowledge domains:
C.9.1. The human body system
C.9.1.a. explain basic medical aspects related to human body system and disabilities.
C.9.2. Medical terminology and diagnosis
C.9.2.a. demonstrate an understanding of fundamental medical terminology.
C.9.2.b. demonstrate an understanding of the diagnostic process used by medical and other health professions.
C.9.3. Physical, psychiatric, cognitive, sensory and developmental disabilities
C.9.3.a. utilize existing or acquired information about the existence, onset, severity, progression, and expected duration of an individual’s disability.
C.9.3.b. articulate the functional limitations of disabilities.
C.9.3.c. apply working knowledge of the impact of disability on the individual, the family, and the environment.
C.9.3.d. explain the implications of co-occurring disabilities.
C.9.4. Assistive technology
C.9.4.a. determine the need for assistive technology and the appropriate intervention resources.
C.9.4.b. support the evaluation of assistive technology needs as they relate to rehabilitation services.
C.9.5. Environmental implications for disability
C.9.5.a. evaluate the influences and implications of the environment on disability.
C.9.6 Classification and evaluation of function
C.9.6.a. demonstrate familiarity with the use of functional classification such as the International Classification of Function.
C.9.6.b. consult with medical/health professionals regarding prognosis, prevention and wellness strategies for individuals with a disability.

C.10 REHABILITATION SERVICES, CASE MANAGEMENT, AND RELATED SERVICES
Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase:
As demonstrated by the ability to:

Knowledge domains:
C.10.1 Vocational rehabilitation
C.10.1.a. describe the systems used to provide vocational rehabilitation services to people with disabilities including the state/federal vocational rehabilitation program in the United States, private rehabilitation, and community-based
rehabilitation programs.
C.10.1.b. identify and plan for the provision of vocational rehabilitation services with individuals with a disability.
C.10.1.c. provide information to prospective employers about the benefits of hiring people with disabilities.

C.10.2 Case and caseload management
C.10.2.a. evaluate the need for and utilize case and caseload management services.
C.10.2.b. apply principles of caseload management, including case recording and documentation.
C.10.2.c. identify rehabilitation case management strategies that are evidence-based
C.10.2.d. establish follow-up and/or follow-along procedures to maximize an individual’s independent functioning through the provision of post-employment services

C.10.3 Independent living
C.10.3.a. identify and plan for the provision of independent living service alternatives with individuals with a disability.

C.10.4 School to work transition services
C.10.4.a. develop knowledge of transition services that facilitate an individual’s movement from school to work.

C.10.5 Disability management
C.10.5.a. describe employer-based disability management concepts, programs, and practices.

C.10.6 Forensic rehabilitation and vocational expert practices
C.10.6.a. describe the purpose of forensic rehabilitation, vocational expert practice, and the reasons for referral of individuals for services.

C.10.7 Substance abuse treatment and rehabilitation
C.10.7.a. describe different recovery models that apply to substance abuse treatment and rehabilitation.
C.10.7.b. identify and recommend treatment options that facilitate recovery and successful rehabilitation outcomes.

C.10.8 Psychiatric rehabilitation
C.10.8.a. identify and recommend treatment options that facilitate recovery and successful rehabilitation outcomes.

C.10.9 Wellness and illness prevention concepts
C.10.9.a. promote constructive lifestyle choices that supports positive health and prevents illness or disability.

C.10.10 Community Resources
C.10.10.a. work with community agencies to advocate for the integration and inclusion of individuals with disabilities within the community.
C.10.10.b. identify the benefits of rehabilitation services to potential individuals with a disability, employers, and the general public.

C.10.11 Community-based rehabilitation and service coordination
C.10.11.a. assist individuals with a disability to access and utilize services available in the community.
C.10.11.b. collaborate with advocate’s and other service providers involved with the individual and/or the family.

C.10.12 Life care planning
C.10.12.a. describe the purposes of life-care planning and utilize life-care planning services as appropriate.

C.10.13 Insurance programs and social security
C.10.13.a. demonstrate knowledge of disability insurance options and social security programs.
C.10.13.b. explain the functions of workers’ compensation, disability benefits systems, and disability management systems.

C.10.14 Programs for specialty populations
C.10.14.a. describe programs of services for specialty populations including but not limited to: spinal cord injury, traumatic brain injury, intellectual disabilities, sensory disability, correctional and veterans.

C.10.15 Current technology and rehabilitation counseling
C.10.15.a. explain and plan for the appropriate use of assistive technology including computer-related resources.
C.10.15.b. utilize internet and other technology to assist in the effective delivery of services.
C.10.15.c. assist individuals with a disability in developing strategies to request appropriate accommodations.
C.10.15.d. assess individual needs for rehabilitation engineering services.

SECTION D: Clinical Experience
D.1 Students shall have a minimum of 100 hours of supervised rehabilitation counseling Practicum experience with at least 40 hours of direct service to people with disabilities (not role-playing clients). Practicum students shall have experiences that increase their awareness and understanding of the differences in values, beliefs, and behaviors of individuals who are different from themselves.

D.1.1 The practicum shall include instructional experiences (audio-video tapes and individual and group interaction) dealing with rehabilitation counseling concerns, and clinical experiences (on or off-campus) that facilitate the development of basic rehabilitation counseling skills. During the practicum, students will conduct interviews that will be reviewed by a supervisor. If practicum experiences are provided off-campus, there will be direct and periodic communication throughout the semester between the site supervisor and the faculty (e.g., site visits, conference calls, videoconferencing, electronic communication). Practicum activities shall be documented in logs, progress reviews, and summaries. The program faculty member responsible for practicum supervision must be a CRC.

D.1.2 Written expectations, procedures, and policies for practicum will be distributed to students and supervisors. This will include the policy that the practicum is a prerequisite to the supervised rehabilitation counseling clinical internship experience.

D.1.3 Practicum experiences shall include an average of one (1) hour per week of individual and 1½ hours per week of group (with no more than ten students/group) supervision by a program faculty member or qualified individual working in cooperation with a program faculty member.

D.1.4 When using distance education modalities, practicum supervision may be provided using a variety of methods such as video conferencing, teleconferencing, real time video contact, or others as appropriate.

D.1.5 In states that have specific practicum supervision requirements for counselor licensure, the program shall make the required supervision experiences consistent with the licensure requirements available to those students desiring to qualify for licensure.

D.1.6 There shall be a written progress review of the performance/counseling skills of all students enrolled in a practicum.

D.1.7 There shall be a written procedure for responding to students who do not demonstrate satisfactory practicum knowledge or clinical skills.

D.1.8 The individual supervision of five students shall be considered to be equivalent to the teaching of one course.

D.2 Students shall have supervised rehabilitation counseling internship activities that include a minimum of 600 hours of applied experience in an agency/program, with at least 240 hours of direct service to individuals with disabilities.

D.2.1 The internship activities shall include the following:
D.2.1.a. orientation to program components, policies and procedures, introduction to staff and their role and function, identification of the expectations for interns, confidentiality and due process procedures, risk assessment, and the Code of Professional Ethics for Rehabilitation Counselors;

D.2.1.b. observation of all aspects of the delivery of rehabilitation counseling services, as practiced by the agency or organization, including diverse populations;
D.2.1.c. work assignments, performing the tasks required of an employed rehabilitation counselor at the agency or organization; and

D.2.1.d. reporting, including all required academic reports as well as logs, weekly progress reviews, and summaries of activities.

D.2.2 Written expectations, procedures, and policies for the internship activities shall be contained in a manual or other appropriate document(s) and distributed to students and supervisors.

D.2.3 For the internship, an on-site supervisor must be assigned to provide weekly supervision throughout the internship experience.

D.2.4 The internship shall include an evaluation of student performance, including self-evaluation by the student, the field site supervisor, and the faculty supervisor.

D.2.5 The RCE Program shall use internship experience sites that provide rehabilitation counseling services to individuals with disabilities appropriate to the mission of the program.

D.2.6 Internship students shall have experiences that increase their awareness and understanding of differences in values, beliefs and behaviors of persons who are different from themselves. Internship shall promote cultural competence, foster personal growth and assist students in recognizing the myriad of counseling approaches and rehabilitation issues that affect service delivery.

D.3 Internship experiences shall include an average of one (1) hour per week of individual or 1½ hours per week of group (with no more than ten students/group) supervision by a program faculty member who is a CRC or qualified individual working in cooperation with a program faculty member who is a CRC.

D.3.1 When using distance education modalities, supervision may be provided using a variety of methods such as video conferencing, teleconferencing, real time video contact, or others as appropriate.

D.3.2 In states that have specific supervision requirements for counselor licensure, the program shall make the required supervision experiences consistent with the state licensure requirements and available to those students desiring to qualify for licensure.

D.3.3 There shall be a progress review of all students enrolled in an internship.

D.3.4 There shall be a written procedure for responding to students who do not demonstrate satisfactory internship knowledge or clinical skills.

D.3.5 The individual supervision of five students shall be considered equivalent to the teaching of one course due to the intensive, one-on
APPENDIX D:

CODE OF PROFESSIONAL ETHICS FOR REHABILITATION COUNSELORS

Adopted by the Commission on Rehabilitation Counselor Certification
January 1, 2010