



UNIVERSITY OF MARYLAND EASTERN SHORE

Department of Rehabilitation
Masters in Rehabilitation Counseling
Clinical Experience
(Practicum and Internship)
Site Supervisor Manual

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Welcome Letter

Dear Site Supervisor:

Greetings! On behalf of the University of Maryland Eastern Shore's Department of Rehabilitation, we would like to thank you for allowing students to complete an internship with your organization. I am delighted that your facility will partner with us in preparing the necessary rehabilitation counselors for the future. I recognize that facilitating training can be challenging at times. Nevertheless, you have accepted the challenge, and we are sure that upon completing this practicum/internship, the return of your labor will be reflected in the student's professional endeavors.

This manual aims to familiarize you with the essential elements of the practicum/ internship in rehabilitation counseling at the Dept of Rehabilitation at the University of Maryland Eastern Shore. This manual provides information regarding the standards for practicum and internship experience for our students as required by our national accrediting organization, the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This document explains the qualifications required of all site supervisors. Finally, provide information regarding requirements, responsibilities, assessment, and clinical experience, liability insurance requirements, and affiliation agreement” utilized by the University of Maryland Eastern Shore.

Practicum is to provide the first site experience that introduces the student to doing the work of the rehabilitation counselor. The student will focus on demonstrating and improving counseling skills by working directly with clients (individually and in groups) under your supervision. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks. Practicum students meet at least 40 hours of direct service with actual clients, contributing to developing counseling skills. Students should receive at least 1 hour per week of individual clinical supervision or 1½ of group supervision.

The internship is to provide a comprehensive field experience in which the student intern does the counselor's work under your supervision. The student will engage in various individual and group counseling, consultation, assessment, psychoeducation, and other counselor responsibilities. students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area. Internship students meet at least 240 clock hours of direct service. Students should receive at least 1 hour per week of individual clinical supervision or 1½ of group supervision.

This information helps answer any of your questions. However, if you have any further questions, please contact me at (410) 651-6004 or Dr. William B. Talley, Dept, Chair, at (410) 651-6261 if you need further clarification.

Sincerely,

Leslie M. Santos- Román, Ph.D., CRC, LGPC

Rehabilitation Counseling Program Clinical Coordinator

Introduction

This manual is specific to the UMES Graduate Department of Rehabilitation Counseling Program. It provides graduate-level rehabilitation students, internship supervisors, and other interested individuals with an overview of the process surrounding the internship experience. If you have any questions or comments, don't hesitate to contact the University of Maryland Eastern Shore's Department of Rehabilitation Counseling at the following numbers: (410) 651-6004, 6262, or by fax at (410) 651-6736.

We genuinely acknowledge our debt to the members of the rehabilitation community for developing the techniques and methods needed to successfully guide our students through their internship experience. We want to thank our clinical supervisors for their instruction and expertise in contributing to the professional development of students preparing to assume their roles as rehabilitation professionals.

UMES Rehabilitation Counseling Program

The Master of Science in Rehabilitation Counseling (MSRC) is a graduate program offered through the Department of Rehabilitation in the School of Pharmacy and Health Professions at the University of Maryland Eastern Shore. Rehabilitation counseling is a thriving professional field, and graduates of our program can look forward to employment in rehabilitation and a growing number of human services and allied health settings. The Council for Accreditation of Counseling and Related Educational Programs accredits the UMES MSRC.

Mission Statement

The mission of the Master of Science in Rehabilitation Counseling program is to train well-qualified rehabilitation counselors who are prepared to work with individuals from diverse backgrounds with physical, developmental, psychosocial, and sensory disabilities. A second part of that mission which is no less important, is to assist our graduates in developing an inclusive and

holistic approach to rehabilitation that values the individuals' right to participate in the decision-making process regarding their development fully. This approach considers how all the components of that person's life (including vocational, psychosocial, spiritual, cultural, and emotional components) may impact their lifestyle and overall quality of life.

Program Goals

Attract and train students from diverse sociocultural and academic backgrounds to become competent rehabilitation counselors with the knowledge, skills, and experiences to effectively assist individuals with disabilities in achieving their highest degree of vocational, psychological, economic, and social independence and the most excellent quality of life possible. Our process requires students to be grounded in the belief that they are also critical allies and advocates for individuals with disabilities.

Program Objectives

1. Recruit and retain students of diverse backgrounds to be competent within the scope of practice of the rehabilitation counseling profession, offering them a well-rounded curriculum that integrates theory and practice to develop the attitudes, knowledge, values, and skills required to become a highly qualified rehabilitation counseling professional.
2. Develop our graduate's knowledge, skills, and dispositions grounded in ethical and culturally sensitive practice in rehabilitation counseling, consistent with the Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics and Scope of Practice, the Council for Accreditation of Counseling & Related Educational Programs (CACREP), and the applicable laws and regulations for the counseling professionals.
3. To prepare professionals capable of conceptualizing the rehabilitation counseling process from a bio-psycho-socio-spiritual framework to deliver services in various settings within the public and private sectors working with diverse people with disabilities.

4. To develop in our graduates a professional worldview framed in social responsibility, equality, and justice, to become active leaders in the community and the rehabilitation counseling guild.

Purpose of the Professional Practice Experience

Professional practice is a necessary experience for completing the MS in Rehabilitation Counseling. According to the Council for Accreditation of Counseling and Related Educational Programs Standards (CACREP, 2016), professional practice, which includes Practicum and Internship, provides for applying theory and developing counseling skills under the supervision of a qualified supervisor. These experiences will allow students to work with clients from diverse populations. The internship experience helps counseling students develop and strengthen multicultural and ethical competencies and a professional identity consistent with the fields of action in Rehabilitation Counseling.

Site Supervisor Selection

After an Affiliation Agreement (Appendix A) is in place requires that each agency designate a site supervisor responsible for providing direct supervision to students. The individual identified as the site supervisor shall give the student a specific schedule for supervision and observation. In addition, the site supervisor shall meet with the assigned UMES faculty supervisor to discuss student progress throughout the semester. A qualified site supervisor must supervise students during their professional practice.

The Site Supervisor must comply with the following requirements:

1. A minimum of a master's degree in Rehabilitation Counseling or a closely related profession (i.e., Psychology, Clinical Social Work, Professional Counselor).
2. Have a valid state license to practice the profession. It will be required to submit a copy of a professional license for accreditation purposes.

3. At least two years of relevant professional experience in the specialty area.
4. Participate in an informative session on the professional practice requirements.
5. Participate in training sessions and workshops on supervision skills and other relevant topics related to counseling students' supervision.
6. Provide one hour of formal individual supervision or one hour and 30 minutes of formal group supervision per week.
7. The willingness and ability to devote time to the student's professional training.
8. An ability to teach and supervise rehabilitation counseling in the field as demonstrated by successful experience and, preferably, professional training at the graduate level.

Liability Insurance

Professional Student Liability Insurance is required for all practicum and internship students. It will be required for all students to have two types of insurance: Institutional and personal. The University will provide *Institutional Liability Insurance* to all students during their professional practice. Students *must* obtain verification of insurance before starting the practicum and internship experience. The Clinical Coordinator will process the institutional liability insurance.

The students must also obtain *Individual Professional Liability Insurance* while enrolled in the professional practice experience. The student must provide the clinical coordinator with a policy copy before starting the practicum and internship experience. Students will only be able to start clinical experience with institutional and personal liability has been in place. The clinical facility and site supervisor will receive a copy of both insurance for their records.

Relationship of the Student to the Agency

The professional practice climate is probably best set if the agency accepts the student as a professional colleague, even though it is understood that he/she is neither expected nor required to

carry the same responsibilities as fully qualified employed staff members. In accepting the student as a professional colleague, it is felt that the student will be more aware of his/her responsibilities.

The agency and the student should understand that the professional practice experience is designed to train the student. Please note that students can accept compensation from the participant agency for duties performed during the internship experience.

Students must:

1. Always keep all case information confidential, as noted in the Commission of Rehabilitation Counselor Certification and the American Counseling Association Code of Ethics.
2. Assume as much responsibility for being present during his/her training as the regularly employed staff;
3. Conform to the agency rules, regulations, and standards for beginning employees; and
4. Complete all work assignments that the Site Supervisor assigns.

CACREP Standards

(Section 3: Professional Practice)

Practicum

- A. Students are covered by individual professional counseling liability insurance policies while enrolled in Practicum and internship.
- B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
- C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's Practicum and internship.
- D. Students have the opportunity to become familiar with various professional activities and resources, including technological resources, during their Practicum and internship.

E. In addition to developing individual counseling skills, during *either* the Practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

Internship

J After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area

K. Internship students complete at least 240 clock hours of direct service.

L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

M. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member.

Collective Objectives

1. Students are covered by individual professional counseling liability insurance policies while enrolled in Practicum and Internship (3. A).
2. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients (3. B).
3. Students' formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's Practicum and Internship. (3. C)
4. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their Practicum and Internship. (3.D)

5. In addition to developing individual counseling skills, during *either* the Practicum or Internship, students must lead or co-lead a counseling or psychoeducational group. (3. E)

Student Learning Objectives

Students are expected to meet the following general objectives during their participation in practicum and internship experience.

- Enhance one's level of skills to establish and maintain counseling relationships.
- Understand the roles, services, and processes of an agency providing rehabilitation services to persons with disabilities.
- Become familiar with the roles and responsibilities of personnel working in the agency.
- Demonstrate counseling and related skills appropriate for a pre-internship student.
- Apply evaluative feedback about their strengths and weaknesses as rehabilitation counselors in training.
- Demonstrate understanding of rehabilitation counseling ethical standards and decision-making process and behave ethically and professionally as described in the CRCC & ACA Code of Ethics
- Enhance self-identification with the role of the professional counselor
- Strengthen the awareness of individual and cultural differences among clients, counselors, and supervisors.
- Demonstrate respect, understanding, and tolerance of multicultural and diversity issues related to clients' needs and concerns.
- Develop and adjust the personal theory of counseling, which guides counselors' interpretation and conceptualization of clients' issues.
- Acquire a sense of professional counseling and supervision relationship.

- Develop clinical assessment experience over one or more domains: medical, psychosocial, vocational, educational, and environmental.
- Obtain knowledge and skills in teamwork and interdisciplinary practice for rehabilitation purposes.
- Gain experience in case and/or caseload management, such as case recording and documentation, given a particular agency
- Utilize methods of planning, implementing, evaluating, and reporting the progress of individual rehabilitation cases
- To become acquainted with organization structure, protocol, relationships, processes, and working conditions of rehabilitation and other human service agencies, including an awareness of community resources and the clientele those resources serve
- Demonstrate the willingness to accept supervisor and peer feedback, comments, and recommendations.
- To integrate into the community of rehabilitation counseling professionals and to develop a sense of personal identification with the profession

Program Expectations of Students

Professionalism within the Agency

The Rehabilitation Counseling program expects students to behave and carry themselves like any other employee or professional staff member of the host agency throughout the internship experience.

Professional Conduct, Attendance, and Schedule

The student and the site supervisor will identify a convenient schedule and maintain said hours for the remainder of the semester. The student will report on time to the clinical site, call the

agency if he/she will be late or absent from the agency, and adhere to the work schedule and regulations of the host agency. Likewise, students will observe the agency holiday schedule rather than the university one.

Students will be required to behave professionally, that is, to dress and act professionally. The student will maintain the confidentiality of client information under agency educational and professional ethical guidelines.

Practicum

Required clock hours. The student is required to accrue a minimum of 100 clock hours to complete the Practicum. Professional clock hours that may be counted toward this requirement include conferencing with the agency supervisor; reviewing client files and agency materials; observing professional interactions; communicating with and counseling clients; and other onsite professional activities as assigned by the agency supervisor and/or the Faculty Supervisor. The student must complete a minimum of 40 clock hours of direct contact during the professional experience.

Internship

Required clock hours. The student is required to accrue a minimum of 600 clock hours to complete the Practicum. Professional clock hours that may be counted toward this requirement include conferencing with the agency supervisor; reviewing client files and agency materials; observing professional interactions; communicating with and counseling clients; and other onsite professional activities as assigned by the agency supervisor and/or the Faculty Supervisor. The student must complete a minimum of 240 clock hours of direct contact during the professional experience.

Practicum and Internship

Direct contact hours. Direct contact hours are documented when the student directly

interacts with consumers (clients) or engages in activities related to clinical or case management interventions. Students must make up any missed time to meet the requirements of the hours of clinical experience. If, for any reason, a student is unable to complete the required number of hours, the student will need to meet with the clinical coordinator and/or faculty supervisor to review the best course of action (retake the course the following semester or work in remediation plan or received an incomplete until all requirements are met)

Students Documentation for Clinical Experience

Students are expected to keep a Weekly Activity Log (Appendix E p.34), documenting the clock hours spent at agency. In addition, student documents in the Weekly Review Log (Appendix E p.36), Daily Log (Appendix E p.37), Weekly Activity Log, and Daily Logs (e.g., counseling process, staff meetings, administrative tasks). Site individual supervision and consultation sessions with the Site Supervisor are also documented in the Weekly Student supervision Note (Appendix E p.38). The student must include the time spent in individual supervision sessions towards total indirect hours. Group supervision with the Faculty Supervisor will count toward the indirect hours.

The agency should expose and encourage students to observe and participate in activities such as: accepting referral information, contacting clients, counseling and guidance for clients, establishing eligibility, preparing a service plan, arranging services to meet client needs, and other activities pertinent to the clinical site.

Students should also be exposed to reading and studying materials that may include: the agency's mission and objectives, procedural manuals, manual of forms, new employee orientation manual, confidentiality requirements, and other material and information pertinent to the clinical site and instructional requirements.

Every week, the student will submit to the Site Supervisor the time logs for assistance, evaluation, and a signature of practical experience verification. Faculty Supervisors will gather these

logs weekly unless otherwise specified.

Professional Tasks at the Clinical Site

The Rehabilitation Counseling program expects students to engage in the following task during the internship experience.

Caseload. To ensure maximum benefit from the internship experience, the student must establish ongoing relationships with clients. Interns students should see a few clients over time versus many clients for just a few sessions. The student is to gain experience seeing a few clients throughout the counseling process, from the initial interview, through developing the therapeutic alliance, identifying client goals, and treatment planning to help clients achieve their personal goals. Students should have a limited caseload and be supervised by a qualified site supervisor and the faculty supervisor.

Interventions and Counseling Sessions. The student will conduct interventions with clients under the guidance of the site Supervisor. The supervisor will provide the student with formal oral and written feedback to strengthen his/her counseling skills. The site supervisor should complete the formal appraisal of the student's performance in a counseling session once during the semester and share his/her observations with the Faculty Supervisor. We used the Counselor Competencies Scale-Revised (CCS-R; Lambie et al., 2018) to assess counselor skills development and professional competencies.

In addition, the student will videotape (or audio record) one counseling session with a client and submit the recording for feedback from the Faculty Supervisor. All students must videotape/record at least one session with a client at the clinical site.

Site Supervisor Responsibilities

The Site Supervisor is a person who has expressed a willingness to supervise and serve as a mentor for a developing professional. The Site Supervisor is the key person at the agency or

educational setting who facilitates and supervises all of the activities in which the intern will participate.

Dimensions of Supervision

The supervision process is divided into four dimensions: 1. Planning, 2. Assignment/Task, 3. Observation and Feedback, and 4. Evaluation.

Planning. The UMES Clinical Coordinator will discuss with the participating site supervisors the names of students ready for clinical practice and share the student's resumes. They will discuss the student's strengths and limitations, the opportunities for assignment within the site, and how they can best meet the student's interests and needs. The planning sessions will also involve some discussion of the respective roles of the school and the agency in close evaluation and consideration of the student's progress.

Assignment/ Tasks. The site Supervisor will provide the students with the opportunity to perform rehabilitation counseling-related assignments/task that helps students to enhance and develop professional skills and competencies to become effective counselor. The assignments/ task should be assigned considering the student's developmental stages.

Observation and Feedback. Serve as a valuable tool to enhance a counselor's professional growth and ensure quality care. Sites Supervisor can gain firsthand knowledge of counselors' techniques, communication skills, and client interactions through observation. This allows the site supervisor to assess student strengths and provide constructive feedback for improvement and further development. Regular supervision meeting provides the opportunity for ongoing feedback.

Evaluation. It is imperative to understand that evaluating clinical experiences is a responsibility that is shared between the program and the agency. Evaluations may take several forms, including supervision, direct observation, case conceptualization and presentation, documentation and written evaluation. The written evaluation covers counseling skills,

professionalism, ethics, collaboration, cultural competence, and growth. It includes strengths, areas for improvement, and development recommendations.

Site Supervisor Tasks

- ✓ Have the agency or rehabilitation setting director read, sign, and return the affiliation agreement to UMES, Dept of Rehabilitation. This will be sent by the Graduate Clinical Coordinator at UMES Dept of Rehabilitation.
- ✓ Provide one hour each week of uninterrupted supervision to the intern. You will want to discuss the intern's activities and client needs during this time. This is essential for monitoring client safety, facilitating your intern's growth and professional development, and gathering information necessary to evaluate your intern's competencies and progress.
- ✓ Monitor and sign the intern's weekly logs and final summary log.
- ✓ Provide official evaluative feedback to the UMES faculty supervisor about the intern's performance at:

Practicum

- After approximately 45 to 50 hours (middle of the semester)-
Contact by UMES Faculty Supervisor
- At the end of the Practicum – 100 hours – Contact by UMES
Faculty Supervisor and Final Performance Evaluation Form

Internship

- After approximately 250-300 hours (middle of the semester)
Contact by UMES Faculty Supervisor and Midterm
Performance Evaluation Form
- At the end of the Internship - 600 hours - Contact by UMES

Faculty Supervisor and Final Performance Evaluation Form

* If a student is not completing a full-time internship.

The faculty supervisor will provide the information to the site supervisor when the midterm and final evaluation will take place during the academic calendar

❖ At any point you have a concern, please contact us immediately!

Rehabilitation Counseling Faculty Supervision

In accordance with CACREP standards, all students in clinical practice (Practicum and Internship) are required to meet on with faculty supervisor for group supervision for a minimum of one and one-half hours per week, scheduled regularly throughout the semester. A member of the program faculty conducts this group supervision. This faculty supervisor facilitates group supervision meetings and is responsible for monitoring and/or scheduling any site contacts required during the semester. In the event that you have any concerns about the performance or behavior of a student, please be sure to contact your intern's faculty supervisor immediately.

Evaluation of Student Performance

1. The Department of Rehabilitation policies requires that students are assigned a grade after each clinical experience. The assignment of the final grade is the responsibility of the faculty supervisor. The faculty supervisor may get input from the site supervisor to assist in the grade determination.
2. The evaluation process is joint, the student, the site supervisor, and the faculty supervisor. The emphasis is on the student's readiness to enter the profession and needs for further training,
3. It is recommended that the faculty supervisor, site supervisor (and/or other counselors, when

appropriate) evaluate the student's progress in various stages.

4. A written progress review of the student's performance and counseling skills will be conducted.
5. In evaluating the student, several principles should be observed:
 - a. The underlying philosophy and evaluation approach should be directed constructively toward strengthening the student personally and professionally.
 - b. Evaluating the clinical experience is generally regarded as an ongoing process, not simply a single event.
 - c. In its most helpful form, an evaluation will provide an excellent opportunity for students to assess their progress during the clinical experience

Appendix A
Affiliation Agreement

University of Maryland Eastern Shore Department of Rehabilitation

Recognizing their common philosophies of education and client/ consumer care (Placement site name):_____

(Address):_____

(Hereafter referred to as the Facility), and the University of Maryland Eastern Shore, Undergraduate and Graduate Rehabilitation Program, mutually agree to cooperate in a program of fieldwork/internship experience for sure students enrolled at University of Maryland Eastern Shore.

The two acknowledge that by working together they can enrich each other's approach in client/consumer care and can contribute to their mutual professional growth. Specifically, the Facility will benefit by association with the faculty, students, and educational programs of the University of Maryland Eastern Shore, Undergraduate, and Graduate Rehabilitation Programs. The University of Maryland Eastern Shore, Undergraduate and Graduate Rehabilitation Programs will benefit by being able to provide its students with a practical practicum experience.

The Facility will also benefit by having the services of the fieldwork/practicum/internship student. Both parties (U.M.E.S. and Facility site) will evaluate the training program at mutually agreeable times, plan for its continuous improvement by making recommendations as may be deemed advisable within the terms of the Agreement, and discuss any difficulties as they arise during this affiliation.

The University of Maryland Eastern Shore campus, Undergraduate and Graduate Rehabilitation Programs, will hereinafter be referred to as the "University." "Facility Staff" and "University Staff" refer to recognized personnel in the Department of Rehabilitation and the University of Maryland Eastern Shore, respectively.

I. Mutual Rights and Responsibilities

1. There will be no discrimination on the basis of race, age, religion, sexual orientation, creed or national origin with regard to the educational experience of the student.
2. The autonomy of the University and of the Facility will be observed at all times.
3. The affiliation will be subject to the terms of this Agreement.
4. The Agreement may be reviewed and modified annually or as deemed necessary by the University and the Facility.
5. Visits by Facility Staff to the University are encouraged to plan for curriculum and affiliation changes as may be necessary, to use the libraries and other departmental facilities, to attend continuing education courses and to sit in on the Rehabilitation courses, when there is space available.
6. Visits by University Staff to the Facility are welcomed to plan and evaluate the Clinical Education Program, discuss student performance, observe new developments and arrange for additional education experiences.
7. Students do not need to but may receive monetary compensation from the Facility during their full-time field placement. The student will assume financial responsibility for living expenses and room and board during the field placement. In addition, the Facility is not required to provide the student with any employee benefits or insurance such as liability, accident disability, health or life. The Facility must carry professional liability insurance for staff on its payroll and general liability insurance for the Facility at commercially reasonable rates and limits.
8. The Facility Staff will receive no monetary compensation from the University for its participation in the Training Program. The Facility Staff may, as permitted by the University enjoy the benefits listed in Section I, Paragraph 5 above and Section III, Paragraph 8 which follows. The University will compensate Facility Staff for expenses incurred at workshops and conferences given by the University related to Clinical education to the extent funds are made available.
 9. The student's physical status will be such that it will not prevent him or her from fulfilling the obligations of the affiliation agreement and including the rights and responsibilities outlined in this section. All students are required to complete and

submit the health history form and proof of immunizations (this includes a TB test within 12 months prior to enrolling at the University). However, they may need a repeat the TB test if the placement facility requires one within a different time frame, i.e., within the previous 6 months. Students must go to the University Student Health Services to meet these requirements.

10. The student will be required to obey all rules, regulations, and procedures of the Facility as required of any employee of the Facility. The rules, regulations, and procedures should be made available to the student through the placement site Supervisor.
11. The student(s) and the Facility's rehabilitation staff are expected to conduct themselves in accordance with the Code of Ethics set forth by the Commission on Rehabilitation Counselor Certification (CRCC) and American Counseling Association (ACA).
12. Publication of materials by students or University Staff based on research or the student's practicum experience at the Facility, will refrain from using the name of the Facility, without the prior written consent of the Facility.
13. Withdrawal of a student from his or her field placement on the part of the University or on the part of the Facility must be mutually agreed upon.
14. Each party represents and warrants that it and its officers, employees, and agents are in material compliance with federal, State of Maryland, and local laws, as applicable, to its activities and obligations under this Agreement.

II. Rights and Responsibilities of the Facility

The Facility will:

1. Prepare and revise behavioral objectives for the purpose of structuring the field experience and for providing criteria to be used in the evaluation of student performance. Revision of objectives will be made as deemed necessary by either party, but the revised objectives must be acceptable to both parties.
2. Prepare written orientation material for students.
3. Designate a Center Coordinator of the field experience and/or Facility Instructor to:
 - a. Provide for student orientation
 - b. Coordinate the Facility's Fieldwork Education
 - c. Provide supervision

- d. Provide the student with the necessary feedback to ensure proper client/consumer care
 - e. Maintain a current "Facility Information Form" from UMES that will be included with this Agreement.
4. Provide a client/consumer caseload for the student that is appropriate to his/her needs and level of proficiency and that is of adequate size and variety to ensure the best educational experience possible.
 5. Provide learning experiences such as in-service, home programs, observation, individual and group counseling, and opportunities to work with clients/consumers with supervision from Facility Staff, as these opportunities become available.
 6. Notify the University in writing at least five (5) days prior to student assignment if there are any changes that will significantly affect the educational experience.
 7. Provide the student with instructional and practical experiences on new equipment and techniques as they are acquired.
 8. Notify, as soon as possible, appropriate University personnel of problems arising with an individual student or groups of students (410-651-8468).
 9. Evaluate the student in accordance with the grading policy specified by the University.
 10. Provide the student assistance with emergency medical care, the cost of medical care will not be borne by the Facility.
 11. Have full and sole responsibility for the care rendered to clients/consumers of the Facility.

III. Rights and Responsibilities of the University

The University will:

1. Assume full responsibility for the planning and the execution of the educational program and encourage participation by the Facility staff in its modification or revision. The University is responsible for preparing students for the academic and Practicum portion of their education.
2. Appoint a person or persons to direct the clinical experience Program at the University and to act as liaison for the University, the Facility and the Student.
3. Be responsible for the determination of a student's final grade.
4. Arrange schedules for student assignments in cooperation with the Facility. The

University will provide the Facility with a student resume, information on the student's level of experience, materials for evaluation, and other relevant educational information prior to arrival at the Facility.

5. Provide written notice to the Facility of full-time student assignment ten (10) days prior to their arrival.
6. Assist students in obtaining their own professional liability insurance coverage or coverage under the Maryland Tort Claims Act.
7. Provide continuing education programs and other programs of special interest to the Facility Staff as funds are made available and as space permits.
8. Permit Facility Staff, by arrangement, to sit in on undergraduate and graduate rehabilitation courses at the University (on occasion), tuition free. Additional privileges may be extended to the Facility Coordinator of Practicum Education at the University's discretion.
9. Revise and keep current the information contained in the Clinical Instruction Manuals.

IV. Agreement

1. This Agreement shall become effective when executed by the designated representatives from both parties. This Agreement is automatically renewable but may be terminated by either party by a written notice of such intent, which must be made at least sixty (60) days before the designated termination date.
2. This Agreement constitutes the entire Agreement between the parties. No change shall be binding unless reduced to writing and signed by both parties. This Agreement supersedes any and all prior agreements.
3. This Agreement shall be governed by, constructed and interpreted in accordance with the law of Maryland.

This Agreement is hereby confirmed by the University and the Facility.

Facility Supervisor

Date

Chair, The Department of Rehabilitation

Date

Clinical Coordinator (U.M.E.S.)

Date

Dean, School of Pharmacy and Health Professions

Date

Provost & Vice President, Academic Affairs

Date

Appendix B
Supervisor Clinical Manual Accreditation Compliance Statement

Student Name: _____

Agency Name: _____

Supervisor Name: _____

Date: _____

I receive the following (please check all that apply):

- Supervisor Clinical Manual

- Student Practicum Student Manual

- Internship Student Manual

- Institutional Liability Insurance Certificate

- Individual Professional Liability Insurance

Signature

Date

**Appendix C
Site Supervisor Information Sheet**

Dr. Ms. Mr. Mrs.: _____
Last First

Address: _____

City: _____ State: _____ Zip: _____

Work Phone: _____ Cell Phone: _____

Fax: _____ - _____ Email: _____

Present Position Title: _____

Certification/License: _____

Expiration Date: _____

Do you have experience supervising interns in the past? Yes No

If, yes how many years of experience you have supervising interns? _____

Have you supervised UMES counseling interns in the past? Yes No

EDUCATION (Begin with most recent)

Institution, Location	Degree	Year

Other Educational-related Experiences: (Begin with most recent):

1. _____
 .
2. _____
 .
3. _____
 .

PROFESSIONAL EXPERIENCE (Begin with most recent)

Employer	
Employer Address	
Dates of Employment	
Position Title	
Position Responsibilities	

Employer	
Employer Address	
Dates of Employment	
Position Title	
Position Responsibilities	

Employer	
Employer Address	
Dates of Employment	
Position Title	
Position Responsibilities	

PROFESSIONAL AFFILIATIONS/MEMBERSHIPS:

Supervisor Signature: _____ Date: _____

Appendix D
Supervision Agreement
UMES Graduate Rehabilitation Counseling Program

This form is to be completed jointly by the Clinical Coordinator on behalf of UMES Graduate Rehabilitation Counseling Program at Department of Rehabilitation, the Site Supervisor on behalf of the Agency Site, and UMES Graduate Rehabilitation Counseling Student. Please complete every part of this agreement.

Placement Period: Spring Summer Fall Winter	Academic Year:
Student's Information	
Name:	UMES ID#
Address:	
Phone:	Email:
Site Information	
Agency Name:	Phone:
Agency Address:	
Site Supervisor Information	
Name:	License:
Phone:	Email:
Faculty Supervisor Information	
Name:	
Phone:	Email:

Rehabilitation Counseling Graduate Clinical Coordinator:

1. Will certify that the student or intern have been screened and have met all prerequisites for the practicum or internship.
2. Request to liability insurance.
3. Provide assistance to faculty supervising and instructing practicum or internship students, if needed.
4. Help assure that students in clinical practice are placed in an appropriate site and conform to the rules and regulations of the Site for clinical experience.
5. At the request of the Site, the Program will remove any student whose conduct or performance is regarded by the Site as inappropriate.
6. Cooperate with the clinical site in any circumstance that rise to a liability claim that involve a practicum or intern student.
7. Assure that all students and faculty supervisor will procure and maintain Professional Liability Insurance throughout the clinical experience

8. Provide evidence of the insurance coverage prior student start clinical practice.

The Faculty Supervisor Responsibilities:

1. Facilitate communication between the UMES and the Clinical Site about the counseling student's progress.
2. Review with the Clinical Coordinator that the Rehabilitation Counseling Student has completed the necessary educational prerequisites to be eligible for clinical experience.
3. Assess the student on appropriate and professional behaviors at the site including, but not limited to adhere to the administrative policies, rules, standards, schedules, and practices of the Clinical Site.
4. Be available for consultation with both the Site Supervisor and Counseling Student as needed.
5. Require the Counseling Student to purchase student professional liability insurance and maintain evidence of student liability insurance coverage.
6. Conduct a minimum of one Clinical Site visit to meet with the Site Supervisor to discuss the student's experience, progress, and professional development.
7. Monitor the field experience process to assure quality of site placement and satisfactory experiences for the student.
8. Consult with the clinical site regarding the student progress, possible conflicts, or impairment, including decisions regarding modification of duties or the termination of placement.
9. Provide a minimum of 1.5 hours of small group supervision weekly during the officially designated semester timeframe. These group supervision meetings will emphasize case presentation, counseling skills development, ethical issues, treatment, and confidential client information.
10. Meet individually with the student as needed to ensure appropriate professional development.
11. Evaluate the student's fulfillment of course requirements and performance, including videotape, audiotape, and written case summaries.
12. Assign the student a grade for the course based on (a) the assessment of the student's completion of course requirements and (b) the Site Supervisor's evaluation of the student's performance.

Site Responsibilities:

1. Assign a licensed professional, with a minimum of a Master's degree in Behavioral Sciences, as a site supervisor that has time for and interest in training and supervising the Rehabilitation Counseling Student.
2. Provide learning opportunities for the Rehabilitation Counseling Student that include a variety of counseling activities under supervision.
3. Provide an adequate workspace, telephone access, office supplies, and technical support necessary to conduct counseling sessions, case management, and documentation.
4. Do their best effort to provide the opportunity to video or audio record counseling sessions or allow live observation of session by the site supervisors.
5. Promote professional respect and courtesies to the Rehabilitation Counseling Student as a professional-in-training.
6. Provide the Rehabilitation Counseling Student access to a client caseload that meets program requirements for the minimum number of clock hours (approximately 100 for practicum, 300 for internship), with at least 40 hours during practicum and 120 hours during internship spent in direct service to clients, counseling individuals, families, couples and/or groups.

7. Provide, upon request by participating Rehabilitation Counseling Student, reasonable accommodations as required by law in order to allow qualified disabled students to participate in the training program at the facility.
8. Maintain open communication with the Faculty Supervisor and the Clinical Experience Coordinator on any changes in staff, policies, and operation that may have direct impact in the Clinical Experience.

The Site Supervisor Responsibilities:

1. The site supervisor will orient the student regarding clinical site rules and regulations.
2. Provide appropriate client contact as well as appropriate instruction and supervision.
3. Recognize the student as a intern, so that it will demand activities and tasks according to the scope that a student must have, without violating the professional practice and not require of them services beyond the scope of the practicum/internship requirements.
4. Review the Clinical Practice Manual that contain relevant information on training materials, examples, evaluation forms and weekly or monthly logs.
5. Review and sign all documentation that has to be submitted by the student.
6. Will be aware that practicum students must document at least 40 hours of direct contact with clients during the Practicum.
7. Will be aware that internship students must document a minimum of 140 hours of direct contact with clients during the Internship.
8. The site supervisor must either be on accessible when the student is seeing clients or available by telephone in an emergency.
9. Practicum or Internship students should not be expected to act as filing clerks, receptionists, marketing people, or to take on non-counseling related roles at the site.
10. Complete formative and summative evaluative information to the practicum/internship student.
11. Will notify the Faculty Supervisor or the Clinical Coordinator, of any conflicts regarding the student and his or her responsibilities.
12. Will request withdrawal of any student whose conduct or performance does not meet the standards of the clinical site.

Internship Student:

1. Must professionally conduct themselves according to the rules and regulations of the clinical site, and the norms and policies of the UMES
2. Will be aware of the dress and appearance code of the clinical site and the UMES
3. Will be responsible for arriving and leaving at the agreed upon time, working the schedule agreed upon, and interacting with staff, peers, and clients.
4. Practicum students and interns will stand by all rules and regulations of the site as required in the Practicum/Internship Agreement.
5. Will communicate to the Faculty Supervisor and the Clinical Experience Coordinator, any circumstance that has direct impact in the clinical experience. It includes if the practicum student or intern consider to leave the site before completing the terms of the agreement.
6. The practicum student or inter will give a minimum of two weeks' notice in writing to the site, if the Clinical Experience Coordinator authorize the removal of the student from the site.
7. Practicum students and interns must not agree to counsel clients, groups, or families who have issues that are beyond the Intern's scope of practice and training. An Intern should refer these clients whose issues are beyond the Intern's training to a more experienced clinician.

Practicum students and interns agree to abide by the CRCC Professional Code of Ethics. They may not refer or refuse to counsel a client based solely on the client's race, ethnicity, religion, sexual orientation, gender, age, or disability. Practicum students and interns will offer proof of liability insurance coverage that is outside of the coverage provided by the Site or by Mercer University. Practicum students and interns acknowledge intent to comply with all applicable conditions of the agreement.

Mutual Agreements:

1. No discrimination will be against any student because of gender, sexual orientation, age, marital status, race, color, creed, national origin, or disability.
2. All electronic and redacted information used for supervision off-site will be transported and destroyed as needed to protect client privacy.
3. This agreement is considered in effect for the period designated and may be reviewed at any time, for any reason, and may be terminated by either the Site or the Program.

Consent

We certify that we have read and understood the contents of this agreement. We also declare that we sign freely and voluntarily.

Site Supervisor Signature

Date

Faculty Supervisor Signature

Date

Student Signature

Date

Clinical Coordinator

Date

**Appendix E
Students Clinical Logs**



Department of Rehabilitation

Weekly Activity Log

Student Name _____ Week of: _____

Time Period Covered: Beginning _____ and Ending _____

Please check the types of **DIRECT HOURS** you provided during the above time period and estimate the number of hour you spent on each direct service

Direct Client Contact	Check	Number of Hours
1. Facilitating individual counseling		
2. Facilitating group counseling		
3. Telephone Contact with Clients		
4. Conducting Intakes		
5. Arranging services for clients		
6. Job placement and development		
7. Consultation with clients/ families		
8. Psychosocial Evaluations		
9. Vocational Assessments		
10. Advocacy on behalf of a client		
11. Directly providing service (e.g., job coaching, mobility training) for a client or clients		
12. Other: Explain		

(Pls. note: STUDENTS MUST COMPLETE 40 DIRECT HOURS (PRACTICUM) AND 240 DIRECT HOURS (INTERNSHIP)

Weekly total of direct contact: _____ **Cumulative Direct Total:** _____

Please check the types of **INDIRECT HOURS** you provided during the above period and estimate the number of hours you spent on each indirect service

Non-Direct Client Contact	Check	Number of Hours
1. Orientation		
2. Consultation with staff or providers		
3. Staff Meetings		
4. Writing case notes		
5. Administrative Duties		
6. Professional Development (explain)		
7. Scheduling interview/ sessions		
8. Other activity (explain)		
9. Individual Supervision-UMES		
10. Group Supervision-UMES		
11. Individual On-site Supervision -Clinical Site		
12. Group On-site Supervision – Clinical Site		

Weekly total of non-direct contact: _____ **Cumulative Non- Direct Total:** _____

Weekly Total of hours: _____ **Cumulative Total:** _____

Signatures	Date
Student:	
Site Supervisor:	
CRC Supervisor:	

University of Maryland Eastern Shore
Weekly Review Log

Student Name: _____

Weekly Review Log for the Week of (Start and end date):	
Hours worked:	
Total of all hours:	

Summary of Weekly Activities:

Describe new learning that occurred during the current reporting period:

Signatures	Date
Student:	
CRC Supervisor:	

University of Maryland Eastern Shore
Daily Log

Name: _____ Agency: _____

Time in: _____ Time out: _____ Hours: _____

Cumulative Hours: _____

Date:	
Brief Description:	

Clinical Coordinator/CRC Supervisor Signature

**University of Maryland Eastern Shore
Internship Student's Supervision Notes**

This note is to help internship students to document their supervision experience, which aims to help students work through concerns and issues related to the Practicum.

Student Name: _____

Type of Supervision	Date	Duration	Supervisor Name	CR
University Individual Supervision				Yes
University Group Supervision				Yes
Site Individual Supervision				Yes

Concerns discussed during the supervision which each supervisor:

What have you learned regarding the above concerns during the supervision?

Signatures	Date
Student:	
CRC Supervisors:	

Appendix F
Remediation for Clinical Experience Students

University of Maryland Eastern Shore
Department of Rehabilitation

Student Name: _____

Clinical Site Placement: _____

Site Supervisor Name: _____

Site Supervisor Phone Number: _____

CRC Faculty Supervisor: _____

Suppose a student is proceeding in an unsatisfactory manner in their Internship placement. In that case, a remediation plan will be prepared by the Clinical Coordinator and CRC Faculty supervisor summarizing the reasons for remediation, recommendations for improvement, and timeline/deadlines for improvement to occur. Students must successfully complete this remediation plan in order to receive a passing grade in this course.

By signing below, the student is agreeing to the remediation plan as stipulated by the Supervisor and Clinical Coordinator.

Student Signature

Date

Clinical Coordinator Signature

Date

Chair, The Department of Rehabilitation

Date

Appendix G
Practicum Student Performance Evaluation
University of Maryland Eastern Shore

Student Name:

Practicum Site:

Site Supervisor:

Please indicate evaluator below:

On-Site Supervisor Evaluation **CRC Faculty Evaluation**

Please apply the following scale in your rating, respond to each statement, and mark only one response for each statement.

E = Excellent

G = Good

S = Satisfactory

U = Unsatisfactory

NO = Not Observed

NA = Not applicable/available

Student	Evaluation Rating
Demonstrates Punctuality	
Wears appropriate attire	
Keeps appointments	
Prepares appropriately for assignments	
Flexibility	
Able to follow through with tasks	
Assumes responsibility	
Takes initiative	
Understands purpose of supervision	
Uses appropriate grammar and punctuation	
Documentation reflects graduate level work	
Assumes responsibility for participation in supervisor relationship	
Submits work on time	
Receptive to constructive criticism	
Uses supervision for growth and skill improvement	
Respectful of authority	
Minimal defensiveness and resistance to supervision	
Relates to people with warmth and interest	
Works well with others on staff	
Relates to individuals in groups	
Relates to individuals in one-on-one situations	
Relates to professionals in the field	
Demonstrates understanding of confidentiality	
Protects Confidentiality	
Understands the role as a helping professional	
Able to avoid over identification with others	
Fosters responsibility in others	
Utilizes reading materials in professional development	
Functions independently	
Is consistent	

Encourages advocacy activities	
Understands due process procedures	
Understands risk assessment	
Shows knowledge of the Code of Professional Ethics	
Demonstrates knowledge of ethical guidelines	
Demonstrates ability to complete work assignments	
Demonstrates understanding of practicum site system	
Demonstrates ability to provide information, education, training, equipment, and supports that people with disabilities need	
Understands how to evaluate the adequacy of existing information	
Shows ability to integrate cultural, social, economic, disability-related, and environmental factors in rehabilitation planning	
Demonstrates ability to utilize resources and consult with other professionals to assist in the effective delivery of service	

1. Has the student completed 100 hours- 40 direct hours for their clinical practicum experience?

Yes No

2. Did the CRC Supervisor maintain regular contact?

Yes No

3. Your recommended grade for the supervised clinical practice? (Please explain)

A B C D F

Based upon the Practicum experiences would you employ or recommend for employment this professional rehabilitation counselor? (If No, please specify in detail)

Yes No

Have you reviewed this evaluation with the student?

Yes No

Comments or Suggestions

Student Acknowledgement (Sign and Initial) _____

Supervisor's Signature _____

Date _____

Appendix H
Internship Student Performance Evaluation
University of Maryland Eastern Shore

Student Name: _____

Supervisor Name: _____

Internship Site: _____

Please indicate either midterm or final evaluation below:

Midterm Evaluation **Final Evaluation**

Please indicate evaluator below:

On-Site Supervisor Evaluation **Faculty Evaluation**

Please apply the following scale in your rating, respond to each statement, and mark only one response for each statement.

E = Excellent **G** = Good **S** = Satisfactory **U** = Unsatisfactory

NO = Not Observed **NA** = Not applicable/available

Student	Evaluation Rating
Demonstrates Punctuality	
Wears appropriate attire	
Keeps appointments	
Prepares appropriately for assignments	
Flexibility	
Able to follow through with tasks	
Assumes responsibility	
Takes initiative	
Understands purpose of supervision	
Uses appropriate grammar and punctuation	
Documentation reflects graduate level work	
Assumes responsibility for participation in supervisor relationship	
Submits work on time	
Receptive to constructive criticism	
Uses supervision for growth and skill improvement	
Respectful of authority	

Minimal defensiveness and resistance to supervision	
Relates to people with warmth and interest	
Works well with others on staff	
Relates to individuals in groups	
Relates to individuals in one-on-one situations	
Relates to professionals in the field	
Demonstrates understanding of confidentiality	
Protects Confidentiality	
Understands the role as a helping professional	
Able to avoid over identification with others	
Fosters responsibility in others	
Utilizes reading materials in professional development	
Functions independently	
Is consistent	
Encourages advocacy activities	
Understands due process procedures	
Understands risk assessment	
Shows knowledge of the Code of Professional Ethics	
Demonstrates knowledge of ethical guidelines	
Demonstrates ability to complete work assignments	
Demonstrates understanding of clinical site system	
Demonstrates ability to provide information, education, training, equipment, and supports that people with disabilities need	
Understands how to evaluate the adequacy of existing information	
Shows ability to integrate cultural, social, economic, disability-related, and environmental factors in rehabilitation planning	
Demonstrates ability to utilize resources and consult with other professionals to assist in the effective delivery of service	

If you checked midterm evaluation above please answer the following question (and skip question 2), if you checked final evaluation above please proceed to question 2.

1. Has the student completed 300 hours-120 direct hours for their internship experience?
 (Mid) Yes No
2. Has the student completed 600 hours-240 direct hours for their internship experience?
 (Final) Yes No
3. Did the CRC Supervisor maintain regular contact?
 Yes No
4. Your recommended grade for the supervised clinical practice? (Please explain)
 A B C D F
5. Based upon the internship experiences would you employ or recommend for employment this professional rehabilitation counselor? (If No, please specify in detail)
 Yes No
6. Have you reviewed this evaluation with the student?
 Yes No

Comments or Suggestions

Signatures	Date
Student:	
Site Supervisor:	

Appendix I
Internship Site Supervisor Questionnaire
University of Maryland Eastern Shore

Internship Site: _____ Internship Supervisor: _____

Student Name: _____

Please apply the following scale in your rating, to respond to each statement.

1 = Yes 2 = No 3 = Not Sure

This Program Provides:	Rating
Written information detailing the programs mission and objectives	
Clinical Experience Activities Include:	
At least 600 hours of experience in a rehabilitation setting	
Receipt of written expectations and procedures for practicum experience	
Student Internship Experiences Include:	
Orientation to program components of my field placement sites: including policies, procedures, staff roles, and practicum/internship expectations	
Performing rehabilitation counseling tasks from intake to discharge or placement	
Self-evaluation procedures in which students evaluate their own performance	
Evaluation of student performance by the supervisor at the field site	
Communication of the expectation of regularly schedules supervision to field site supervisors	

For the following questions please rate the program according to the degree to which it prepares the internship student(s) you supervise. Apply the following scale in your rating.

0 = No Preparation 1 = Little Preparation 2 = Moderate Preparation
 3 = High Degree of Preparation 4 = Very High Degree of Preparation

The program prepared the individuals I supervise to:	Rating
Apply ethical principles in practice	
Apply appropriate legal principles	
Utilize ethical decision-making skills in resolving ethical dilemmas	
Understand the impact of history, philosophy, and legislation on rehabilitation	
Understand the scope of services of various service delivery systems.	
Conduct individual counseling	
Develop and maintain a counseling relationship.	
Establish individual goals and objectives in counseling	
Assist individuals with crisis resolution	

Facilitate an individual's independent decision making	
Conduct group counseling sessions on adjustment and/or other vocational problems, when appropriate	
Involve the individual's family or significant others in the counseling sessions, when appropriate	
Recommend strategies to individuals to resolve identified problems that impede the rehabilitation process	
Determine adequacy of information and planning	
Integrate cultural and social factors in rehabilitation planning	
Integrate economic factors in rehabilitation planning	
Integrate disability-related factors in rehabilitation planning	
Integrate environmental concerns in rehabilitation planning	
Identify available resources	
Facilitate with the individual the development of a rehabilitation plan	
Facilitate with the individual the development of independent living plan	
Communicate with other service providers involved with the individual and/or family	
Determine mutual responsibilities with other service providers involved with the individual and/or the family	
Refer individuals to community resources when appropriate	
Assist individuals in identifying potential fiscal resources	
Consult with agencies to promote the integration of individuals in the community	
Market services and availability of rehabilitation services	
Identify computer-related resources	
Identify appropriate assistive technology	
Understand consumer vocational goals	
Understand consumer-related resources	
Utilize career and occupational information	
Obtain and utilize labor market information	
Explore occupational alternatives	
Develop career plans	
Understand career development theories	
Understand the importance of work to individuals	
Identify prerequisite and training for specific career goals	
Identify and resolve work adjustment problems	
Gather information concerning the existence, onset severity, progression, and expected duration of an individual's disability	
Determine an individual's eligibility for rehabilitation services and/or	

programs	
Evaluate the feasibility of an individual's rehabilitation or independent living objectives	
Review assessment information to determine appropriate services	
Consult with professionals in other disciplines	
Assess the relevant vocational knowledge and experience of the individual	
Interpret assessment/evaluation results to individuals and/or family members	
Assess individual decision-making capabilities	
Determine the individual's vocational skills	
Determine an individual's vocational aptitudes	
Determine an individual's vocational interests	
Determine an individual's independent living skills	
Determine an individual's independent living aptitudes	
Determine an individual's need for independent living preferences	
Determine an individual's need for rehabilitation engineering/technology services	
Identify and contact employers to develop job opportunities	
Perform job and task analysis	
Modify and restructure jobs	
Incorporate assistive devices into job modification when appropriate	
Consult with experts to increase the functioning of individuals	
Educate prospective employers about hiring persons with disabilities	
Assist employers in identifying, modifying, or eliminating architectural procedural and attitudinal barriers to employment of persons with disabilities	
Determine potential job match (i.e. match of individuals with appropriate jobs)	
Teach job-seeking and job retention skills	
Provide support services to facilitate job retention	
Establish follow-up and follow-along services as necessary	
Read and understand rehabilitation counseling research	
Obtain and apply information from published rehabilitation counseling research	
Determine the applicability of specific research results to my practice	
Understand the importance of participating in research that will benefit the profession	

