



**SCHOOL OF COUNSELING, HUMAN  
PERFORMANCE, AND REHABILITATION**  
UNIVERSITY OF ARKANSAS AT LITTLE ROCK

---

**STUDENT PROGRAM MANUAL**

---

**Master of Arts in Counseling  
with emphasis in Rehabilitation Counseling**

Rev. February 2020

## TABLE OF CONTENTS

Foreword	4
A Career in Rehabilitation Counseling	4
The RC Program	
• Mission	4
• Accreditation	5
• Faculty	5
Admission Criteria and Procedures	5
Advisement and Academic Policies and Procedures	9
• Program Advising	9
• Faculty Advisor	9
• Course Load	9
Retention Policies	9
• Academic Standing	10
• Advanced Standing	11
• Core Competency Courses	11
• Grievance Procedures	11
• Incompletes and Withdrawals	12
• Repeats and Probation	12
• Class Participation	12
• In Progress (IP) grade	13
• Practicum and Internship	13
• Reapplication	13
• Time Limits	13
• Transfer of Credits	14
Plan of Study and Course Sequencing	14
Practicum and Internship	15
LPC Process	15
Tuition and Financial Assistance	16
Scholarship Information	16

Equipment Requirements	17
Student Technical Skills	18
Graduation Requirements	18
• Eligibility	18
• Application for Graduation	19
Professional Affiliation	20
Appendices:	
1: Acknowledgement and Certification Worksheet	21
2: Core Requirements	22
3: Individualized Plan of Study	23
4: Course Offerings	25
5: Sample Letter: Request for Practicum/Internship New Site Approval	28
6: Request for Transfer of Credits	29
7: LPC Process	30
8: UA Little Rock Student Code of Conduct	31
9: CRCC and ACA Codes of Ethics [web address]	32
10: CRCC Scope of Practice	33
11: CACREP Accreditation Standards	36
12: Practicum Forms	37
13: Internship Forms	57
14: Manual for Clinical Fieldwork	78

## Foreword

This manual serves as an information resource for the students in the UA Little Rock Master of Arts with emphasis in Rehabilitation Counseling Program (“Rehabilitation Counseling Program at UA Little Rock”). Included is information regarding the mission, policies, and procedures of the Rehabilitation Counseling Program at UA Little Rock. The Rehabilitation Counseling Program at UA Little Rock is designed to assist students to become competent Rehabilitation Counseling Practitioners, focusing on the needs of individuals with disability who are receiving rehabilitation services. Training encompasses experiences with persons with disability in a variety of rehabilitation settings. In addition to the student’s acquisition of the information, skills and attitudes necessary to perform as a qualified Rehabilitation Counselor, the student is also introduced to rehabilitation as a profession through involvement with and participation in activities of professional rehabilitation organizations.

This manual is intended as a ready reference and practical manual of information for the UA Little Rock Rehabilitation Counseling Program student. Clarification of policies and procedures, as well as additional information, may be obtained from the student’s Faculty Advisor or the Program Coordinator for the Rehabilitation Counseling Program at UA Little Rock.

As a graduate student, you are responsible for planning and tracking your academic progress. In addition to the information presented here, you should familiarize yourself with the *UA Little ROCK Student Handbook*, the *UA Little Rock Graduate Student Handbook* and the *UA Little Rock Graduate Catalog*. Many of the requirements, processes, and points of contact you will need during your participation in this program are fully described there. You also need to be familiar with the Commission on Rehabilitation Counselor Certification (CRCC) certification process and *Code of Ethics*, Counselor licensure requirements in your State, and the accreditation standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

## A Career in Rehabilitation Counseling

Rehabilitation Counseling is a rapidly evolving profession which entered the field of human services about 50 years ago. Early Rehabilitation Counselors had the general goal of returning the individual with disability to functioning as effectively as possible, in order that he/she could become self-supporting.

The modern concept of the rehabilitation counselor is one of a professional individual trained at the master’s level from an accredited Rehabilitation Counselor graduate program who is skilled in individual counseling, assessment, vocational assistance and guidance, and in the use of occupational information. He or she is aware of special medical, social and psychological problems common to persons with physical, cognitive, and emotional disabilities, and is skilled in the development of employment opportunities and work adjustment activities. The professional rehabilitation counselor of today is aware of community relations, client advocacy, and other factors that impinge upon the client’s full participation in society.

Graduates of the Rehabilitation Counseling Program at UA Little Rock may seek employment in state, federal, community or institutional settings, and other areas where there is a rehabilitation focus. In whatever setting the rehabilitation counselor finds him/herself, the central goal is the mobilization of varied skills and resources to enhance the full independence, freedom, and self-determination of the client.

## Mission

The Master of Arts in Counseling with emphasis in Rehabilitation Counseling program, also known as the Rehabilitation Counseling Program at UA Little Rock, is a 60 hour online graduate degree program that seeks to prepare rehabilitation counseling professionals to provide direct services and resource coordination for individuals with disabilities that are seeking to re-enter the labor market.

Graduates of the program receive a Master of Arts with emphasis in Rehabilitation Counseling. The completion of the Rehabilitation Counseling program involves mastery of core requirements, electives, a clinical practicum and internship. An additional and centrally important requirement is that the student demonstrates appropriate judgment and maturity in his/her clinical work, abide by the Code of Ethics for Rehabilitation Counselors, and develop professional identity through affiliation and involvement with professional rehabilitation counseling organizations such as the American Rehabilitation Counseling Association (ARCA) or the National Rehabilitation Counseling Association (NRCA).

## Accreditation

The RC program at UA Little Rock is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in the Rehabilitation Counseling Specialty Area. Curriculum, clinical training, and the general course of study are designed to meet nationally approved standards of this accrediting body. As a graduate of an accredited program, the student is eligible to sit for the National Certified Rehabilitation Counselor Examination (CRC) as well as the National Counselor Examination for Licensure and Certification (NCE). As students in an accredited Rehabilitation Counselor training program, the examination may be taken just prior to graduation without the additional experience requirement. Students are strongly encouraged to sit for the exam consistent with their career goals.

## Faculty

The Rehabilitation Counseling Program is conducted by eight full time faculty members. Support is provided through the staff of the College and School Offices. All courses in the program are offered online which means that our faculty and staff must be technologically savvy, as well as experts in his or her field. Additionally, the faculty is aware that the goal of the majority of our students is to become a proficient practitioner in the mental health or rehabilitation counseling field. So, the faculty strives to provide not only academic, but also experiential, preparation. This is reflected in the course content and the teaching style provided by the faculty.

## Admission Criteria and Procedures

The RC program actively seeks students with the academic and clinical potential to become competent Rehabilitation Counselors. Special effort is directed toward qualified individuals from minority groups and individuals with disability.

**The first step in the admission process is to complete an application to the UA Little Rock Graduate School.**

This application can be completed online at the UA Little Rock Graduate School website.

**Additional admission requirements for REGULAR (DEGREE-SEEKING) STATUS** in the Master of Arts in Counseling with emphasis in Rehabilitation Counseling are as follows:

- GPA: Overall undergraduate GPA of 3.0 or higher, or 3.25 GPA in the last 60 hours.

**OR**

- Achieve the following minimum scores on the Graduate Record Exam (GRE): (Old Version) 440 on the Verbal and 560 on the Quantitative Scales or (New Revision) 149 on the Verbal and 146 on the Quantitative Scales.

**OR**

- Achieve the following minimum scaled score on the Miller Analogies Test: at least 391

**OR**

- Master’s degree from an accredited institution of higher education.

Admission requirements for **CONDITIONAL (DEGREE-SEEKING; NON-DEGREE SEEKING) STATUS** in the Master of Arts in Counseling with emphasis in Rehabilitation Counseling are as follows [UA Little Rock Graduate Catalog Admissions, Excerpted]:

- Completed and submitted all admission application materials to the UA Little Rock Graduate School.
- Did **not** meet all Regular Admission requirements.
- Admission of students based on GPA for graduate hours at other accredited institutions:
  - Students not qualifying for Regular Admission based on their undergraduate grade point averages may be admitted to the program on “condition” if they have successfully completed a minimum of 9 semester hours in a relevant graduate program at UA Little Rock or another regionally accredited institution with a GPA of at least 3.0 and a grade of B or better in each course taken.

**OR**

- Admission of students based on an Admissions Portfolio (*for employed Rehabilitation Counselors only*):
  - Employed rehabilitation counselors **only** have the option to submit a satisfactory Admissions Portfolio of academic and professional work to obtain conditional admission. The guidelines for the portfolio are available from the Program Coordinator. Letters of reference are not required unless specifically requested by the Program Coordinator.
  - Complete a successful Interview, either face-to-face or by telephone, with a program faculty member or a designated representative in the Rehabilitation Counseling Program.

**Note:** “Conditional” means that the student must make a B or better in the first 12 hours taken in the UA Little Rock Rehabilitation Counseling curriculum.

Admission requirements for **TRANSIENT (DEGREE-SEEKING) STATUS** in the Master of Arts in Counseling with emphasis in Rehabilitation Counseling are as follows:

- Completed and submitted all admission application materials to the UA Little Rock Graduate School.
- Accepted as a degree-seeking student in another accredited graduate school.
- Provide a letter of good standing from that graduate school dean, on official university letterhead.
- Provide a letter agreement from the home campus advisor that UA Little Rock courses will be suitable to their degree-programs, on official university letterhead.
- Should consult in advance with the Rehabilitation Counseling Program Coordinator to ensure proper preparation for and permission to enroll in courses.
- Normally admitted for only one semester.

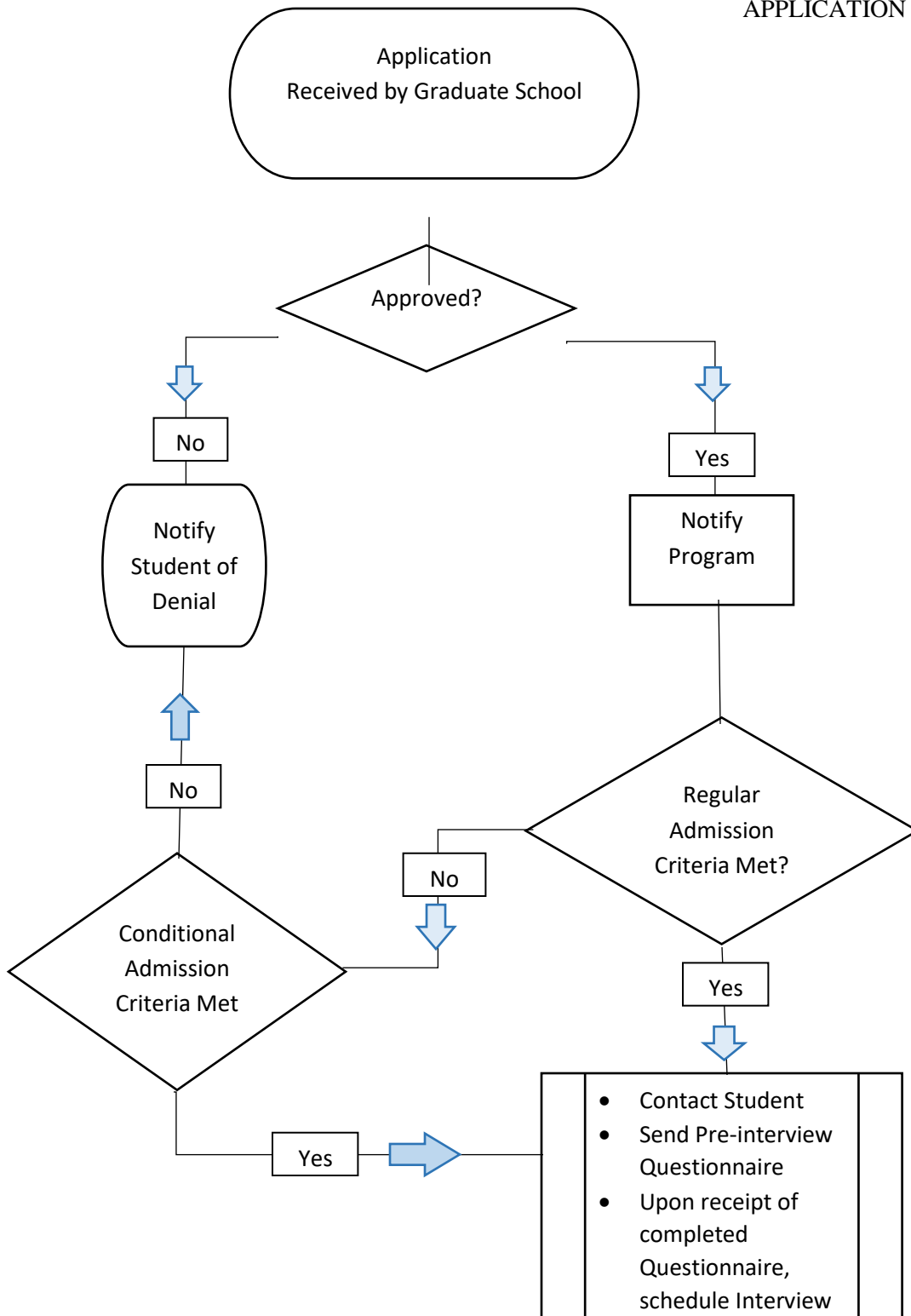
Admission requirements for **SPECIAL (NON-DEGREE SEEKING) STATUS** in the Master of Arts in Counseling with emphasis in Rehabilitation Counseling are as follows [UA Little Rock Graduate Catalog Admissions, Excerpted]:

- Completed and submitted all admission application materials to the UA Little Rock Graduate School.
- Met admission requirements for the Rehabilitation Counseling program.
- Contact the Rehabilitation Counseling Program Coordinator to ensure that course prerequisites are met and for permission to enroll in specific courses.
- May permit enrollment, if space and other resources permit, after all degree-seeking students are enrolled.
- Generally no more than 9 hours should be earned while classified as a special student.
- Special student status is not an avenue for admission to a program or enrollment in courses where an applicant has already been denied.

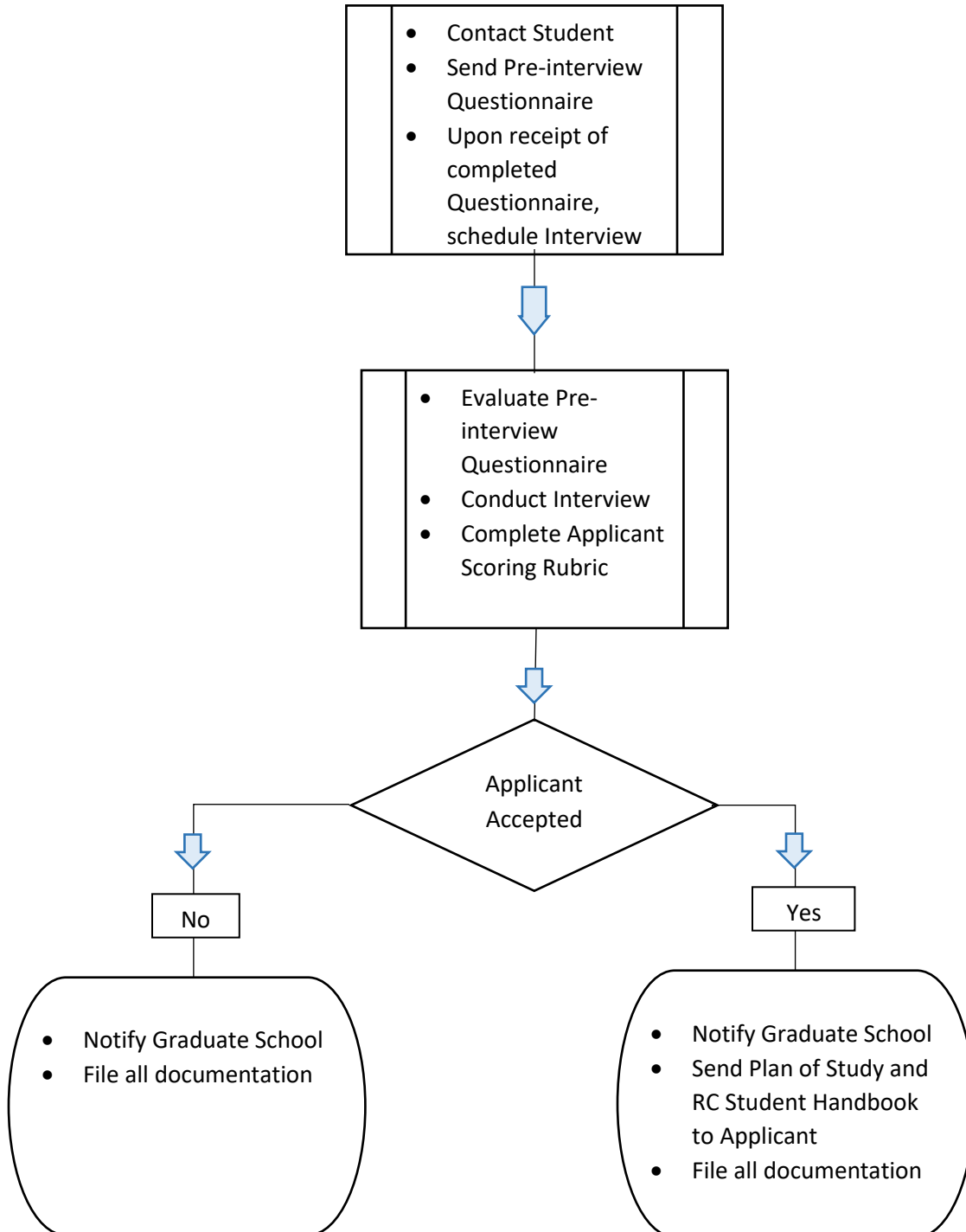
**Questions related to the application process or the status of an application should be directed to the UA Little Rock Rehabilitation Counseling Program Admissions Coordinator.**

Admission to the program is a multi-step process involving both the Graduate School and the Rehabilitation Counseling program. The chart below outlines the process.

### APPLICATION PROCESSING



CONTINUE  
APPLICATION PROCESSING





# ADVISEMENT and ACADEMIC POLICIES AND PROCEDURES

## Program Advising

All degree-seeking students should work closely with their program advisors to prepare a **plan of study** [Appendix 5). Faculty advisors are typically assigned during the Fall term. Students entering in the Spring or Summer terms should contact either the Rehabilitation Counseling Program Coordinator or the Rehabilitation Counseling Admissions Coordinator for assistance prior to the assignment of a regular faculty advisor. Students seeking degrees should meet with their advisors immediately. Students can easily monitor their progress in the program through **Degree Works**. This application can be accessed here <https://degreeworks.ualr.edu/DashboardServlet/>. It will show the courses completed, in progress and remaining to be taken.

## Faculty Advisor

Each student admitted into the UA Little Rock Rehabilitation Counseling program is assigned to one of the RC full time faculty who will serve as their Faculty Advisor. The Faculty Advisor plays an important role in the student's choice of courses and helps direct the student to develop their career goals or special areas of interest. The Faculty Advisor is concerned about the student's professional growth and development.

Although the Faculty Advisor's role is to assist the student in obtaining their academic goals, the responsibility for being aware of and meeting departmental and university deadlines is solely that of the student. The Faculty Advisor is not responsible for reminding students or notifying students of deadlines such as practicum or internship, application for CRC or licensure exams, financial aid, graduation, or final days for registration or adding or dropping courses.

Special, non-degree seeking students are advised by the program coordinator for the curricula in which they are seeking admission to classes. Students must be advised each semester before enrolling. Some programs use the student information system to require advising, while others do it in a more informal manner.

## Course Load

A full-time graduate student must be enrolled for a minimum of nine credit hours per semester. A three quarter-time graduate student must be enrolled in seven or eight hours per semester. A half-time graduate student must be enrolled in five or six hours per semester. Graduate course load for summer terms are: full-time, five hours or more; three-quarter-time, four hours; and half-time, three hours. [UA Little Rock Graduate Catalog Advisement, Excerpted]

Since the focus of this program is on the development of proficient rehabilitation counseling practitioners, many of the courses are structured to include significant experiential learning components. In addition to the practicum and internship requirements, the student can expect to participate in projects and assignments ranging from shadowing and observation to service learning tasks. Accordingly, students are encouraged to register for no more than 9 hours in a fall or spring term and 6 hours in a summer term. Exceptions can be made with the concurrence of the faculty advisor and approval of the Program Coordinator. For example, the complete internship requires completion of TWO six-hour sections. So, completion of the entire internship in a single term would require registration for 12 hours.

## Retention Policies

University requirements and retention policies, as specified in the Graduate Catalog, apply to all Rehabilitation Counseling students. Students should review the university retention policies in the Graduate School catalog. The policies outlined below refer to the minimum performance standards of the Rehabilitation Counseling program. These policies supplement Graduate School policies to cover conditions unique to the Rehabilitation Counseling

program. They should be considered as guidelines for advisement and planning for the student throughout their training. Students should be aware that in order to successfully complete the Rehabilitation Counseling program, they must demonstrate satisfactory performance in both academic and clinical courses in the program as well as compliance with all ethical and competency standards. Students may petition through their Faculty Advisor for reconsideration of any action taken and, if dissatisfied, should consult the Grievance Procedures in the following section.

The general goal of the Rehabilitation Counseling Program at UA Little Rock is to prepare qualified Rehabilitation Counselors to work in agencies, institutions, clinics, and other sites that are devoted to serving individuals with disability. Rehabilitation counseling faculty are specifically charged with monitoring student progress in academic, clinical and professional activities. Erratic performance, poor academic or poor clinical performance or poor professional attributes are concerns to be addressed with the student by the Faculty Advisor, who will also report these concerns to the Program Coordinator. Suggestions for intervention will be given by the Faculty Advisor and the Program Coordinator. The Faculty Advisor will meet with the student to discuss and outline a plan and intervention to resolve the problem. However, if there is continued evidence of the student's inability to make a direct contribution, or improve performance or achieve clinical or academic competence, the student may be terminated from the program.

Authority for retention or dismissal decisions based on professional attributes is addressed in the following guidance:

- UA Little Rock Graduate Catalog – Academic Policies  
“In addition, students are expected to exemplify and adhere to the codes of conduct prescribed by the professional organization in their fields of study. Students who fail to adhere to these standards are subject to dismissal from their graduate program and the Graduate School.”
- Council on Accreditation of Counseling and Related Programs (CACREP) - 2016 Accreditation Standards, Section 1  
“Counselor education programs have and follow a policy for student retention, remediation and dismissal from the program consistent with institutional due process policies and the counseling profession's ethical codes and standards of practice.”
- Commission on Rehabilitation Counselor Certification - 2017 Code of Professional Ethics for Rehabilitation Counselors, Section H.8.  
“Rehabilitation counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve required competencies, which may be due to academic performance or personal concerns. Rehabilitation counselor educators do the following: (1) assist students in securing remedial assistance, including counseling, when needed; (2) seek professional consultation and document the decision to recommend dismissal or refer students for assistance; and (3) make reasonable efforts to ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance, or to dismiss them and provide students with due process, according to institutional policies and procedures.”

## **Academic Standing**

Graduate students who do not maintain at least a 3.0 cumulative GPA (B average) on all courses are on academic probation at the end of the semester, regardless of whether or not they receive notification. Students who fail to remove the probationary status by raising their GPAs during their next enrollment periods or whose GPA cannot be

raised to 3.0 or better within 12 credit hours are subject to dismissal from the Graduate School. For part-time students, next enrollment period may, if approved by the program coordinator, be defined as the next 12 hours.

## **Advanced Standing**

The number of hours required to complete the Master of Arts in Counseling with Emphasis in Rehabilitation Counseling degree may be reduced based on prior relevant academic training or work experience. This is called Advanced Standing. Advanced standing may not reduce program requirements below 60 semester hours.

PLEASE NOTE THAT CREDIT AWARDED AS ADVANCED CREDIT DOES NOT TYPICALLY COUNT TOWARDS THE MINIMUM NUMBER OF GRADUATE HOURS REQUIRED FOR EITHER CERTIFICATION OR LICENSURE.

A student may gain advanced standing based on having at least 3 years of work experience as a rehabilitation counselor. Three through five years of work experience as a rehabilitation counselor at the time of admission is equivalent to 3 credit hours in the Rehabilitation Counseling Program. Six or more years of work experience as a rehabilitation counselor at the time of admission is equivalent to 6 credit hours.

Advanced standing may also be awarded to students that hold an undergraduate degree in Rehabilitation Studies from a regionally accredited institution. An undergraduate degree in Rehabilitation Studies would reduce the program requirements by 6 credit hours for such students.

Students should petition in writing to his/her Faculty Advisor of the UA Little Rock Rehabilitation Counseling program by providing a letter from his/her employer's human resource administrator (on company letterhead) that includes the student's job title and hiring date.

## **Core Competency Courses**

In order to maximize the learning and development experience and to produce the most skilled Rehabilitation Counselors possible, this program chooses to emphasize the following program policies to our students:

An overall GPA of 3.00 on all courses in the program of study is required to complete graduation requirements for the Master of Arts with emphasis in Rehabilitation Counseling Program. There are core competency courses in which the student must achieve a grade of "B" or better. In the event that a "B" is not achieved in one of the core courses, the student must repeat the course. You should also be aware that the Arkansas Board of Examiners in Counseling (and most other State licensing boards) will not accept courses with grades less than B as meeting their license requirements.

*The core competency courses are:*

- COUN 7360 Rehabilitation Foundations
- COUN 7363 Career Counseling and Placement
- COUN 7364 Rehabilitation Case Management
- COUN 7365 Supervised Practice in Rehabilitation Counseling
- COUN 7367 Assessment in Rehabilitation
- COUN 7660 Internship in Rehabilitation Counseling
- CNSL 7301 Theoretical Approaches to Counseling
- CNSL 7302 Techniques for Counseling Interviews
- CNSL 7307 Theories and Techniques of Group Counseling

## **Grievance Procedures**

It is expected that the student will try to resolve disagreements of grievances first with his/her Faculty Advisor or directly with the faculty member with whom they have a disagreement. If the case is not resolved at this level, the Graduate School and the University have additional grievance procedures. These procedures may be obtained through the UA Little Rock Graduate School.

## Incompletes and Withdrawals

Incompletes and withdrawals are viewed unfavorably by the graduate faculty, graduate dean, and prospective employers. An *Incomplete* (I) grade must be requested by the student and is given when the instructor deems that circumstances beyond the student's control prevented timely completion of course requirements. An instructor does not give an *Incomplete* (I) grade to a student who stops attending class without prior instructor approval or who fails to earn a passing grade during the course of the semester term. A written contract, signed by the instructor and student, sets the date and condition for completing the class. Most I grades can be removed within 90 days; all must be removed within one year, or these grades are converted to F's.

Students with excessive incompletes may be restricted in the number of hours they may take in a subsequent semester. A pattern of class or semester withdrawals or repeated incompletes in more than two terms can indicate unsatisfactory progress and may lead to dismissal from the graduate program or Graduate School. The normal progression in either event would be for a concerns conference to be convened following the second occurrence of an incomplete or withdrawal in a particular class or withdrawal from all classes. The purpose would be to identify the causation and develop a remediation plan. Any subsequent occurrence (due to causes beyond the student's control) would result in a recommendation to the Graduate School for dismissal from the program.

## Repeats and Probation

When a graduate course is repeated, the first grade remains part of the record and is computed in the final graduate grade point average (GPA). Failure to achieve the minimally acceptable grade in the second attempt of the course will result in the student being placed on probation. Failure to attain a satisfactory in the third attempt can indicate unsatisfactory progress and may lead to dismissal from the graduate program or Graduate School.

## Class Participation

Although all of the courses in this program are online, regular participation in class assignments and activities is expected throughout the term. Course instructors are required to report when a student has unofficially withdrawn from a class, which is the date on which a student stopped academically attending a course. From the 6<sup>th</sup> day of classes through the last day of classes, unless there are extenuating circumstances, unexplained non-participation for a period of 10 days or more will result in the student being dropped from the class with a resulting grade of "W".

U.S. Department of Education Regulations (34 CFR 668.2 (1) (7)) provides specific standards for satisfactory attendance for online classes:

"In a distance education context, documenting that a student has logged into an online class is not sufficient, by itself, to demonstrate academic attendance by the student. A school must demonstrate that a student participated in class or was otherwise engaged in an academically related activity, such as by contributing to an online discussion or initiating contact with a faculty member to ask a course-related question. Examples of acceptable evidence of academic attendance and attendance at an academically-related activity in a distance education program include:

- student submission of an academic assignment
- student submission of an exam
- documented student participation in an interactive tutorial or computer-assisted instruction
- a posting by the student showing the student's participation in an online study group that is assigned by the institution
- a posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters, and
- an e-mail from the student or other documentation showing that the student-initiated contact with a faculty member to ask a question about the academic subject studied in the course."

A withdrawal (W) is recorded when a student drops a course after about the first week of classes or withdraws from all University coursework during a semester. A pattern of class or semester withdrawals can indicate unsatisfactory progress and may lead to dismissal from the graduate program or Graduate School.

## **In Progress grade (IP)**

The *In Progress* (IP) is used for classes such as thesis, dissertation, and other similar classes that have a time obligation that is longer than the traditional semester or session. IP indicates that the student is making satisfactory progress in that class. Students who do not make satisfactory progress will be granted no credit. The instructor assigning the IP grade will replace it by a letter grade that reflects the quality of the finished work. In unusual circumstances, such as a student not finishing the obligation in a length of time deemed reasonable by the professor or the professor assigning the grade being unable to change the grade, the graduate coordinator, after consulting with the Graduate School Dean, may change the grade to CR in the CR/NC scheme or A-C in the A-F scheme. The IP grade is distinct and different from the *Incomplete* (I) grade. The IP grade is not calculated into the grade point average. IP grades will be administratively converted to CR or A-C, as described above, after six years have elapsed. **Within this program, grades of IP will be used only for Practicum and Internship classes.**

## **Practicum and Internship**

Enrollment in practicum is contingent on completion of all Phase 1 and 2 (see the program plan of study) courses with an acceptable grade and exhibiting satisfactory interpersonal skills. Exceptions must be approved by the program fieldwork supervisor. In addition, initial applications for fieldwork must be submitted prior to the established deadlines for each term and the completed applications received at least two weeks before the end of the term prior to the anticipated beginning of the fieldwork experience. This must include documentation of current professional liability insurance and signed Professional Practice Contract. The faculty supervisor of practicum and internship and the supervisor on the practicum and internship site will determine satisfactory completion of the respective clinical requirement. Where performance is not satisfactory, the student will be required to repeat the practicum or internship (not necessarily at the same setting) or have it extended until competence is achieved. In those instances where it appears unlikely that the student will be unable to achieve minimum competency, the student may be terminated from the Rehabilitation Counseling program. Satisfactory participation in agency functions, professional and ethical behavior, as well as counseling and other skills, will be evaluated also.

## **Reapplication**

A graduate student who has not been enrolled for a period of two calendar years will be classified as inactive. To resume graduate study, the student must reapply for admission.

## **Time Limits**

The Graduate School requires that all graduate work, from beginning to completion of requirements, be accomplished within a six-year period. This time period begins the semester the student takes their first class. After six years, courses are considered outdated and may no longer apply to the student's 60-hour graduation requirement without the concurrence of the program coordinator and the faculty advisor. Students must typically re-take any courses that were taken six years previously, in order for them to count toward the graduation requirement. Students may petition for a one semester extension beyond the six-year limit. In order to petition, the student should first discuss their situation with their Faculty Advisor and, with the Faculty Advisor's approval and support, the student should submit, in writing, a letter to the Program Coordinator of the RC program, requesting the extension. The request should state why the extension is necessary and outline a specific plan for completing the program if the

extension is granted. If the Program Coordinator agrees that the extension is warranted, the Coordinator will write a letter to the Graduate School requesting the extension. The final decision regarding whether the extension is granted or not, however, is made by the Graduate School.

## **Transfer of Credits**

Graduate credit may be granted for equivalent course work from other institutions with approval of the appropriate program coordinator and the Graduate School Dean.

Up to twenty-seven hours of credit may be accepted in transfer from other accredited graduate programs subsequent to review and approval of course content. Courses taken prior to the admission to the RC program, may be applied to a student's 60-hour requirement for the degree in Rehabilitation Counseling. These courses must be appropriate for rehabilitation, must be graduate level courses, and must be within the six-year time requirement for degree completion established by the Graduate School. Courses taken as an undergraduate and which were applied to the student's undergraduate degree requirements are not eligible for transfer. You should also be aware that courses that are not taken on a regular semester hour basis may not provide the full credit for a required course. For example, a similar course taken on a quarter hour basis might only equate to 2.6 semester hours which would not fulfill the 3-semester hour requirement.

The student must petition the RC program for transfer of these credit hours from another college or university, by submitting a request to his/her Faculty Advisor of the RC program, indicating the course number and name, the number of semester hours, semester taken, and grade received (Appendix 7). If the courses are appropriate to rehabilitation counseling, the Faculty Advisor will then submit the request, with a supporting copy of course syllabi, to the UA Little Rock Graduate School who determines whether or not to accept the courses as part of the student's master's degree program. This should be done as soon after admission to the program as possible in order to facilitate accurate planning for completion of the remaining program requirements.

Be sure you read and understand these as it is the student's responsibility to ensure compliance with the program and university policy and procedures. If you have questions about any of these areas, please contact your Faculty Advisor.

## **Plan of Study and Course Sequencing**

Refer to your Faculty Advisor and the Plan of Study to register for courses in the appropriate sequence. There are four phases of the Master of Arts in Counseling with emphasis in Rehabilitation Counseling, Phase I, Phase II and Phase III classes should be completed sequentially prior to applying for the Internship. If you have questions about the document below please contact your adviser. See Appendix 3 for Plan of Study document. In cases where there are multiple sections of a course, you are expected to register for the course section being taught by a member of the Rehabilitation Counseling program. Exceptions require approval of your faculty advisor. Most Graduate students who start in Fall 2016, or later, will have access to Degree Works. This application will reflect the courses completed and those remaining for completion of the degree requirements. This application can be accessed at <http://ualr.edu/records/degreworks-student/>. Since many students register for less than full-time, we do try to offer all classes each term. This does not fit the semester-based structure for the DegreeWorks. We have set up a worksheet view that reflects our suggested course sequencing. This, rather than the Plan of Study view, should be used to keep track of your progress in the program. If you are unable to use this, you should contact your advisor and utilize the Plan of Study.

## Practicum and Internship

Clinical training is designed to enable students to apply the information, concepts and skills they have learned in their academic courses. All students must complete the prerequisite courses with a “B” or better before they enter practicum. Prior work experience will not be counted toward practicum or internship credit. All Practicum requirements must be completed prior to beginning the Internship experience.

Throughout the practicum and internship experience, students will be continually evaluated on their mastery of counseling skills, conformance with the CRCC and ACA Ethical Standards, and demonstration of the work values and attributes associated with the profession of Rehabilitation Counseling. Failure to maintain these standards will result in an unsatisfactory grade in the fieldwork class and unless remediated, dismissal from the program. Part of the application package will include a signed Professional Practices Contract.

The policies, procedures and requirement documentation for the Practicum fieldwork and Internship fieldwork experiences are located within the Fieldwork Manual intended to provide the student with detailed information and procedures for applying for and participating in his/her rehabilitation counseling practicum and internship experience. Information is provided for applying for practicum/internship, practicum/internship site requirements, practicum/internship site supervisor requirements, practicum/internship faculty supervisor requirements, practicum/internship student expectations and requirements, and copies of required forms.

Deadlines for practicum and internship applications are as follows:

**Fall Semester: April 1**  
**Spring Semester: October 1**  
**Summer Semester: March 1**

The required documentation for the Practicum and Internship Application documentation can be found within the manual located on the Rehabilitation Counseling Program’s webpage at <http://ualr.edu/chpr/graduate-programs/rehabilitation-counseling/practicum-internship/>. Please read this manual carefully as they should answer most questions.

## LPC Process

For students or graduates of our UA Little Rock Master of Arts in Rehabilitation Counseling program who want to become licensed counselors in Arkansas, here’s a brief summary of the process:

1. Applicants need 60 total hours (Advanced Standing Credit will not count).
2. Specific core curriculum content must be covered. Attached is a list of our UA Little Rock Rehabilitation Counseling courses that meet Arkansas Counselor Licensure requirements. More information and the license application are available at the Arkansas Board of Examiners in Counseling (ABEC) website at <http://abec.arkansas.gov/>. For more information about UA Little Rock Rehabilitation Counseling programs and courses, please e-mail [rehabcounseling@ualr.edu](mailto:rehabcounseling@ualr.edu) or call 501-569-3169.
3. After the application is made and all application requirements are met, the applicant can register to take the National Counselor Examination (NCE).
4. If a passing score is obtained on the NCE, the applicant is scheduled for an oral examination before the Arkansas Board of Examiners in Counseling (ABEC).
5. If the oral interview with ABEC is successful, the applicant becomes a Licensed Associate Counselor (LAC).
6. LACs must practice under supervision by an ABEC-approved LPC supervisor for 3000 client contact hours.
7. After 3000 hours, the LAC becomes a Licensed Professional Counselor (LPC). LPCs can practice independently in Arkansas and have privileged communication protection under Arkansas law.

Students or graduates in other states need to contact the state licensing board that governs your state requirements for licensure. We will be glad to work with you to help you meet those requirements. See Appendix 7.

## Tuition and Financial Aid

UA Little Rock's tuition and fee costs for web-based courses for Rehabilitation Counseling, Orientation & Mobility, Rehabilitation Teaching, Interpreter Education, and Counseling Licensure will be the in-state tuition rate plus fees for Arkansas residents and the out-of-state tuition rate plus fees for students whose legal residence is outside the state of Arkansas. For the most accurate and comprehensive tuition and fee information, visit

<http://financialservices.ualr.edu/tuition.html>.

Contact the UA Little Rock Office of Admissions and Financial to learn more about financial aid options.

## Scholarship Information

### Governor's Internship Program

<http://hr.dop.wa.gov/gip>

Phone: (360) 438-8046

Address: Heather Rehaume  
Governor's Internship Program  
Division of Vocational Rehabilitation  
612 Woodland Square Loop , Building C  
Lacey, WA 98504

Work Hours: Tuesday – Friday; 8:30am - 5:00pm

### American Foundation for the Blind Scholarship Program

<http://www.afb.org/scholarships.asp> for information.

### National Rehabilitation Association (NRA) - parent organization of ARA

<http://www.nationalrehab.org>

Arkansas Rehabilitation Association (ARA) - Ark Branch of NRA, (Organization putting on the Annual ARA Conference in Hot Springs and giving the Baxter and Commissioner's Scholarships)  
(sorry, no web site)

### Rehabilitation Counselors and Educators Association (RCEA) - the professional counseling division of NRA.

<http://www.rehabcea.org>

### Rehabilitation Service Administration (RSA) - Federal agency

<http://www.ed.gov/about/offices/list/osers/rsa/index.html?src=mr>

### Arkansas Rehabilitation Services (ARS) - State VR Agency

<http://www.arsinfo.net/>

## Graduate Assistantships

A limited number of graduate assistantships are available to RC students directly from the RC program. Announcements of openings and appropriate forms are posted on UA Little Rock Graduate School website. Awards of graduate assistantships are determined on a semester-by-semester basis. Students interested in specific assistantships outside the RC program should contact the specific program for availability and application information. Additional information regarding financial aid may be obtained from the Financial Aid Office or the Graduate School.



## EQUIPMENT REQUIREMENTS

Students need the following minimum equipment and software necessary to access an online class. Individual instructors may have additional requirements for specific classes. Be sure to check your course syllabus and discuss technology needs with your instructor as early in the class as possible.

### E-Mail Application

Check your UA Little Rock e-mail regularly for official communication from the university and the program. By the way – in order to expedite things, please do the following *religiously* – ALWAYS INCLUDE YOUR NAME (THE ONE UNDER WHICH YOU ARE REGISTERED), T-NUMBER, SPECIFIC CLASS, AND A GOOD DAYTIME PHONE NUMBER.

### Computer Access

The student will need predictable, regular access to, and control of, a computer as your instructor assignment dates may vary. The student may also be required to download files or software to complete class work. If your computer is publicly used or is loaned to the student and the student cannot download files or software, you will need to discuss your circumstances with your instructor.

### Internet Connection

Since this is an on-line program, reliable Internet access is essential. In many classes there are regular video lectures and links to other Internet resources. You will probably find that a wired connection will offer much faster and more reliable connections than wireless networks.

### Operating System

PC: Windows XP or more current.

The University currently uses Windows 10, so using this same platform is preferred. If your PC will not support this, you should consider upgrading to one that does.

Apple: Mac OS 10.x or higher

### Application Packages

You will need a word processing application that will allow you to save documents in at least one of the following: .pdf, .rtf, doc., or .docx formats. In most cases, work submitted in formats other than these will not be able to be opened or graded. Depending on the structure of the class, this may result in the loss of points for that assignment.

### Software

#### PC Users

- Microsoft Office (Microsoft Office 365 Pro Plus is available to students free. For more information go to <http://ualr.edu/itservices/office365/students/>)
- Open Office

#### Mac OSX Users

- Open Office
- Microsoft Office for Mac

As a UA Little Rock student, you are eligible for free access to Microsoft Office 365. Information on this is available at <http://ualr.edu/itservices/applications/software/>

### **The following FREE software:**

- Adobe Reader
- Java
- Microsoft Media
  - Media Player
  - Journal Viewer
  - Powerpoint Viewer
- RealAlternative RealMedia Player

*Remember: These are minimum requirements. Your instructor may have additional requirements in order to achieve the learning objectives of your class.*

It is the policy of the UA Little Rock to create inclusive learning environments. If there are aspects of the instruction or design of any course that results in barriers to your inclusion or to accurate assessment of achievement-such as time-limited exams, inaccessible web content, or the use of non-captioned videos-please notify the instructor as soon as possible. Students are also welcome to contact the Disability Resource Center, telephone 501-569-3143 (v/tty). For more information, visit the [DRC](http://ualr.edu/disability/) website at <http://ualr.edu/disability/>".

## **STUDENT TECHNICAL SKILLS**

The Rehabilitation Counseling Program is an online, web-based program, with all courses and exams taken online. Therefore, a certain amount of basic technical skill is required to be successful in the program. Students are expected to possess the following skills in order to participate in an online course.

### **Using E-mail**

- Sending and receiving messages to individuals or lists
- Creating or opening attachments to e-mail
- Printing, saving, and deleting e-mail messages

### **Using Word Processing Software**

- Saving, deleting, moving, renaming, and printing document files
- Creating and managing document folders

### **Using the Internet**

- Searching the web for information
- Downloading and printing information from websites
- Downloading, viewing, and/or printing PDF files

These skills are meant to be basic criteria, and in no way override any criteria set forth by any instructor or degree plan. Students should be aware that further requirements (such as prerequisites, class standing, etc.), software, and skills may be required and should prepare themselves for those requirements. The best way for a student to do this is to consult an academic advisor and to sign up for online classes as early as possible to learn of any special requirements.

## **GRADUATION REQUIREMENTS**

### **Eligibility**

Students are eligible for graduation with a Master of Arts with emphasis in Rehabilitation Counseling, if they have:

1. Been fully admitted to the RC program.

2. Successfully completed at least 60 hours in the RC program, with a B or better in each of the core courses.
3. Has applied for graduation prior to the application deadline of the semester in which they plan to graduate.
4. Paid all tuition and fees assess by the UA Little Rock Bursar.

## Application for Graduation

Applications for graduation should be filed with the Office of Admissions and Records prior to the deadline for the semester in which the student wishes to graduate. These deadline dates are strictly adhered to. The Graduate School requires a departmental clearance approximately three weeks before commencement. The student should check and clear any deficiencies with his/her Faculty Advisor or other appropriate person. Items to be cleared are:

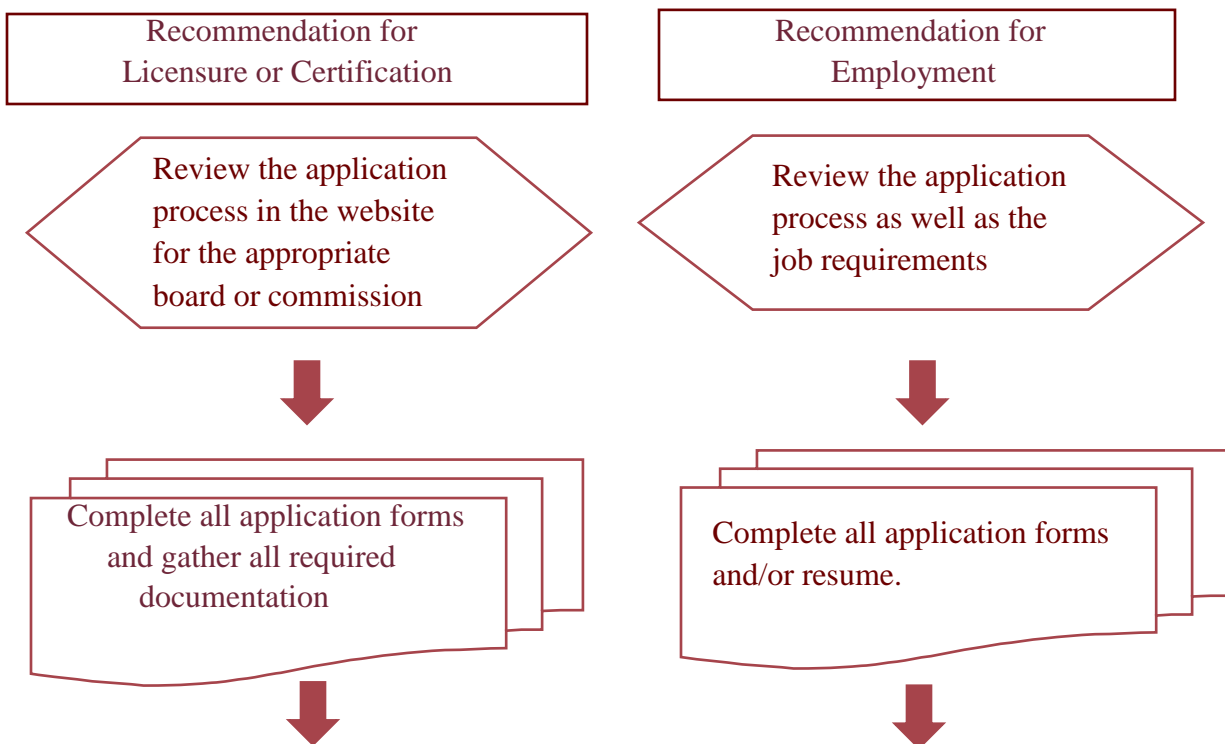
1. Minimum of 60 semester hours completed.
2. Core requirements satisfied.
3. Grades submitted for all courses, including Incompletes (I) and In Progress (IP).
4. Transfer courses approved for credit.
5. Internship successfully completed and grade submitted. (Grade will not be submitted until the evaluation form from the Internship Site Supervisor, student’s Internship Report, Logs, have been received.)

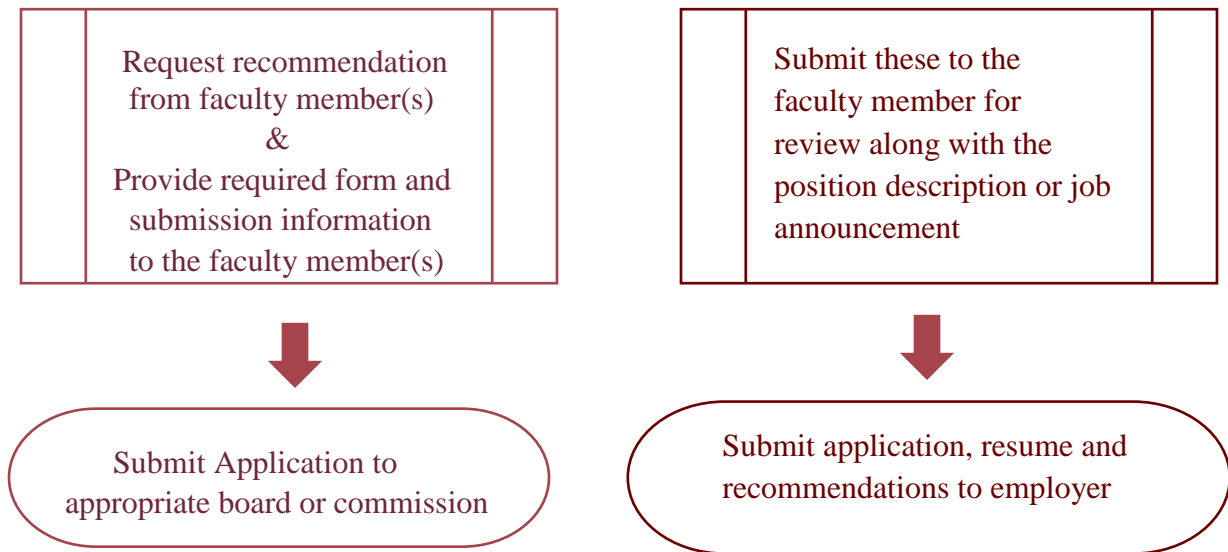
Should the student fail to complete all requirements for the degree during the semester for which he/she applied to graduate, he/she must reactive the application by the end of the first week of the term during which he/she plans to graduate. This can be done with a letter to Admissions and Records and the Graduate School.

## Recommendations

As part of completing the Rehabilitation Counseling program, all students are highly encouraged to seek counselor certification by the Commission on Rehabilitation Counselor Certification (CRCC), National Certified Counselor by the National Board for Certified Counselors (NBCC) and licensure as a professional counselor in their home state. As part of the application process, the board or commission typically requires recommendations from professionals or faculty familiar with the qualification of the applicant. Unless there is a reason for us not to make a positive recommendation, the program faculty is pleased to do so.

The process for obtaining one or more references or recommendations is outlined below:





The faculty member(s) will send the recommendation letter or form to you, the board, or the employer or the board as specified in their submission protocol.

## PROFESSIONAL AFFILIATION

Rehabilitation Counseling is an evolving and rapidly changing field. In order to keep abreast of changes and in order to be aware of specific professional issues that have direct impact on the field, as well as on clients, it is important that Rehabilitation Counselors be involved in their professional organization.

There are a number of important issues involved in membership and professional affiliation as a student transitions from the student role to that of clinical practitioner on a professional level. There are a number of important reasons why students should obtain and maintain membership in both the American Rehabilitation Counseling Association (ARCA) which is part of the American Counseling Association (ACA) and the National Rehabilitation Counseling Association (NRCA) which is part of the National Rehabilitation Association (NRA). Membership provides opportunities for:

1. Networking and professional connectedness
2. Information and education through conferences, publications, and continuing education opportunities
3. Understanding guidelines of responsible standards of professional performance
4. Professional identity

# APPENDIX 1

## Rehabilitation Counseling Program at UA LITTLE ROCK ACKNOWLEDGEMENT OF UNDERSTANDING AND CERTIFICATION WORKSHEET

I hereby acknowledge that I have accessed, reviewed and understand each of the following:

CONTENT	INITIAL	DATE
UA Little Rock Website at: <a href="http://ualr.edu">http://ualr.edu</a>		
Rehabilitation Counseling Website at: <a href="https://ualr.edu/chpr/graduate-programs/rehabilitation-counseling/master-of-arts-in-counseling/">https://ualr.edu/chpr/graduate-programs/rehabilitation-counseling/master-of-arts-in-counseling/</a>		
Graduate School Catalog at: <a href="http://ualr.edu/catalog1718/">http://ualr.edu/catalog1718/</a>		
Student Handbook at: <a href="http://ualr.edu/deanofstudents/student-handbook-4/">http://ualr.edu/deanofstudents/student-handbook-4/</a>		
Graduate Student Handbook at: <a href="http://ualr.edu/gradschool/graduate-student-handbook/">http://ualr.edu/gradschool/graduate-student-handbook/</a>		
Blackboard Resources for Students at: <a href="https://ualr.edu/blackboard/">https://ualr.edu/blackboard/</a>		

I certify that I understand my rights and responsibilities as a graduate student in the Rehabilitation Counseling program - particularly concerning progress and retention, Further, I have adequate computer and internet resources to participate in on-line courses and to participate in all required course activities.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## **APPENDIX 2**

### **Rehabilitation Counseling Program at UA LITTLE ROCK**

#### **CORE COMPETENCY REQUIREMENTS**

An overall GPA of 3.00 on all courses in the program of study is required to complete graduation requirements for the Master of Rehabilitation Counseling Program. There are core competency courses in which the student must achieve a B or better. In the event that a B is not achieved in one of the core courses, the student must repeat the course.

*The core competency courses are:*

- COUN 7360 Rehabilitation Foundations
- COUN 7363 Career Counseling and Placement
- COUN 7364 Rehabilitation Case Management
- COUN 7365 Supervised Practice in Rehabilitation Counseling
- COUN 7367 Assessment in Rehabilitation
- COUN 7660 Internship in Rehabilitation Counseling
- CNSL 7301 Theoretical Approaches to Counseling
- CNSL 7302 Techniques for Counseling Interviews
- CNSL 7307 Theories and Techniques of Group Counseling

## APPENDIX 3

### UA LITTLE ROCK Master of Arts in Rehabilitation Counseling 60-HOUR PLAN OF STUDY

Name of Student:		T#	
Phase 1			<b>Semester/Year</b>
	<b>COUN 7360</b> Rehabilitation Foundations*		
	EDFN 7303 Introduction to Educational Research		
	<b>COUN 7362</b> Psychological Aspects of Disability		
	<b>COUN 7361</b> Medical Aspects of Disability		
	<b>CNSL 7301</b> Counseling Theories and Applications*		
	EDFN 7330 Human Development		
	<b>Courses in Phase 1 should be completed before beginning Phase 2</b>		
Phase 2			
	<b>CNSL 7308</b> Cross Cultural Counseling		
	<b>COUN 7363</b> Career Counseling and Placement*		
	<b>COUN 7367</b> Assessment in Rehabilitation* (Prerequisites: COUN 7360 and EDFN 7303, or the consent of the instructor)		
	<b>COUN 7369</b> Introduction to Family Counseling		
	<b>COUN 7370</b> Psychopharmacology for Counselors		
	<b>Elective (COUN 7368</b> Foundations of Substance Abuse and Rehabilitation is recommended for licensure)**		
	<b>Courses in Phase 2 should be completed before beginning Phase 3</b>		
Phase 3			
	<b>CNSL 7302</b> Techniques for Counseling Interviews* (Prerequisite for COUN 7365)		
	<b>CNSL 7307</b> Theories and Techniques of Group Counseling* (Prerequisite for COUN 7365)		
	<b>COUN 7364</b> Rehabilitation Case Management* (Prerequisites: COUN 7360, COUN 7361, COUN 7362 and COUN 7367, or the consent of the instructor).		
	<b>COUN 7365</b> Supervised Practice in Rehabilitation Counseling* (This course must be completed before enrollment in COUN 7660. All Phase 1 and 2 courses must have been completed prior to registering for this course or be taken concurrently with this course. Note: CNSL 7302 and CNSL 7307 should be completed prior to this course.)		
	<b>Elective</b> (May take in Phase 2 with permission of Advisor)**		
	<b>Courses in Phases 1, 2, and 3 should be completed before beginning Phase 4***</b>		
Phase 4			
	<b>Prerequisites for COUN 7660:</b> Completion of all Core and professional specialization coursework, including the COUN 7365 Practicum course. <b>One other course may be taken during Internship with permission of your Advisor</b>		
	<b>COUN 7660</b> Internship in Rehabilitation Counseling (Section 1)*		
	<b>COUN 7660</b> Internship in Rehabilitation Counseling (Section 2)*		

\* The courses marked with a single asterisk are the program Core Competency courses. Students must achieve a B or better for the Core Competency courses. When a grade below a B is received in any of the core competency courses, then the course must be repeated.

\*\*Recommended Elective Courses: Other appropriate electives may be taken with permission of your Advisor.

	<b>COUN 7368</b> Foundations of Substance Abuse and Rehabilitation	

**ADVANCED STANDING:** Please note that credit hours for courses awarded due to Advanced Standing will not count toward the courses required to satisfy the educational requirements for the LAC/ LPC.

All courses needed for the LAC/LPC must have minimum grades of B.



## APPENDIX 4

### Rehabilitation Counseling Program at UA Little Rock

#### COURSE OFFERINGS

## REHABILITATION

*Courses marked by an asterisk (\*) are required courses in the curriculum.*

### **COUN 7360 Rehabilitation Foundations\***

The purpose of this course is to provide both a broad foundation for students beginning their journey into the profession of rehabilitation and a broad-based reference for current practitioners. The contents provide a conception overview of the professional, historical, theoretical, research and applied foundations of the rehabilitation profession as they relate to the services for individuals with disabilities.

### **COUN 7361 Medical Aspects of Disability\***

A course that covers the medical aspects of disability. Managing the medical aspects and functional assessment of frequently occurring medical impairments and disorders of older adolescents and adults are stressed. Topics include the medical aspects and functional assessment of neurological/cognitive/neuromuscular disorders, psychiatric/developmental disabilities. Click on the course title above to see the course description.

### **COUN 7362 Psychological Aspects of Disability\***

Psychological and sociological aspects of disability, including community attitudes toward individuals with disabilities, strategies to change negative attitudes, adjustment factors in living with disabilities, and methods for supporting successful adjustment to disabilities. Click on the course title above to see the course description.

### **COUN 7363 Career Counseling and Placement\***

The purpose of this course is to provide students with theories and techniques for empowering persons with disabilities to: a) explore their aptitudes, interests, and other vocational evaluation areas that will assist them in career decision making, b) begin an appropriate job search with selected approaches in job development, finding and placement, and c) maintain and promote productivity and employment outcomes.

### **COUN 7364 Rehabilitation Case Management\***

Case management in rehabilitation is a skill that rehabilitation professionals must possess in order to successfully guide clients through the rehabilitation process from referral to case closure. This course provides guidelines that will enable rehabilitation professionals to collect information from the intake interview, physicians, psychologists, vocational evaluation, etc. in an effort to develop appropriate rehabilitation plans with clients. Guidelines for case recording will be provided. Case management models within various rehabilitation settings such as, the state rehabilitation agency, independent living centers, community mental health agencies, private rehabilitation firms and disability management programs, will be the focus. A number of rehabilitation approaches and strategies utilized for goal setting will be discussed

### **COUN 7367 Assessment in Rehabilitation\***

Prerequisites: COUN 7360 and EDFN 7303 or the consent of the instructor. The purpose of this course is to provide students with theories and techniques for empowering adults with disabilities to explore their aptitudes, interests, and other vocational assessments areas that assist them in career decision making.

### **COUN 7369 Introduction to Family Counseling**

This course will provide knowledge about work with couples and families. This course will include understanding

and application of general systems theory and the major schools of family theory. Methods for working with families with a disabled family member will be presented.

### **COUN 7370 Psychopharmacology for Counselors**

A course intended to cover areas of psychopharmacology and the application of medication to all major diagnostic categories contained in DSM-IV-TR. This course is intended for non-prescribing professionals.

## **COUNSELING**

*Courses marked by an asterisk (\*) are required courses in the curriculum.*

### **CNSL 7301 Theoretical Approaches to Counseling\***

Experiential, relationship, cognitive and behavioral approaches to counseling; emphasis on counselor as an instrument of counseling, development of a personal theory of counseling, legal and ethical responsibilities of counselors. Click on the course title above to see the course description.

### **CNSL 7302 Techniques for Counseling Interviews\***

Prerequisite: CNSL 7301. Techniques, procedures for counseling interviews: emphasis on mastery of levels of skills within a micro-skills hierarchy for counseling interviews, appropriate use of skills in various stages of counseling. \*Requires on campus attendance at an intensive three-day skill development workshop.

### **CNSL 7307 Theories and Techniques for Group Counseling\***

Processes, theories of group counseling; developing personal approach for applying concepts, processes. \*Requires on campus attendance at an intensive three-day skill development workshop.

### **CNSL 7308 Cross Cultural Counseling**

Environmental, personal, socio-economic, psychological characteristics of special client (culturally different) groups; counseling theories, techniques applied to culturally different individuals, groups; emphasis on knowledge, skills in cross-cultural counseling; including potential sources of misunderstanding investigated from various counseling modes.

## **FIELDWORK**

*Courses marked by an asterisk (\*) are required courses in the curriculum.*

### **COUN 7365 Rehabilitation Counseling Practicum\***

The purpose of this course is to provide students exposure and learning experience in a community based rehabilitation agency under faculty (CRC) supervision. The course is designed to give the student an opportunity to practice the role of a rehabilitation professional. The student will apply Rehabilitation Counseling methods, techniques and vocational knowledge in work with clients and in consulting with business and industry for job development and placement opportunities. This course must be completed before enrollment in COUN 7660 Internship in Rehabilitation Counseling.

### **COUN 7660 Internship in Rehabilitation Counseling\*** (12 hours)

The internship consists of advanced fieldwork in rehabilitation counseling in an off-campus field site placement. The Commission on Rehabilitation Counselor Certificate (CCRC) requires 600 hours of applied experience in a rehabilitation agency or facility under the supervision of an experienced Certified Rehabilitation Counselor (CRC) onsite or facility supervisor. This course will provide a minimum of 300 of those fieldwork hours. The course may be taken twice under different section numbers in the same semester to meet the 600-hour requirement. Prerequisites include completion of all core and professional specialization coursework, including the practicum in rehabilitation counseling and approval of the program faculty.

## **EDUCATIONAL FOUNDATIONS**

### **EDFN 7303 Introduction to Research and Its Applications\***

Prerequisite: Graduate standing. Application of scientific approaches, methodology to problem solving; includes research design, data techniques analysis, their relation to action research; requires a research project. Offered on demand.

### **EDFN 7330 Human Development**

Prerequisite: graduate standing. A lifespan perspective that addresses cognitive, physical, social and emotional development from birth through late adulthood.

## **ELECTIVES**

### **COUN 7368 Foundations of Substance Abuse**

This course focuses on substance abuse and coexisting disabilities from the perspective of risk and the challenges to rehabilitation practice. It provides the student with an in-depth understanding of substance abuse, drugs of abuse, patterns of abuse and consequences of abuse.

### **CNSL 7313 Ethical and Legal Issues in the Counseling**

Profession Review of legal and ethical standards in school and community counseling related to counselor training, research, and practice. Topics include: client rights, confidentiality, the client-counselor relationship, professional relationships, duty to warn, counselor supervision, counseling minors and case law in counseling. NOTE: This elective is not specifically required for Arkansas Licensure or CRC Certification since ethical issues are incorporated into several other courses.

## **APPENDIX 5**

### **Rehabilitation Counseling Program at UA Little Rock**

#### **SAMPLE LETTER**

#### **REQUEST FOR PRACTICUM/INTERNSHIP NEW SITE APPROVAL**

(Date)

RC Fieldwork Coordinator and  
RC Fieldwork Placement Supervisor

Dear (Advisor)

This letter is to request that you bring to the RC Fieldwork Coordinator and RC Fieldwork Placement Supervisor my request to have the following facility approved for my Practicum/Internship site for [Semester/Year].

**Name of Agency/Facility:**

**Address:**

**Type of Agency/Facility:**

**Goals/Mission/Purpose of Facility:**

**Description of Facility:**

**Site Supervisor Name:**

**Site Supervisor Credentials (degrees and CRC certification):**

Student's Signature

## **APPENDIX 6**

### **Rehabilitation Counseling Program at UA Little Rock**

#### **SAMPLE LETTER**

#### **REQUEST FOR TRANSFER OF CREDITS**

[Date]

Name of Faculty Advisor

UA Little Rock

Mailing Address

Dear Dr. [insert last name]:

This letter is to request that the following courses, taken prior to my admission to the UA Little Rock Rehabilitation Counseling program, be accepted for credit towards my degree in Rehabilitation Counseling:

**Semester/Year**

**Course Name/# of credit hours/Grade received**

A copy of the course syllabus is attached. If more information is needed, please advise.

Sincerely,

Student's name

Student's T#

## APPENDIX 7

### Rehabilitation Counseling Program at UA Little Rock

#### LPC PROCESS

For students or graduates of our UA Little Rock Master of Arts in Rehabilitation Counseling program who want to become licensed counselors in Arkansas, here's a brief summary of the process:

1. Applicants need 60 total hours
2. Specific core curriculum content must be covered. Attached is a list of our UA Little Rock Rehabilitation Counseling courses that meet Arkansas Counselor Licensure requirements. More information and the license application are available at the Arkansas Board of Examiners in Counseling (ABEC) website at <https://abec.statesolutions.us/>. For more information about UA Little Rock Rehabilitation Counseling programs and courses, please e-mail <https://ualr.edu/chpr/graduate-programs/rehabilitation-counseling/get-in-touch/> or call 501-569-3169.
3. After the application is made and all application requirements are met, the applicant can register to take the National Counselor Examination (NCE).
4. If a passing score is obtained on the NCE, the applicant is scheduled for an oral examination before the Arkansas Board of Examiners in Counseling (ABEC).
5. If the oral interview with ABEC is successful, the applicant becomes a Licensed Associate Counselor (LAC).
6. LACs must practice under supervision by an ABEC-approved LPC supervisor for 3000 client contact hours.
7. After 3000 hours, the LAC becomes a Licensed Professional Counselor (LPC). LPCs can practice independently in Arkansas and have privileged communication protection under Arkansas law.

Students or graduates in other states need to contact the state licensing board that governs your state requirements for licensure. We will be glad to work with you to help you meet those requirements. Typically, part of the application process includes recommendation forms or letters completed by program faculty. These can be requested from your faculty advisor and other faculty members through their UA Little Rock email while in the program or subsequent to graduation.

## **APPENDIX 8 STUDENT CONDUCT**

Student Handbook

II. Code of Student Rights, Responsibilities, and Behavior Pages 56 – 99

**<http://ualr.edu/deanofstudents/dos-roles-and-procedures/code-of-student-rights-responsibilities-and-behavior/>**

**APPENDIX 9**  
**CRCC and ACA Codes of Ethics**

**CODE OF PROFESSIONAL ETHICS FOR REHABILITATION COUNSELORS**

**For the latest edition of the Code of Professional Ethics for Rehabilitation Counselors**

**Go to <https://www.crccertification.com/code-of-ethics-4>**

**Click on: 2017 Code of Professional Ethics for Rehabilitation Counselors**

**AMERICAN COUNSELING ASSOCIATION CODE OF ETHICS**

**For the latest edition of the aca Code of Ethics**

**Go to <http://www.counseling.org/knowledge-center/ethics>**

**Scroll down and click on: [2014 ACA Code of Ethics \(PDF\)](#)**



## APPENDIX 10

### CRC/CCRC Scope of Practice

Commission on Rehabilitation Counselor Certification (CRCC)

[http://www.crccertification.com/pages/crc\\_ccrc\\_scope\\_of\\_practice/56.php](http://www.crccertification.com/pages/crc_ccrc_scope_of_practice/56.php)

#### *Assumptions*

- The Scope of Practice Statement identifies knowledge and skills required for the provision of effective rehabilitation counseling services to persons with physical, mental, developmental, cognitive, and emotional disabilities as embodied in the standards of the profession's credentialing organizations.
- Several rehabilitation disciplines and related processes (e.g., vocational evaluation, job development and job placement, work adjustment, case management) are tied to the central field of rehabilitation counseling. The field of rehabilitation counseling is a specialty within the rehabilitation profession with counseling at its core, and is differentiated from other related counseling fields.
- The professional scope of rehabilitation counseling practice is also differentiated from an individual scope of practice, which may overlap, but is more specialized than the professional scope. An individual scope of practice is based on one's own knowledge of the abilities and skills that have been gained through a program of education and professional experience. A person is ethically bound to limit his/her practice to that individual scope of practice.

#### *Underlying Values*

- Facilitation of independence, integration, and inclusion of people with disabilities in employment and the community.
- Belief in the dignity and worth of all people.
- Commitment to a sense of equal justice based on a model of accommodation to provide and equalize the opportunities to participate in all rights and privileges available to all people; and a commitment to supporting persons with disabilities in advocacy activities to achieve this status and empower themselves.
- Emphasis on the holistic nature of human function which is procedurally facilitated by the utilization of such techniques as:
  - interdisciplinary teamwork.
  - counseling to assist in maintaining a holistic perspective.
  - a commitment to considering individuals within the context of their family systems and communities.
- Recognition of the importance of focusing on the assets of the person.
- Commitment to models of service delivery that emphasize integrated, comprehensive services which are mutually planned by the consumer and the rehabilitation counselor.

#### *Scope of Practice Statement*

Rehabilitation counseling is a systematic process which assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process. The counseling process involves communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions. The specific techniques and modalities utilized within this rehabilitation counseling process may include, but are not limited to:

- assessment and appraisal;
- diagnosis and treatment planning;
- career (vocational) counseling;

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

### *Selected Definitions*

The following definitions are provided to increase the understanding of certain key terms and concepts used in the Scope of Practice Statement for Rehabilitation Counseling.

**Appraisal:** Selecting, administering, scoring, and interpreting instruments designed to assess an individual's aptitudes, abilities, achievements, interests, personal characteristics, disabilities, and mental, emotional, or behavioral disorders as well as the use of methods and techniques for understanding human behavior in relation to coping with, adapting to, or changing life situations.

**Diagnosis and Treatment Planning:** Assessing, analyzing, and providing diagnostic descriptions of mental, emotional, or behavioral conditions or disabilities; exploring possible solutions; and developing and implementing a treatment plan for mental, emotional, and psychosocial adjustment or development. Diagnosis and treatment planning shall not be construed to permit the performance of any act which rehabilitation counselors are not educated and trained to perform.

**Counseling Treatment Intervention:** The application of cognitive, affective, behavioral, and systemic counseling strategies which include developmental, wellness, pathologic, and multicultural principles of human behavior. Such interventions are specifically implemented in the context of a professional counseling relationship and may include, but are not limited to: appraisal; individual, group, marriage, and family counseling and psychotherapy; the diagnostic description and treatment of persons with mental, emotional, and behavioral disorders or disabilities; guidance and consulting to facilitate normal growth and development, including educational and career development; the utilization of functional assessments and career counseling for persons requesting assistance in adjusting to a disability or handicapping condition; referrals; consulting; and research.

**Referral:** Evaluating and identifying the needs of a client to determine the advisability of referrals to other specialists, advising the client of such judgments, and communicating as requested or deemed appropriate to such referral sources.

**Case Management:** A systematic process merging counseling and managerial concepts and skills through the application of techniques derived from intuitive and researched methods, thereby advancing efficient and effective decision-making for functional control of self, client, setting, and other relevant factors for anchoring a proactive practice. In case management, the counselor's role is focused on interviewing, counseling, planning rehabilitation programs, coordinating services, interacting with significant others, placing clients and following up with them, monitoring progress, and solving problems.

**Program Evaluation:** The effort to determine what changes occur as a result of a planned program by comparing actual changes (results) with desired changes (stated goals), and by identifying the degree to which the activity (planned program) is responsible for those changes.

**Research:** A systematic effort to collect, analyze, and interpret quantitative or qualitative data that describe how social characteristics, behavior, emotions, cognition, disabilities, mental disorders, and interpersonal transactions among individuals and organizations interact.

**Consultation:** The application of scientific principles and procedures in counseling and human development to provide assistance in understanding and solving current or potential problems that the consultee may have in relation to a third party, be it an individual, group, or organization.

**APPENDIX 11**  
**2016 Accreditation Standards**

**Council on Accreditation of Counseling and Related Education Programs (CACREP)**

**<http://www.cacrep.org/for-programs/2016-cacrep-standards/>**

**APPENDIX 12**  
**PRACTICUM FORMS**

## Practicum Agreement Responsibilities

**As the provider of the practicum setting, the Practicum Site/Agency agrees to provide the following:**

- 1. Appropriate experience:** The practicum setting will provide sufficient opportunity for the Practicum Student to be involved in appropriate experiences. Appropriate experiences are those activities in which counseling personnel employed at this facility participate with emphasis on refining the Practicum Student's counseling techniques and approaches. Also considered as appropriate experiences are activities that have been agreed upon by the Practicum Student, Practicum Site Supervisor, and Practicum Faculty Supervisor as specified in the Practicum Student's Statement of Learning Objectives.
- 2. Supervision:** The practicum setting shall provide an onsite Practicum Site Supervisor to whom the student shall be directly responsible. Supervision shall include regularly scheduled supervisory sessions at least once each week during the practicum.
- 3. Orientation:** The practicum setting shall provide students documented opportunities to become familiar with a variety of professional activities, resources, technological resources within the practicum site.
- 4. Evaluation:** The Practicum Site Supervisor and Practicum Faculty Supervisor shall make regular contact during the practicum in order to evaluate the Practicum Student's progress (at least two times during the semester). A final confidential evaluation by the Practicum Site Supervisor is to be completed and submitted to the Practicum Faculty Supervisor at the conclusion of the practicum experience.
- 5. Learning Climate:** It is expected that the climate in the agency will be conducive to learning. Policies and procedures governing the provision of the agency's services will be clearly defined. Learning opportunities are expected to provide variety and depth.
- 6. Program:** The Practicum Student's Statement of Learning Objectives will serve as the basis for the Practicum Student's activities at the agency.
- 7. Grievances:** The Practicum Site Supervisor shall contact the Practicum Student and the Practicum Faculty Supervisor, should any difficulties arise during the placement.
- 8. Professional Development:** The practicum site supervisor is eligible for continuing education credits for agreeing to provide onsite supervision to the practicum student. Please contact the Fieldwork Coordinator at the semester's end to request a continuing education verification letter.

**The Practicum Student will be responsible for the following:**

- 1. Adherence to rules and regulations:** The Practicum Student will assume a role as a member of the agency's staff in adhering to policies, regulations, and procedures within the agency. Also, the Practicum Student will observe and work within the framework of the agency, as related to staff protocol and behaviors, as well as to mode of dress.
- 2. Attendance:** The Practicum Student will fulfill the agreed-upon time commitments. Time lost shall be made up in a way which is agreeable to the Practicum Site Supervisor and Practicum Faculty Supervisor.
- 3. Ethical standards:** The Practicum Student is expected to conform to ethical standards, especially with regard to confidentiality.

**4. Grievances:** The Practicum Student shall contact the Practicum Faculty Supervisor regarding any difficulties that arise regarding the placement.

**5. Education Guidelines:** The Practicum Student will abide by the conditions as listed in the Student Expectations section in the Practicum Manual.

**6. Agency Orientation:** The Practicum Student will have completed all necessary agency forms and in-service training concerning confidentiality and appropriate procedures.

**The Practicum Faculty Supervisor will assume responsibility for the following:**

**1. Regular contact:** The Practicum Faculty Supervisor will meet with the Practicum Site Supervisor and the Practicum Student at least twice during the Practicum to participate in the evaluation of the Practicum Student's performance and to provide feedback.

**2. Paperwork:** The Practicum Faculty Supervisor will gather and review all required practicum documentation and logs.

**3. Signatures:** The Practicum Faculty Supervisor will obtain all necessary university signatures and check additional signatures to insure all documents are complete.

**4. Files:** Student practicum files will be maintained and updated by the RC Program Fieldwork Coordinator, with a copy to the Practicum Faculty Supervisor.

**5. Grades:** It will be the Practicum Faculty Supervisor's responsibility to assign grades based on the evaluation of the Practicum Site Supervisor.

**6. Grievances:** The Practicum Faculty Supervisor shall be the intermediary, should any grievances occur during the practicum.

\_\_\_\_\_  
Practicum Student [Signature]

\_\_\_\_\_  
Date

\_\_\_\_\_  
Practicum Site Supervisor [Signature]

\_\_\_\_\_  
Date

\_\_\_\_\_  
Practicum Faculty Supervisor [Signature]

\_\_\_\_\_  
Date







UNIVERSITY OF ARKANSAS AT LITTLE ROCK  
 MASTER OF ARTS IN COUNSELING  
 WITH EMPHASIS IN REHABILITATION COUNSELING

**FIELDWORK LOG**

This log is to be completed by the student for every week and is to be submitted to the Site Supervisor and to the Faculty Supervisor. Individual and group supervision hours do count toward indirect hours.  
**ALL LOGS ARE TO BE TYPED AND SUBMITTED AS WORD OR PDF DOCUMENTS.**

Fieldwork Student Name: \_\_\_\_\_

Week of: \_\_\_\_\_

Section One: \_\_\_\_\_

Section Two: \_\_\_\_\_

Total: \_\_\_\_\_

MONDAY		DATE	
INDIVIDUAL SUPERVISION	GROUP/CLASS SUPERVISION	DIRECT SERVICE HOURS	INDIRECT SERVICE HOURS

TUESDAY		DATE	
INDIVIDUAL SUPERVISION	GROUP/CLASS SUPERVISION	DIRECT SERVICE HOURS	INDIRECT SERVICE HOURS

WEDNESDAY		DATE	
INDIVIDUAL SUPERVISION	GROUP/CLASS SUPERVISION	DIRECT SERVICE HOURS	INDIRECT SERVICE HOURS

THURSDAY		DATE	
INDIVIDUAL SUPERVISION	GROUP/CLASS SUPERVISION	DIRECT SERVICE HOURS	INDIRECT SERVICE HOURS

<b>FRIDAY</b>		<b>DATE</b>	
<b>INDIVIDUAL SUPERVISION</b>	<b>GROUP/CLASS SUPERVISION</b>	<b>DIRECT SERVICE HOURS</b>	<b>INDIRECT SERVICE HOURS</b>

<b>EVENING/WEEKEND/HOLIDAY</b>		<b>DATE</b>	
<b>INDIVIDUAL SUPERVISION</b>	<b>GROUP/CLASS SUPERVISION</b>	<b>DIRECT SERVICE HOURS</b>	<b>INDIRECT SERVICE HOURS</b>

	<b>WEEKLY TOTAL</b>		<b>SEMESTER TOTAL</b>
<b>INDIVIDUAL SUPERVISION HOURS</b>			
<b>GROUP/CLASS SUPERVISION HOURS</b>			
<b>DIRECT SERVICE HOURS</b>			
<b>INDIRECT SERVICE HOURS</b>			
<b>TOTAL DIRECT AND INDIRECT SERVICE HOURS</b>			

\_\_\_\_\_  
Supervisor Name

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

UNIVERSITY OF ARKANSAS LITTLE ROCK  
MASTER OF ARTS IN COUNSELING  
WITH EMPHASIS IN REHABILITATION COUNSELING

**PRACTICUM AGREEMENT: COUN 7365**

Student Name: \_\_\_\_\_ T-Number: \_\_\_\_\_

Phone: \_\_\_\_\_

Home

Work

Cell

Semester:      Fall                      \_\_\_\_\_                      Year: \_\_\_\_\_

Spring                      \_\_\_\_\_

Summer                      \_\_\_\_\_

Practicum Site/Agency Name: \_\_\_\_\_

Practicum Site Address: \_\_\_\_\_

Street

City/State

Zip

Practicum Site Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Is this Agreement for a *change* in Practicum sites? (Y/N) \_\_\_\_\_

If so, how many Direct Hours has the student completed? \_\_\_\_\_ Indirect Hours? \_\_\_\_\_

Does the Site Supervisor agree to provide 1 hr. of weekly supervision to the student? (Y/N) \_\_\_\_\_

Will the student be allowed to audio or video record at least 5 client sessions? (Y/N) \_\_\_\_\_

*The proposed site supervisor should include a copy of his/her current resume/vitae.*

- Does the proposed site supervisor have a **minimum of a master's degree**, preferably in counseling, or a related profession? (Y/N) \_\_\_\_\_ If yes, please list earned graduate degree(s) and the institution degree(s) were conferred.  
\_\_\_\_\_

Relevant certifications and/or licenses: \_\_\_\_\_  
\_\_\_\_\_

- Does the proposed site supervisor have a **minimum of two years** of pertinent professional experience in the specialty area in which the student is enrolled? (Y/N) \_\_\_\_\_ CRC? (Y/N) \_\_\_\_\_

Agency Address: \_\_\_\_\_

Agency Phone: \_\_\_\_\_

Agency Details: \_\_\_\_\_

Requested Internship Start date: \_\_\_\_\_ End Date: \_\_\_\_\_

Proposal Description: (1) Reason for choosing this site **and** (2) Proposed work schedule.  
\_\_\_\_\_

---

---

This Practicum Agreement is entered into between \_\_\_\_\_  
as **onsite supervisor** for \_\_\_\_\_, a **practicum student**  
enrolled in the UA Little Rock Rehabilitation Counseling Master's program. This fieldwork practicum  
placement shall involve a time commitment of \_\_\_\_\_ hours that will commence on \_\_\_\_\_  
(month/day/year)  
and terminate on \_\_\_\_\_.  
(month/day/year)

**The Practicum Site Supervisor agrees to assume responsibility for assisting the student in conducting activities related to his/her practicum experience. These activities are defined below between the Practicum Student and the UA Little Rock Rehabilitation Counseling Program and agreed to by the Practicum Site Supervisor.**

UNIVERSITY OF ARKANSAS LITTLE ROCK  
MASTER OF ARTS IN COUNSELING  
WITH EMPHASIS IN REHABILITATION COUNSELING

**PRACTICUM CHECKLIST: COUN 7365**

**Student Name** \_\_\_\_\_

No practicum hours may be accrued before the approval of the practicum site and practicum site supervisor by the RC Program Student Services Coordinator and RC Program Fieldwork Supervisor.

- **Faculty Advisor Consultation:** Consultation with your Faculty Advisor is required to determine that you have taken all of the pre-requisite courses.
- **Semester/Year:** Determine the Semester and Year you desire to complete Practicum.
- **Application for Practicum [See Appendices]:** Complete and submit to the RC Program Student Services Coordinator by the following dates.

<b>Fall Semester</b>	-	<b>April 1</b>
<b>Spring Semester</b>	-	<b>October 1</b>
<b>Summer Semester</b>	-	<b>March 1</b>

- **Securing a Practicum Site:**
  - Consult with your Faculty Advisor and the RC Program Student Services Coordinator to discuss determination of an appropriate practicum site and required documentation.
  - Research and gather information about potential practicum sites in which you may be interested.
  - Contact potential agency supervisors and discuss potential practicum placement.
  - If agency is a new/unapproved potential practicum site, then submit proposal for site review and approval by the RC Student Services Coordinator and the RC Fieldwork Supervisor.
  - Secure approval for practicum site/agency from the RC Program Student Services Coordinator and the RC Program Fieldwork Supervisor.
  
- **Once Practicum Site is Approved:**
  - Complete Practicum Application, obtain necessary signatures, and submit to the RC Program Student Services Coordinator by the applicable deadline date.
  - All blanks must be completed and all signatures/dates must be secured.
  
- **Computer, Recording Equipment, and Webcam:**
  - Digital audio recorder and webcam equipment is required for Practicum. **Currently, the only acceptable formats will be mp3 for audio and mp4 for video.** Be sure to convert other formats before submission to the Instructor. Specific instructions will be provided by your Practicum Faculty Supervisor.
  
  - Computer connection **must be high speed or cable** to ensure your ability to participate in video conferencing throughout the semester.
  
- **Apply for CRC/NCE Exam if you plan to take it during your Internship**

UNIVERSITY OF ARKANSAS LITTLE ROCK  
MASTER OF ARTS IN COUNSELING  
WITH EMPHASIS IN REHABILITATION COUNSELING

**PRACTICUM PROPOSAL: COUN 7365**

Student Name: \_\_\_\_\_

Last

First

Middle

Student Address: \_\_\_\_\_

Number/Street

City/State

Zip

Phone Numbers: \_\_\_\_\_

Home

Work

Cell

Email Address: \_\_\_\_\_ T-number: \_\_\_\_\_

\_\_\_\_\_ requests to complete his/her Practicum at:

(Practicum Student)

Name of Practicum Site/Agency: \_\_\_\_\_

Name of Practicum Site Supervisor: \_\_\_\_\_

*The proposed site supervisor should include a copy of his/her current resume/vitae*

- Does the proposed site supervisor have a **minimum of a master's degree**, preferably in counseling, or a related profession? (Y/N) \_\_\_\_\_ If yes, please list earned graduate degree(s) and the institution degree(s) were conferred.

Relevant certifications and/or licenses: \_\_\_\_\_

- Does the proposed site supervisor have a **minimum of two years** of pertinent professional experience in the specialty area in which the student is enrolled? (Y/N) \_\_\_\_\_ CRC? (Y/N) \_\_\_\_\_

Agency Address: \_\_\_\_\_

Agency Phone: \_\_\_\_\_

Agency Details: \_\_\_\_\_

Requested Internship Start date: \_\_\_\_\_ End Date: \_\_\_\_\_

Proposal Description: (1) Reason for choosing this site **and** (2) Proposed work schedule.

---

---

---

(continued)

**Proposal Approved by:**

\_\_\_\_\_  
Internship Site Supervisor [Signature]

\_\_\_\_\_  
Date

\_\_\_\_\_  
Fieldwork Coordinator  
UA Little Rock Rehabilitation Counseling Program

\_\_\_\_\_  
Date

\_\_\_\_\_  
Internship Faculty Supervisor [Signature]  
UA Little Rock Rehabilitation Counseling Program

\_\_\_\_\_  
Date

**Submit completed and signed document to the UA Little Rock RC Program Fieldwork Coordinator.**



UNIVERSITY OF ARKANSAS LITTLE ROCK  
MASTER OF ARTS IN COUNSELING  
WITH EMPHASIS IN REHABILITATION COUNSELING

**PRACTICUM STUDENT: COUN 7365**  
**STATEMENT OF LEARNING OBJECTIVES**

The Practicum Student is required to establish at least three (3) learning objectives for the specified grading period. The primary focus of the Practicum course is to improve counseling skills, especially the core skills of helping. Secondary emphasis is on providing quality client service and case management, and for new counselors, an orientation to the field and to the specific agency in which he/she is completing the Practicum.

Learning objectives should reflect the counseling focus, as well as any secondary focus areas, and emphasize specific areas where the student needs to enhance or acquire skills (i.e. theory-based techniques, case note documentation, service plan development). The learning objectives must be originated by the Practicum Student in cooperation with the Practicum Site Supervisor, and reviewed by the Practicum Faculty Supervisor. Please consult your Practicum Faculty Supervisor if you need help in formulating your objectives. Goals should be specific, measurable, attainable, relevant, and time-bound.

The Practicum Site Supervisor will evaluate the Practicum Student's success in achieving the learning objectives at the end of the grading period. The university will award academic credit for successful accomplishment of the learning objectives listed below:

1. *(Related to counseling skills)*

2.

3.

---

Practicum Student [Signature]

---

Date

---

Practicum Site Supervisor [Signature]

---

Date

UNIVERSITY OF ARKANSAS LITTLE ROCK  
 MASTER OF ARTS IN COUNSELING  
 WITH EMPHASIS IN REHABILITATION COUNSELING

**PRACTICUM MANUAL: COUN 7365  
 ACKNOWLEDGEMENT PAGE**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Acknowledgement	Student Initials
The Practicum student has received and read the COUN 7365 Practicum Manual.	
The Practicum student should register for the CRC/NCC Exams before the completion of the Practicum course if you plan to take either or both during your Internship.	
The Practicum student must obtain liability insurance before logging Practicum hours, and provide proof of insurance to the Faculty supervisor.	
The Practicum student must complete all <i>Internship</i> application materials and submit them to the Student Services Coordinator, in order to receive a final grade in the Practicum course.	
The Practicum student must complete at least 5 recordings of therapeutic counseling sessions in order to receive a final grade in the course.	
The Practicum student must complete 100 hours of Practicum, with at least 40 of those hours being direct service, in order to receive a passing grade in the course.	

\*This checklist is due to the Faculty Practicum Supervisor and the Student Services Coordinator by the start of the Practicum course.

UNIVERSITY OF ARKANSAS LITTLE ROCK  
MASTER OF ARTS IN COUNSELING  
WITH EMPHASIS IN REHABILITATION COUNSELING

**MIDSEMESTER PERFORMANCE EVALUATION  
PRACTICUM STUDENT: COUN 7365**

Semester/Year \_\_\_\_\_ Date of Mid Semester Evaluation: \_\_\_\_\_

Name of Student \_\_\_\_\_

Name of Practicum Site \_\_\_\_\_

Practicum Site Supervisor \_\_\_\_\_ Phone \_\_\_\_\_

Practicum Faculty Supervisor \_\_\_\_\_

**Directions: Please indicate the degree to which each competency has been demonstrated using the following scale:**

- 5 - Indicates a frequently demonstrated very high degree of competence.
- 4 - Indicates a frequently demonstrated high degree of competence.
- 3 - Indicates an adequate degree of competence.
- 2 - Indicates a relatively low level of competence.
- 1 - Indicates extremely low level of competence.

**AREAS TO BE ASSESSED**

1.	Professional and appropriate behavior and dress while at Practicum site.	
2.	Ability to develop and maintain positive working relationships onsite.	
3.	Submission of Practicum logs in a thorough and timely manner.	
4.	Attendance and participation in supervision.	
5.	Demonstration of active steps towards achieving his/her learning goals.	
6.	Strengths of this student.	
7.	Areas in which the student needs to improve.	

\_\_\_\_\_  
Practicum Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Practicum Site Supervisor

\_\_\_\_\_  
Date

UNIVERSITY OF ARKANSAS LITTLE ROCK  
 MASTER OF ARTS IN COUNSELING  
 WITH EMPHASIS IN REHABILITATION COUNSELING

**PRACTICUM STUDENT SELF-EVALUATION: COUN 7365**

Practicum Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Practicum Site/Agency Name: \_\_\_\_\_

Practicum Site Supervisor Name: \_\_\_\_\_

Period of Evaluation: From \_\_\_\_\_ to \_\_\_\_\_ [Day/Month/Year]

**Directions: Please indicate the degree to which each competency has been demonstrated using the following scale:**

- 5 - Indicates a frequently demonstrated very high degree of competence.
- 4 - Indicates a frequently demonstrated high degree of competence.
- 3 - Indicates an adequate degree of competence.
- 2 - Indicates a relatively low level of competence.
- 1 - Indicates extremely low level of competence.

**Summarize your activities related to each of the following categories. If a category does not apply to you, write N/A.**

<b>Interpretation of Diagnostics:</b>	
Medical:	
Psychological:	
Educational:	
Social:	
Vocational:	
<b>Rehabilitation Planning and Case Management:</b>	
<b>Career and Vocational Counseling:</b>	
<b>Personal Adjustment Counseling:</b>	
<b>Job Development and Placement:</b>	
<b>Community Resource Utilization:</b>	
<b>Recording and Reporting:</b>	
<b>Application of Counseling Theory and Techniques:</b>	
<b>Other Related Tasks:</b>	

\_\_\_\_\_  
 Practicum Student [Signature]

\_\_\_\_\_  
 Date

UNIVERSITY OF ARKANSAS LITTLE ROCK  
 MASTER OF ARTS IN COUNSELING  
 WITH EMPHASIS IN REHABILITATION COUNSELING

**PRACTICUM STUDENT SITE EVALUATION: COUN 7365**

Practicum Student's Name \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

Practicum Site \_\_\_\_\_

Site Address \_\_\_\_\_

Practicum Site Supervisor Name/Phone \_\_\_\_\_

Practicum Faculty Supervisor Name \_\_\_\_\_

**Directions: Please indicate the degree to which each competency has been demonstrated using the following scale:**

- 5 - Indicates a frequently demonstrated very high degree of competence.
- 4 - Indicates a frequently demonstrated high degree of competence.
- 3 - Indicates an adequate degree of competence.
- 2 - Indicates a relatively low level of competence.
- 1 - Indicates extremely low level of competence.

<b>Practicum Site</b>	
1. Adequate assistance in meeting university requirements.	
2. Staff acceptance of you as a counseling practicum student.	
3. Support and cooperation of the administrative staff.	
4. Physical facilities (space to work in, phone ...).	
5. Flexibility of site in meeting student's needs and client's needs.	
6. Site requirements were reasonable.	
<b>A. Practicum Site Supervisor</b>	
1. He/she offered constructive feedback.	
2. He/she provided support when needed.	
3. He/she provided assistance or referred you to someone who could	
4. He/she allowed adequate time for individual supervision.	
5. He/she helped me integrate theory and practice.	
6. Overall evaluation of Practicum Site Supervisor	
<b>B.</b> Please describe how the practicum was a learning experience for you?	
<b>D.</b> What kind of supervision activities did you have? (e.g., listening to tapes, direct observation, group supervision, individual supervision, other)	
<b>E.</b> What suggestions could you offer to improve this field site?	

\_\_\_\_\_  
 Practicum Student [Signature]

\_\_\_\_\_  
 Date

**Submit completed and signed document to Practicum Faculty Supervisor.**

UNIVERSITY OF ARKANSAS LITTLE ROCK  
 MASTER OF ARTS IN COUNSELING  
 WITH EMPHASIS IN REHABILITATION COUNSELING

**PRACTICUM SITE SUPERVISOR  
 FINAL EVALUATION OF PRACTICUM STUDENT: COUN 7365**

Name of Student \_\_\_\_\_ Semester/Year \_\_\_\_\_

Practicum Site \_\_\_\_\_

Practicum Site Supervisor \_\_\_\_\_ Phone \_\_\_\_\_

Practicum Faculty Supervisor \_\_\_\_\_

**Directions: Please indicate the degree to which each competency has been demonstrated using the following scale:**

- 5 - Indicates a frequently demonstrated very high degree of competence
- 4 - Indicates a frequently demonstrated high degree of competence
- 3 - Indicates an adequate degree of competence
- 2 - Indicates a relatively low level of competence
- 1 - Indicates extremely low level of competence

<b>Counseling and Service Delivery</b>	
1. Demonstrated an appropriate application of counseling theory and techniques.	
2. Demonstrated the ability to gather, integrate, and interpret client information, such as diagnostics.	
2. Took pertinent histories and recorded progress notes adequately.	
3. Demonstrated the ability to conduct case planning.	
4. Demonstrated the ability to coordinate services.	
5. Demonstrated the ability to conduct job development and job placement skills.	
6. Adhered to the standards of ethical and professional conduct in relationship to clients, practicum site and other professionals.	
7. Attended and participated in case conferences.	
8. Terminated counseling relationships in a therapeutic fashion.	
<b>General Characteristics</b>	
1. Demonstrated the ability to relate to others.	
2. Demonstrated the ability to communicate verbally and in writing.	
3. Demonstrated knowledge of and adherence to ethical behavior.	
4. Demonstrated conscientiousness and dependability.	
5. Demonstrated adaptability and resourcefulness.	
6. Demonstrated organizational ability.	
What do you recognize as strengths of this student?	
What do you recognize as limitations of this student?	
Do you have any suggestions for addressing these limitations?	
<b>Using the above scale, indicate your overall rating of how the student has met his/her learning objectives:</b>	

---

Practicum Site Supervisor [Signature]

---

Date of Evaluation

**Submit completed and signed document to Practicum Faculty Supervisor.**

## UA LITTLE ROCK MASTER OF ARTS IN REHABILITATION COUNSELING PROFESSIONAL PRACTICE FIELDWORK CONTRACT

I understand that I must complete COUN 7365, Rehabilitation Counseling Practicum with a grade of B or better prior to being allowed to register for COUN 7660 Internship in Rehabilitation Counseling. I understand that both Practicum and Internship are both experiential with actual clients and work environments. The requirements for both are stated in the UA Little Rock Fieldwork Manuals. I also understand that I will be required to meet the following specific requirements:

- I will establish a weekly work schedule with my onsite supervisor and will keep all scheduled appointments with assigned clients
- I will submit recordings of counseling sessions as required by my faculty supervisor
- I will attend and participate in all scheduled individual and group supervision sessions
- I will submit activity logs and other documentation at the end of each week
- I will participate in all group discussion forums
- I will meet all other class requirements specified by my faculty and onsite supervisor
- I will adhere to all CRCC and ACA ethical standards
- I will notify my faculty supervisor immediately, if I experience a change in my onsite supervisor or if an unexpected life event happens that may cause me the need to temporarily postpone my participation in fieldwork or pursue a new fieldwork site. I understand that modifications to fieldwork sites are rare, and will be reviewed on a case-by-case basis by the faculty supervisor and the fieldwork coordinator.
- I will demonstrate the work values and attributes associated with the profession of rehabilitation counseling, particularly:
  - a. Integrity
  - b. Concern for others
  - c. Dependability
  - d. Cooperation
  - e. Self-control

The requirements for assessment of student knowledge, skills, competence and professional attributes are covered in the Codes of Ethics, as well as in the CACREP Accreditation Standards. I understand that failure to comply with these standards, will result in a failing grade; will mandate the necessity for me to repeat fieldwork courses and may result in dismissal from the program. I also understand that if I repeat fieldwork courses and do not adhere to the above-mentioned requirements, I will be dismissed from the program.

Student Signature	Date
Faculty Supervisor Signature	Date
Site Supervisor Signature	Date



**APPENDIX 13**  
**INTERNSHIP FORMS**

## Internship Agreement Responsibilities

**As the provider of the practicum setting, the Internship Site/Agency agrees to provide the following:**

- 1. Appropriate experience:** The internship setting will provide sufficient opportunity for the Internship Student to be involved in appropriate experiences. Appropriate experiences are those activities in which counseling personnel employed at this facility participate with emphasis on refining the Internship Student's counseling techniques and approaches. Also considered as appropriate experiences are activities that have been agreed upon by the Internship Student, Internship Site Supervisor, and Internship Faculty Supervisor as specified in the Internship Student's Statement of Learning Objectives.
- 2. Supervision:** The internship setting shall provide an onsite Internship Site Supervisor to whom the student shall be directly responsible. Supervision shall include regularly scheduled supervisory sessions at least once each week during the internship.
- 3. Orientation:** The internship setting shall provide students documented opportunities to become familiar with a variety of professional activities, resources, technological resources within the internship site.
- 4. Evaluation:** The Internship Site Supervisor and Internship Faculty Supervisor shall make regular contact during the internship in order to evaluate the Internship Student's progress (at least two times during the semester). A final confidential evaluation by the Internship Site Supervisor is to be completed and submitted to the Internship Faculty Supervisor at the conclusion of the internship experience.
- 5. Learning Climate:** It is expected that the climate in the agency will be conducive to learning. Policies and procedures governing the provision of the agency's services will be clearly defined. Learning opportunities are expected to provide variety and depth.
- 6. Program:** The Internship Student's Statement of Learning Objectives will serve as the basis for the Internship Student's activities at the agency.
- 7. Grievances:** The Internship Site Supervisor shall contact the Internship Student and the Internship Faculty Supervisor, should any difficulties arise during the placement.
- 8. Professional Development:** The internship site supervisor is eligible for continuing education credits for agreeing to provide onsite supervision to the internship student. Please contact the Fieldwork Coordinator at the semester's end to request a continuing education verification letter.

**The Internship Student will be responsible for the following:**

- 1. Adherence to rules and regulations:** The Internship Student will assume a role as a member of the agency's staff in adhering to policies, regulations, and procedures within the agency. Also, the Internship Student will observe and work within the framework of the agency, as related to staff protocol and behaviors, as well as to mode of dress.
- 2. Attendance:** The Internship Student will fulfill the agreed-upon time commitments. Time lost shall be made up in a way which is agreeable to the Internship Site Supervisor and Internship Faculty Supervisor.
- 3. Ethical standards:** The Internship Student is expected to conform to ethical standards, especially with regard to confidentiality.

**4. Grievances:** The Internship Student shall contact the Internship Faculty Supervisor regarding any difficulties that arise regarding the placement.

**5. Education Guidelines:** The Internship Student will abide by the conditions as listed in the Student Expectations section in the Internship Manual.

**6. Agency Orientation:** The Internship Student will have completed all necessary agency forms and in-service training concerning confidentiality and appropriate procedures.

**The Internship Faculty Supervisor will assume responsibility for the following:**

**1. Regular contact:** The Internship Faculty Supervisor will meet with the Internship Site Supervisor and the Internship Student at least twice during the Internship to participate in the evaluation of the Internship Student's performance and to provide feedback.

**2. Paperwork:** The Internship Faculty Supervisor will gather and review all required Internship documentation and logs.

**3. Signatures:** The Internship Faculty Supervisor will obtain all necessary university signatures and check additional signatures to insure all documents are complete.

**4. Files:** Student Internship files will be maintained and updated by the RC Program Fieldwork Coordinator, with a copy to the Internship Faculty Supervisor.

**5. Grades:** It will be the Internship Faculty Supervisor's responsibility to assign grades based on the evaluation of the Internship Site Supervisor.

**6. Grievances:** The Internship Faculty Supervisor shall be the intermediary, should any grievances occur during the Internship.

\_\_\_\_\_  
Internship Student [Signature]

\_\_\_\_\_  
Date

\_\_\_\_\_  
Internship Site Supervisor [Signature]

\_\_\_\_\_  
Date

\_\_\_\_\_  
Internship Faculty Supervisor [Signature]

\_\_\_\_\_  
Date

**Submit completed and signed document to the UA Little Rock RC Program Fieldwork Coordinator.**

UNIVERSITY OF ARKANSAS LITTLE ROCK  
MASTER OF ARTS IN COUNSELING  
WITH EMPHASIS IN REHABILITATION COUNSELING

**INTERNSHIP AGREEMENT: COUN 7660**

Student Name: \_\_\_\_\_ T-Number: \_\_\_\_\_

Phone: \_\_\_\_\_  
Home Work Cell

Semester: Fall \_\_\_\_\_ Year: \_\_\_\_\_  
Spring \_\_\_\_\_  
Summer \_\_\_\_\_

Internship Site/Agency Name: \_\_\_\_\_

Internship Site Address: \_\_\_\_\_  
Street City/State Zip

Internship Site Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Is this agreement for a change in internship sites? (Y/N) \_\_\_\_\_

If so, how many Direct Hours has the student completed? \_\_\_\_\_ Indirect Hours? \_\_\_\_\_

*The proposed site supervisor should include a copy of his/her current resume/vitae.*

- Does the proposed site supervisor have a **minimum of a master's degree**, preferably in counseling, or a related profession? (Y/N) \_\_\_\_\_ If yes, please list earned graduate degree(s) and the institution degree(s) were conferred.  
\_\_\_\_\_

Relevant certifications and/or licenses: \_\_\_\_\_  
\_\_\_\_\_

- Does the proposed site supervisor have a **minimum of two years** of pertinent professional experience in the specialty area in which the student is enrolled? Y/N \_\_\_\_\_
- Does the proposed site supervisor agree to provide (1) hour of weekly supervision to the student? (Y/N) \_\_\_\_\_
- Will the student be allowed to audio or video record at least 2 client sessions? (Y/N) \_\_\_\_\_

This Internship Agreement is entered into between \_\_\_\_\_ as  
the **on-site supervisor** for \_\_\_\_\_, an **internship student** enrolled  
in the UA Little Rock Rehabilitation Counseling Master's program. This fieldwork Internship placement shall  
involve a time commitment of \_\_\_\_\_ hours that will commence on \_\_\_\_\_ and terminate on  
\_\_\_\_\_.  
(month/day/year) (month/day/year)

**The Internship Site Supervisor agrees to assume responsibility for assisting the student in conducting activities related to his/her Internship experience. These activities are defined below between the Internship Student and the UA Little Rock Rehabilitation Counseling Program and agreed to by the Internship Site Supervisor.**

UNIVERSITY OF ARKANSAS LITTLE ROCK  
 MASTER OF ARTS IN COUNSELING  
 WITH EMPHASIS IN REHABILITATION COUNSELING

**APPLICATION FOR INTERNSHIP: COUN 7660**

**The Application for Internship [page 1 of the Internship Application] must be completed by the following deadline dates:**

**Fall Semester - April 1**  
**Spring Semester - October 1**  
**Summer Semester - March 1**

Semester(s) Desired for Internship: [Semester/Year]. If you are planning to take the internship over two terms, please specify both terms so one application will cover both.

Spring Term Year \_\_\_\_ One section (6 SH) \_\_\_\_ Two sections (12 SH) \_\_\_\_  
 Summer Term Year \_\_\_\_ One section (6 SH) \_\_\_\_ Two sections (12 SH) \_\_\_\_  
 Fall Term Year \_\_\_\_ One section (6 SH) \_\_\_\_ Two sections (12 SH) \_\_\_\_

You will be required to participate in 1 ½ hours of online Group Supervision each week. Specify all times you will be available.

Time Blocks	Weekday	Weekend
8am – 10 am		
10am – Noon		
Noon – 2 pm		
2pm – 4 pm		
4pm – 6 pm		
6 pm – 8 pm		

Student T-number \_\_\_\_\_ Student Name: \_\_\_\_\_  
Last First Middle

Student Address: \_\_\_\_\_  
Number/Street City/State Zip

Phone Numbers: \_\_\_\_\_  
Home Work Cell

Email Address: \_\_\_\_\_

**“I understand that I must secure an internship placement before my internship course (COUN 7660) begins, and that failure to do so may require me to drop the course.”**

\_\_\_\_\_  
 Student [Signature] Date

**Submit completed and signed document to the UA Little Rock RC Program Fieldwork Coordinator.**

UNIVERSITY OF ARKANSAS LITTLE ROCK  
MASTER OF ARTS IN COUNSELING  
WITH EMPHASIS IN REHABILITATION COUNSELING

**INTERNSHIP CHECKLIST: COUN 7660**

**Student Name** \_\_\_\_\_

No internship hours may be accrued before the approval of the internship site and internship site supervisor by the RC Program Student Services Coordinator and RC Program Fieldwork Placement Supervisor.

- **Faculty Advisor Consultation:** Consultation with your Faculty Advisor and/or the RC Program Fieldwork Placement Supervisor is required to determine that you have taken all of the pre-requisite courses.
- **Semester/Year:** Determine the Semester and Year you desire to complete Internship.
- **Application for Internship [page 1 of the Internship Application]:** Complete and submit to the RC Program Student Services Coordinator.

<b>Fall Semester</b>	-	<b>April 1</b>
<b>Spring Semester</b>	-	<b>October 1</b>
<b>Summer Semester</b>	-	<b>March 1</b>

- **Securing an Internship Site:**
  - Consult with your Faculty Advisor, the RC Program Fieldwork Placement Supervisor, and the RC Program Student Services Coordinator to discuss determination of an appropriate internship site and required documentation.
  - Research and gather information about potential appropriate agencies that you may be interested in completing your internship.
  - Contact potential agency supervisors and discuss potential internship placement.
  - If agency is a new/unapproved potential internship site, then submit proposal for site review and approval by the RC Student Services Coordinator and the RC Fieldwork Supervisor. See information about submitting proposal in the Internship Manual.
  - Secure approval for internship site/agency from the RC Program Student Services Coordinator and the RC Program Fieldwork Supervisor.
- **Once internship site is approved:**
  - Complete internship application, obtain necessary signatures, and submit to the RC Program Student Services Coordinator.
  - **All blanks** must be completed and all signatures/dates must be secured.
- **Computer, Recording Equipment, and Webcam:**
  - Digital audio recorder and webcam equipment is required for internship. Currently, the only acceptable formats will be mp3 for audio and mp4 for video. Be sure to convert other formats before submission to the Instructor. Specific instructions will be provided by your internship faculty supervisor.
  - Computer connection must be high speed or cable to ensure your ability to participate in video conferencing throughout the semester.
- **Apply for CRC/NCE Exam if you plan to take it during your Internship**

UNIVERSITY OF ARKANSAS LITTLE ROCK  
MASTER OF ARTS IN COUNSELING  
WITH EMPHASIS IN REHABILITATION COUNSELING

**INTERNSHIP PROPOSAL: COUN 7660**

Student Name: \_\_\_\_\_  
Last First Middle

Student Address: \_\_\_\_\_  
Number/Street City/State Zip

Phone Numbers: \_\_\_\_\_  
Home Work Cell

Email Address: \_\_\_\_\_ T-Number \_\_\_\_\_

\_\_\_\_\_ requests to complete his/her Internship at:  
(Internship Student)

Name of Internship Site/Agency: \_\_\_\_\_

Name of Internship Site Supervisor: \_\_\_\_\_

*The proposed site supervisor should include a copy of his/her current resume/vitae.*

- Does the proposed site supervisor have a **minimum of a master's degree**, preferably in counseling, or a related profession? (Y/N) \_\_\_\_\_ If yes, please list earned graduate degree(s) and the institution degree(s) were conferred.  
\_\_\_\_\_

Relevant certifications and/or licenses: \_\_\_\_\_  
\_\_\_\_\_

- Does the proposed site supervisor have a **minimum of two years** of pertinent professional experience in the specialty area in which the student is enrolled? (Y/N) \_\_\_\_\_ CRC? (Y/N) \_\_\_\_\_

Agency Address: \_\_\_\_\_

Agency Phone: \_\_\_\_\_

Agency Details: \_\_\_\_\_

Requested Internship Start date: \_\_\_\_\_ End Date: \_\_\_\_\_

Proposal Description: (1) Reason for choosing this site **and** (2) Proposed work schedule.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(continued)

**Proposal Approved by:**

---

Internship Site Supervisor [Signature]

---

Date

---

Fieldwork Coordinator  
UA Little Rock Rehabilitation Counseling Program

---

Date

---

Internship Faculty Supervisor [Signature]  
UA Little Rock Rehabilitation Counseling Program

---

Date



UNIVERSITY OF ARKANSAS LITTLE ROCK  
MASTER OF ARTS IN COUNSELING  
WITH EMPHASIS IN REHABILITATION COUNSELING

**INTERNSHIP STUDENT: COUN 7660**  
**STATEMENT OF LEARNING OBJECTIVES**

The Internship Student is required to establish at least three (3) learning objectives for the specified grading period. The primary focus of the Internship course is to improve counseling skills, especially the core skills of helping. Secondary emphasis is on providing quality client service and case management, and for new counselors, an orientation to the field and to the specific agency in which he/she is completing the Internship.

Learning objectives should reflect the counseling focus, as well as any secondary focus areas, and emphasize specific areas where the student needs to enhance or acquire skills (i.e. theory-based techniques, case note documentation, service plan development). The learning objectives must be originated by the Internship Student in cooperation with the Internship Site Supervisor, and reviewed by the Internship Faculty Supervisor. Please consult your Internship Faculty Supervisor if you need help in formulating your objectives. Goals should be specific, measurable, attainable, relevant, and time-bound.

The Internship Site Supervisor will evaluate the Internship Student's success in achieving the learning objectives at the end of the grading period. The university will award academic credit for successful accomplishment of the learning objectives listed below:

1. *(Related to counseling skills)*

2.

3.

\_\_\_\_\_  
Internship Student [Signature]

\_\_\_\_\_  
Date

\_\_\_\_\_  
Internship Site Supervisor [Signature]

\_\_\_\_\_  
Date

**Submit completed and signed document to the UA Little Rock RC Program Fieldwork Coordinator.**

UNIVERSITY OF ARKANSAS LITTLE ROCK  
MASTER OF ARTS IN COUNSELING  
WITH EMPHASIS IN REHABILITATION COUNSELING

**INTERNSHIP MANUAL: COUN 7660  
ACKNOWLEDGEMENT PAGE**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Acknowledgement	Student Initials
The Internship student has received and read the COUN 7660 Internship Manual.	
The Internship student must take and pass the CRC examination in order to receive a passing grade for the second semester of the COUN 7660 Internship course.	
The Internship student must obtain liability insurance before logging internship hours, and provide proof of insurance to the Faculty supervisor.	
The internship student must complete 600 internship hours, with at least 240 hours being direct service, in order to pass Internship.	

\*This checklist is due to the Faculty Internship Supervisor and the Student Services Coordinator by the start of the Internship course.

UNIVERSITY OF ARKANSAS LITTLE ROCK  
MASTER OF ARTS IN COUNSELING  
WITH EMPHASIS IN REHABILITATION COUNSELING

**MID-SEMESTER PERFORMANCE EVALUATION**  
**INTERNSHIP STUDENT: COUN 7660**

Semester/Year \_\_\_\_\_ Date of Mid Semester Evaluation: \_\_\_\_\_

Name of Student \_\_\_\_\_

Name of Internship Site \_\_\_\_\_

Internship Site Supervisor \_\_\_\_\_ Phone \_\_\_\_\_

Internship Faculty Supervisor \_\_\_\_\_

**Directions:** Please indicate the degree to which each competency has been demonstrated using the following scale:

- 5 - Indicates a frequently demonstrated very high degree of competence.
- 4 - Indicates a frequently demonstrated high degree of competence.
- 3 - Indicates an adequate degree of competence.
- 2 - Indicates a relatively low level of competence.
- 1 - Indicates extremely low level of competence.

**AREAS TO BE ASSESSED**

7.	Professional and appropriate behavior and dress while at Internship site.	
8.	Ability to develop and maintain positive working relationships onsite.	
9.	Submission of Internship logs in a thorough and timely manner.	
10.	Attendance and participation in supervision.	
11.	Demonstration of active steps towards achieving his/her learning goals.	
12.	Strengths of this student.	
13.	Areas in which the student needs to improve.	

\_\_\_\_\_  
Internship Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Internship Site Supervisor

\_\_\_\_\_  
Date

UNIVERSITY OF ARKANSAS AT LITTLE ROCK  
 MASTER OF ARTS IN COUNSELING  
 WITH EMPHASIS IN REHABILITATION COUNSELING

**FIELDWORK LOG**

This log is to be completed by the student for every week and is to be submitted to the Site Supervisor and to the Faculty Supervisor. Individual and group supervision hours do count toward indirect hours.  
**ALL LOGS ARE TO BE TYPED AND SUBMITTED AS WORD OR PDF DOCUMENTS.**

Fieldwork Student Name: \_\_\_\_\_ Week of: \_\_\_\_\_

Section One: \_\_\_\_\_ Section Two: \_\_\_\_\_ Total: \_\_\_\_\_

MONDAY		DATE	
INDIVIDUAL SUPERVISION	GROUP/CLASS SUPERVISION	DIRECT SERVICE HOURS	INDIRECT SERVICE HOURS

TUESDAY		DATE	
INDIVIDUAL SUPERVISION	GROUP/CLASS SUPERVISION	DIRECT SERVICE HOURS	INDIRECT SERVICE HOURS

WEDNESDAY		DATE	
INDIVIDUAL SUPERVISION	GROUP/CLASS SUPERVISION	DIRECT SERVICE HOURS	INDIRECT SERVICE HOURS

THURSDAY		DATE	
INDIVIDUAL SUPERVISION	GROUP/CLASS SUPERVISION	DIRECT SERVICE HOURS	INDIRECT SERVICE HOURS

FRIDAY		DATE	

<b>INDIVIDUAL SUPERVISION</b>	<b>GROUP/CLASS SUPERVISION</b>	<b>DIRECT SERVICE HOURS</b>	<b>INDIRECT SERVICE HOURS</b>

<b>EVENING/WEEKEND/HOLIDAY</b>	<b>DATE</b>		
<b>INDIVIDUAL SUPERVISION</b>	<b>GROUP/CLASS SUPERVISION</b>	<b>DIRECT SERVICE HOURS</b>	<b>INDIRECT SERVICE HOURS</b>

	<b>WEEKLY TOTAL</b>		<b>SEMESTER TOTAL</b>
<b>INDIVIDUAL SUPERVISION HOURS</b>			
<b>GROUP/CLASS SUPERVISION HOURS</b>			
<b>DIRECT SERVICE HOURS</b>			
<b>INDIRECT SERVICE HOURS</b>			
<b>TOTAL DIRECT AND INDIRECT SERVICE HOURS</b>			

\_\_\_\_\_  
Supervisor Name

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

UNIVERSITY OF ARKANSAS LITTLE ROCK  
 MASTER OF ARTS IN COUNSELING  
 WITH EMPHASIS IN REHABILITATION COUNSELING

**MID-SEMESTER PERFORMANCE EVALUATION  
 INTERNSHIP STUDENT: COUN 7660**

Semester/Year \_\_\_\_\_ Date of Mid-Semester Evaluation: \_\_\_\_\_

Name of Student \_\_\_\_\_

Name of Internship Site \_\_\_\_\_

Internship Site Supervisor \_\_\_\_\_ Phone \_\_\_\_\_

Internship Faculty Supervisor \_\_\_\_\_

**Directions: Please indicate the degree to which each competency has been demonstrated using the following scale:**

- 5 - Indicates a frequently demonstrated very high degree of competence
- 4 - Indicates a frequently demonstrated high degree of competence
- 3 - Indicates an adequate degree of competence
- 2 - Indicates a relatively low level of competence
- 1 - Indicates extremely low level of competence

**AREAS TO BE ASSESSED**

14.	Professional and appropriate behavior and dress while at Internship site.	
15.	Ability to develop and maintain positive working relationships onsite.	
16.	Submission of Internship logs in a thorough and timely manner.	
17.	Attendance and participation in supervision.	
18.	Demonstration of active steps towards achieving his/her learning goals.	
19.	Strengths of this student.	
20.	Areas in which the student needs to improve.	

\_\_\_\_\_  
 Internship Student

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Internship Site Supervisor

\_\_\_\_\_  
 Date

UNIVERSITY OF ARKANSAS LITTLE ROCK  
 MASTER OF ARTS IN COUNSELING  
 WITH EMPHASIS IN REHABILITATION COUNSELING

**INTERNSHIP STUDENT SELF-EVALUATION: COUN 7660**

Internship Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Internship Site/Agency Name: \_\_\_\_\_

Internship Site Supervisor Name: \_\_\_\_\_

Period of Evaluation: From \_\_\_\_\_ to \_\_\_\_\_ [Day/Month/Year]

**Directions:** Please indicate the degree to which each competency has been demonstrated using the following scale:

- 5 - Indicates a frequently demonstrated very high degree of competence
- 4 - Indicates a frequently demonstrated high degree of competence
- 3 - Indicates an adequate degree of competence
- 2 - Indicates a relatively low level of competence
- 1 - Indicates extremely low level of competence

Summarize your activities related to each of the following categories. If a category does not apply to you, write N/A.

<b>Interpretation of Diagnostics:</b>	
Medical:	
Psychological:	
Educational:	
Social:	
Vocational:	
<b>Rehabilitation Planning and Case Management:</b>	
<b>Career and Vocational Counseling:</b>	
<b>Personal Adjustment Counseling:</b>	
<b>Job Development and Placement:</b>	
<b>Community Resource Utilization:</b>	
<b>Recording and Reporting:</b>	
<b>Application of Counseling Theory and Techniques:</b>	
<b>Other Related Tasks:</b>	

\_\_\_\_\_  
 Internship Student [Signature]

\_\_\_\_\_  
 Date

UNIVERSITY OF ARKANSAS LITTLE ROCK  
 MASTER OF ARTS IN COUNSELING  
 WITH EMPHASIS IN REHABILITATION COUNSELING

**INTERNSHIP STUDENT SITE EVALUATION: COUN 7660**

Internship Student's Name \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

Internship Site \_\_\_\_\_

Site Address \_\_\_\_\_

Internship Site Supervisor Name/Phone \_\_\_\_\_

Internship Faculty Supervisor Name \_\_\_\_\_

**Directions:** Please indicate the degree to which each competency has been demonstrated using the following scale:

- 5 - Indicates a frequently demonstrated very high degree of competence
- 4 - Indicates a frequently demonstrated high degree of competence
- 3 - Indicates an adequate degree of competence
- 2 - Indicates a relatively low level of competence
- 1 - Indicates extremely low level of competence

<b>Internship Site</b>	
1. Adequate assistance in meeting university requirements.	
2. Staff acceptance of you as a counseling Internship student.	
3. Support and cooperation of the administrative staff.	
4. Physical facilities (space to work in, phone ...).	
5. Flexibility of site in meeting student's needs and client's needs.	
6. Site requirements were reasonable.	

<b>Internship Site Supervisor</b>	
7. He/she offered constructive feedback.	
8. He/she provided support when needed.	
9. He/she provided assistance or referred you to someone who could	
10. He/she allowed adequate time for individual supervision.	
11. He/she helped me integrate theory and practice.	
12. Overall evaluation of Internship Site Supervisor	

**F.** Please describe how the Internship was a learning experience for you?



<p><b>G.</b> What kind of supervision activities did you have? (e.g., listening to tapes, direct observation, group supervision, individual supervision, other)</p>
<p><b>H.</b> What suggestions could you offer to improve this field site?</p>

\_\_\_\_\_  
Internship Student [Signature]

\_\_\_\_\_  
Date

**Submit completed and signed document to Internship Faculty Supervisor.**

UNIVERSITY OF ARKANSAS LITTLE ROCK  
 MASTER OF ARTS IN COUNSELING  
 WITH EMPHASIS IN REHABILITATION COUNSELING

**INTERNSHIP SITE SUPERVISOR  
 FINAL EVALUATION OF INTERNSHIP STUDENT: COUN 7660**

Name of Student \_\_\_\_\_ Semester/Year \_\_\_\_\_

Internship Site \_\_\_\_\_

Internship Site Supervisor \_\_\_\_\_ Phone \_\_\_\_\_

Internship Faculty Supervisor \_\_\_\_\_

**Directions:** Please indicate the degree to which each competency has been demonstrated using the following scale:

- 5 - Indicates a frequently demonstrated very high degree of competence
- 4 - Indicates a frequently demonstrated high degree of competence
- 3 - Indicates an adequate degree of competence
- 2 - Indicates a relatively low level of competence
- 1 - Indicates extremely low level of competence

<b>Counseling and Service Delivery</b>	
1. Demonstrated an appropriate application of counseling theory and techniques.	
2. Demonstrated the ability to gather, integrate, and interpret client information, such as diagnostics.	
3. Took pertinent histories and recorded progress notes adequately.	
4. Demonstrated the ability to conduct case planning.	
5. Demonstrated the ability to coordinate services.	
6. Demonstrated the ability to conduct job development and job placement skills.	
7. Adhered to the standards of ethical and professional conduct in relationship to clients, Internship site and other professionals.	
8. Attended and participated in case conferences.	
9. Terminated counseling relationships in a therapeutic fashion.	
<b>General Characteristics</b>	
1. Demonstrated the ability to relate to others.	
2. Demonstrated the ability to communicate verbally and in writing.	
3. Demonstrated knowledge of and adherence to ethical behavior.	
4. Demonstrated conscientiousness and dependability.	
5. Demonstrated adaptability and resourcefulness.	
6. Demonstrated organizational ability.	
What do you recognize as strengths of this student?	
What do you recognize as limitations of this student?	

Do you have any suggestions for addressing these limitations?

Using the above scale, indicate your overall rating of how the student has met his/her learning objectives:

\_\_\_\_\_  
Internship Site Supervisor [Signature]

\_\_\_\_\_  
Date of Evaluation

**Submit completed and signed document to Internship Faculty Supervisor.**

## GROUP SUPERVISION SCHEDULE

During this term you will be expected to participate in WEEKLY GROUP SUPERVISION sessions in which you will interact with your faculty supervisor as well as the other members of your fieldwork section. In each session, you will be expected to discuss your activities for the week – particularly those involving difficult clients or issues. In addition, the faculty supervisor may incorporate specific topics of instruction and may have each of you act as the session leader. You should plan for each of the sessions to last from 1 to 1.5 hours. An additional part of this weekly assignment may be a discussion forum on the specific topic for that week.

Using the table below, indicate all times that you can be available by marking an **X** in the cell. You can indicate a preference by marking a **P** in the appropriate cell. If there are times when you absolutely cannot be available, mark that cell with a **U**. This should be turned in along with the first discussion assignment (your brief bio).

LAST NAME \_\_\_\_\_ FIRST NAME \_\_\_\_\_

TIME ZONE \_\_\_\_\_

AVAILABILITY	SUN	MON	TUES	WED	THUR	FRI	SAT
8 AM - 10 AM							
10 AM - 12 PM							
12 PM – 2 PM							
2 PM – 4 PM							
4 PM – 6 PM							
6 PM – 8 PM							
8 PM – 10 PM							

**AVAILABLE TIME – X**

**PREFERRED TIME – P**

**ABSOLUTELY UNAVAILABLE TIME - U**

## UA LITTLE ROCK MASTER OF ARTS IN REHABILITATION COUNSELING PROFESSIONAL PRACTICE FIELDWORK CONTRACT

I understand that I must complete COUN 7365, Rehabilitation Counseling Practicum with a grade of B or better prior to being allowed to register for COUN 7660 Internship in Rehabilitation Counseling. I understand that both Practicum and Internship are both experiential with actual clients and work environments. The requirements for both are stated in the UA Little Rock Fieldwork Manuals. I also understand that I will be required to meet the following specific requirements:

- I will establish a weekly work schedule with my onsite supervisor and will keep all scheduled appointments with assigned clients
- I will submit recordings of counseling sessions as required by my faculty supervisor
- I will attend and participate in all scheduled individual and group supervision sessions
- I will submit activity logs and other documentation at the end of each week
- I will participate in all group discussion forums
- I will meet all other class requirements specified by my faculty and onsite supervisor
- I will adhere to all CRCC and ACA ethical standards
- I will notify my faculty supervisor immediately, if I experience a change in my onsite supervisor or if an unexpected life event happens that may cause me the need to temporarily postpone my participation in fieldwork or pursue a new fieldwork site. I understand that modifications to fieldwork sites are rare, and will be reviewed on a case-by-case basis by the faculty supervisor and the fieldwork coordinator.
- I will demonstrate the work values and attributes associated with the profession of rehabilitation counseling, particularly:
  - a. Integrity
  - b. Concern for others
  - c. Dependability
  - d. Cooperation
  - e. Self-control

The requirements for assessment of student knowledge, skills, competence and professional attributes are covered in the Codes of Ethics, as well as in the CACREP Accreditation Standards. I understand that failure to comply with these standards, will result in a failing grade; will mandate the necessity for me to repeat fieldwork courses and may result in dismissal from the program. I also understand that if I repeat fieldwork courses and do not adhere to the above-mentioned requirements, I will be dismissed from the program.

Student Signature	Date
Faculty Supervisor Signature	Date
Site Supervisor Signature	Date

**APPENDIX 14**  
**MANUAL FOR CLINICAL FIELDWORK**



**SCHOOL OF COUNSELING, HUMAN  
PERFORMANCE, AND REHABILITATION**  
UNIVERSITY OF ARKANSAS AT LITTLE ROCK

---

---

**MANUAL FOR CLINICAL FIELDWORK**  
**COUN 7365: Supervised Practice in Rehabilitation Counseling**  
**COUN 7660: Rehabilitation Counseling Internship**

---

---

**Master of Arts in Counseling Degree Program  
with an emphasis in Rehabilitation Counseling**

**2020**

<b>TABLE OF CONTENTS</b>	
<b>PART 1: GENERAL CONSIDERATIONS</b>	<b>3</b>
Introduction	3
Mission	3
Purpose	3
Goals and Objectives	4
Policies and Procedures for Fieldwork Application and Registration	4
Student Eligibility Requirements	4
Fieldwork Application Documents and Deadlines	5
Selection of Fieldwork Site and Site Supervisor	5
Fieldwork Site Requirements	6
Fieldwork Agency Selection and Approval	6
Place of Employment as Fieldwork Site	7
Fieldwork Agency Responsibility	7
Site Supervisor Qualifications	7
Site Supervisor Responsibilities	8
Faculty Supervisor Responsibilities	8
Supervision Essentials	9
CRC/NCE Exams	9
Liability Insurance	10
<b>PART 2: PRACTICUM – SPECIAL CONSIDERATIONS</b>	<b>11</b>
Structure of Practicum Experience	11
Practicum Student Responsibilities	12
What is Expected of Practicum Students	13
<b>PART 3: INTERNSHIP – SPECIAL CONSIDERATIONS</b>	<b>14</b>
Structure of Internship Experience	14
Internship Student Responsibilities	15
What is Expected of Internship Students	16
Professional Conduct Contract	17
<b>2016 CACREP STANDARDS</b>	<b>18</b>



# PART 1: GENERAL CONSIDERATIONS

## Introduction

You are about to enter the final part of your graduate degree program. Previously, you focused on development of basic skills and “practice” on your fellow students in role-playing and mock counseling sessions. The focus and structure of this phase of your training will be materially different from your previous coursework in that it will be almost entirely experiential in nature and will involve working with actual clients in settings typical for the delivery of counseling and rehabilitation services. Throughout this experience you will work somewhat independently with close supervision by both your Site and Faculty Supervisors.

This manual will cover your clinical fieldwork experience which includes the Practicum and Internship courses. It is divided into three sections – general information applicable to the entire fieldwork experience followed by sections specific to the Practicum and the Internship. The term FIELDWORK will be used for all content common to both Practicum and Internship.

The faculty of the University of Arkansas at Little Rock Rehabilitation Counseling program believe that practicum and internship are among the most important experiences in our graduate program. Every effort will be made to empower students to have a range of experiences that will enhance their personal and career development.

Information is provided for applying for Practicum and Internship, site requirements, site supervisor requirements, faculty supervisor requirements, and student expectations and requirements. Please read this manual carefully as it should answer most of your questions.

## Mission and Goals

The mission of the Rehabilitation Counseling Program at the University of Arkansas at Little Rock (UA Little Rock) is to promote quality rehabilitation services for individuals with disabilities through a pre-service and in-service education program which provides qualified, certified rehabilitation counselors to work in public and private agencies.

The primary goals of the Rehabilitation Counseling Program are to:

- Provide a comprehensive graduate degree curriculum that prepares students to provide high quality services to individuals with disabilities;
- Promote values, skills and knowledge that result in genuine commitment to human rights, professionalism, personal integrity and ethical practice;
- Advance the basic philosophical tenets of rehabilitation; and
- Provide a high quality, accessible learning experience for each student which allows program graduates to gain national certification as a rehabilitation counselor (CRC).

## Purpose

The primary purpose of the Practicum experience is to provide the student with initial exposure to learning in a community-based rehabilitation agency under faculty supervision. The experience is designed to give the student an opportunity to practice the counseling role of the rehabilitation professional. The student is required to apply rehabilitation counseling methods, techniques and vocational knowledge while simultaneously working with clients and consulting with businesses and industry leaders for job development and placement opportunities. We realize that many students are also interested in becoming licensed counselors in their home states. Therefore, the Fieldwork experience is structured in a way that concurrently meets the standards of most state licensing boards.

The primary purpose of the Internship experience is to provide the student with advanced field work in rehabilitation counseling in an off-campus field placement. The scope of the Internship is broader than that of the Practicum in that the student may be involved in arranging for and monitoring the delivery of rehabilitation services in addition to the counseling activities first practiced in the Practicum. Students are required to take two 6-hour course sections of Internship in order to fulfill this requirement. The sections may be taken either concurrently or consecutively.

The student should have experiences that increase his or her awareness and understanding of the differences in values, beliefs, and behaviors of individuals from diverse populations. The Faculty Supervisor, Site Supervisor, and the fieldwork student will cooperatively determine the exact nature of the Practicum and Internship experiences, depending on the capacities and needs of the site, and the learning needs and interests of the student. The experience allows the student to elect to work with various disability

populations, which may include persons with physical impairments, sensory impairments, intellectual disabilities, mental illness, emotional disturbances, chemical dependencies, terminal illnesses, chronic health conditions, and others.

## Goals and Objectives

The goal of the Fieldwork experience is to provide the student with exposure and learning experiences in a community-based rehabilitation setting under faculty and agency supervision.

The courses are designed to give the student an opportunity to practice the role of a rehabilitation professional with an emphasis on refinement of the student's counseling techniques and approaches and the delivery of essential services.

The following objectives apply to all Fieldwork students. Achievement of these objectives is important for the development of rehabilitation counselors. Through the Fieldwork experience the student will be:

- ✓ Given an introduction to the skills regarding the dimensions of the counselor-client relationship;
- ✓ Provided with an environment for practicing skills while receiving feedback from an experienced practitioner;
- ✓ Express knowledge and awareness of agency operations, policies and procedures.
- ✓ Engage in productive communication and cooperation with other members of the agency's professional team and with professional colleagues from other cooperating agencies.
- ✓ Express knowledge of and effective use of community and professional networks.
- ✓ Assisted in gaining confidence in the application of skills particularly related to counseling interactions;
- ✓ Apply counseling theories and models in the practice of individual and group counseling.
- ✓ Articulate and implement, under supervision, a personal theory of counseling which guides the intentionality of clinical practice.
- ✓ Demonstrate vocational counseling and job placement skills relevant to the clientele served.
- ✓ Demonstrate appropriate case management strategies.
- ✓ Provided with experiences in a rehabilitation setting and opportunities for direct contact with individuals with disabilities;
- ✓ Express knowledge of a developmental approach to counseling and supervision.
- ✓ Demonstrate the ability to use constructive supervisory feedback.
- ✓ Express knowledge of ethical standards, decision-making strategies, and governance considerations necessary to effective clinical practice.
- ✓ Accept individual differences in clients and develop and articulate an awareness of self as a person.

## Policies and Procedures for Fieldwork Application and Registration

Prior to submitting the application, the student must contact his or her Rehabilitation Counseling Program Faculty Advisor to discuss readiness for their fieldwork experience. A review of the student's plan of study is recommended to determine that all required coursework has been successfully completed. With the agreement of the student's Faculty Advisor and the Rehabilitation Counseling Fieldwork Coordinator, the student may be allowed to take no more than one class concurrently with the practicum.

## Student Eligibility Requirements

The student must meet the following requirements in order to be eligible for the practicum experience:

- ✓ The student must be enrolled in the UA Little Rock Rehabilitation Counseling Master's program, or pursuing an LPC and enrolled as a non-degree seeking student.
- ✓ The student must have a minimum of a 3.0 grade point average.
- ✓ The student must have successfully completed, or received equivalent grades for, all Rehabilitation Counseling program course work (\*with a grade of B or better) prior to beginning Fieldwork, which includes the following:
  - COUN 7360 Rehabilitation Foundations\* COUN
  - 7361 Medical Aspects of Disability COUN 7362
  - Psychological Aspects of Disability COUN 7363
  - Career Counseling and Placement\* COUN 7364
  - Rehabilitation Case Management\* COUN 7367
  - Assessment in Rehabilitation\*

COUN 7369 Introduction to Family Counseling  
 COUN 7370 Psychopharmacology for Counselors  
 CNSL 7301 Theoretical Approaches to Counseling\*  
 CNSL 7302 Techniques for Counseling Interviews\*  
 CNSL 7307 Theories and Techniques for Group Counseling\*  
 EDFN 7303 Introduction to Educational Research  
 CNSL 7308 Cross Cultural Counseling  
 EDFN 7330 Human Development

- ✓ The student can be taking or have completed the following course during or prior to beginning the practicum course:  
 COUN 7364 Rehabilitation Case Management\*
- ✓ Completion of COUN 7365: Supervised Practice in Rehabilitation Counseling is a prerequisite for COUN 7660: Internship in Rehabilitation Counseling. The student must earn a grade of “B” or better in Practicum, or he or she will need to repeat the course. Students are required to demonstrate satisfactory counseling skills and knowledge and are required to satisfactorily complete all components of the course. Practicum cannot be taken as a Pass/Fail course and cannot be audited.

The grades in all Fieldwork classes are determined by the Practicum Faculty Supervisor and are based on a variety of factors including: the Site Supervisor’s final evaluation of the student, and the student’s timely and thorough completion of all required paperwork, weekly practicum logs, required clinical hours, required recordings of counseling sessions, and additional requirements as outlined by the course syllabus.

## Fieldwork Application Documents and Deadline Dates

The Fieldwork Application includes all of the following documentation (there are separate forms for Practicum and for Internship):

- Application for Practicum/Internship
- Practicum/Internship Proposal
- Practicum/Internship Agreement
- Practicum/Internship Student Statement of Learning Objectives

The student must complete all Fieldwork Application documentation during the semester prior to when he/she desires to take Practicum. The student must have completed and submitted the **Application for Practicum** form by the following deadlines:

<u>Plan to Begin Practicum</u>		<u>Paperwork Due</u>
Fall Semester	-	April 1
Spring Semester	-	October 1
Summer Semester	-	March 1

The student must have completed all pages, obtained appropriate signatures, and submitted all pages of the Fieldwork Application documentation by the following deadline:

**\*No later than two (2) weeks prior to the beginning of the semester in which the student is registered for the Fieldwork course.\* Students who have not yet acquired a Fieldwork site by the time their Fieldwork course starts may be required to drop the course. Questions regarding fieldwork enrollment or courses, should be directed to:**

**John A. Barbuto**  
 Fieldwork Coordinator  
[jabarbuto@ualr.edu](mailto:jabarbuto@ualr.edu)

**Note:** The student cannot begin counting Practicum or Internship clinical hours until all application documentation is completed, signed, submitted to, and approved by the Fieldwork Coordinator and Faculty Supervisor.

## Selection of the Fieldwork Site and Site Supervisor:

The selection of an appropriate Fieldwork site is the key to a successful experience. It is important to emphasize a careful evaluation of possible sites by the student. This process should begin during the semester before Practicum and/or Internship at the latest. The agency can also determine whether its resources are in harmony with the student’s learning needs, interests, and expectations. The student and the agency are involved in a reciprocal relationship. Each has something valuable to offer the other.

Students bring to the agency their knowledge, skills, and enthusiasm to learn and serve. While the agency offers the student the opportunity to put these skills to work, under professional supervision. When an appropriate Fieldwork site is chosen, the experience ultimately benefits the student, the agency, and the rehabilitation counseling program.

One of the most common dilemmas that the student faces in site selection, is where to begin. Students are encouraged to approach this the same way they might initiate a job search. Some of the key elements in this process include:

- **Determine the area in which you are willing to travel.** Keep in mind that you will need to be at the site several days each week during your Practicum and Internship. Travel time and expense must be considered in selecting a site. (If you plan to deduct educational expenses on your taxes, be sure to keep accurate records of these expenses.)
- **Identify potential sites.** Fieldwork may be completed at a State-Federal Rehabilitation Agency/Facility, a Veterans Administration Rehabilitation Services Agency/Facility, a private, not-for-profit rehabilitation or related agency/facility, a private-for-profit rehabilitation or related agency/facility, or a Disability Resource Center or Counseling Services Office at a University. Since many students are also interested in becoming a Licensed Counselor in their State of residence, sites capable of providing the training and supervision required for that process may also be considered with the approval of the RC Program Fieldwork Coordinator.

Students seeking to do their internship at a **new, unapproved site** must provide information about the site for review and approval. The Fieldwork Coordinator must approve the site before the Practicum or Internship can begin. Students seeking approval for a new Fieldwork site must submit a written request to the Fieldwork Coordinator. A description of the agency, the agency's service population, a job description detailing the tasks and duties to be performed by the practicum or internship student, and the name and credentials of the agency staff member who will serve as the student's Site Supervisor. The proposed Site Supervisor must hold at least a master's degree in rehabilitation counseling or a closely related field and should hold the CRC credential. Fieldwork may not be completed at unapproved sites. A Practicum/Internship Agreement, which outlines the expectations for the internship shall be signed by the student, the Practicum/Internship Faculty Supervisor, and the respective Site Supervisor.

- **Make the initial contact with the proposed site and speak with on-site personnel in the evaluation of an appropriate field site.** Students are encouraged to discuss potential sites with the Fieldwork Coordinator, along with his or her Faculty Advisor, well in advance of submitting the Application for Practicum or Internship form (see Appendices).
- **Review the site and site supervision criteria contained in this Manual with the site staff.** If there are any questions regarding the requirements or responsibilities of the site or the site supervisor, they should be referred to the Fieldwork Coordinator for clarification.
- **Complete and submit the application forms to the Rehabilitation Counseling Fieldwork Coordinator for approval if the criteria below is met.**

## Fieldwork Site Requirements

Agencies or programs selected as Fieldwork sites must offer a broad range of rehabilitation counseling activities and must be approved by the Fieldwork Coordinator.

- Fieldwork sites must agree to enter into an Agreement with the UA Little Rock Rehabilitation Counseling program.
- Students seeking approval for a new practicum site must submit a written request to the RC Program Fieldwork Coordinator. A description of the agency, the agency's service population, a job description detailing the tasks and duties to be performed by the practicum student, and the name and credentials of the agency staff member who will serve as the student's Site Supervisor must be provided.
- The proposed Site Supervisor must hold at least a Master's degree in rehabilitation counseling or a closely related field and should hold the CRC credential. Exceptions to this may be made in certain circumstances, and are at the discretion of RC Program Fieldwork Coordinator.
- The Fieldwork may not be completed at an unapproved site.
- Practicum/Internship Agreement which outlines the expectations for the experience shall be signed by the student, the Fieldwork Coordinator, and the Site Supervisor.

## Fieldwork Agency Selection and Approval

- Agencies should be selected that have a primary function of serving people with disabilities or chronic health conditions; this may also include related human service agencies and high schools.
- Agencies should have a broad variety of rehabilitation services which are designed to serve persons with disabilities; including but not limited to counseling, job readiness, training and placement, rehabilitation, advocacy, and/or assistive technology.

- Agencies should be recognized in the community as viable agencies with appropriate accreditation (if it exists for that agency). Affiliation with appropriate funding agencies will be considered in lieu of accreditation.
- Agencies should provide services to adult clients, the youngest of whom may be transition aged (at least 16 years old).
- Agencies should be able to provide assurances that they can give adequate and appropriate opportunities for the student to work with people with physical, mental, psychological, developmental, and addiction issues. This includes an adequate number of clients to work with, with an adequate frequency, in order to complete practicum requirements in a timely manner.
- The student is responsible for making the initial contact with the potential placement site regarding his or his fieldwork experiences and requirements. If the student is unable to locate an appropriate site, then the student must contact the Fieldwork Coordinator and student's Faculty Advisor to discuss site possibilities. The site chosen should be based on personal interests and professional development needs, as well as the ability to prepare the student for potential future professional employment in the rehabilitation field.
- When final arrangements have been made for the fieldwork experience, the student must submit the completed and signed application form to the Fieldwork Coordinator for approval.

## Place of Employment as the Fieldwork Agency

Students are allowed to obtain full or part-time jobs, at qualified agencies, to fulfill their Fieldwork requirements. Students are allowed to use their current employment, at qualified agencies, to fulfill their Fieldwork requirements, if the logged duties are consistent with the objectives of the Fieldwork experience and meet the standards of the Rehabilitation Counseling program's accreditation. If the logged fieldwork experience duties are different from their regular job duties (i.e. alternate clientele, program, or services within the same agency), these duties may or may not be fulfilled during the student's regular hours of employment. That decision must be made by the employee's supervisor.

If the student is also seeking licensure, the standards established by the State licensing body must also be met. That decision must be made by the employee's supervisor and the Fieldwork Coordinator.

## Fieldwork Agency Responsibilities

- Assign to the fieldwork student a supervisor, with a Master's degree, who has sufficient experience to help the student develop as a counselor.
- Hold regularly scheduled supervisory conferences of an average of one hour weekly for the duration of the semester.
- Supervise day-to-day activities of the fieldwork student. This may include direct observation or review of recorded sessions.
- Assign cases of appropriate type and number to the level of competence of the student.
- Meet regularly with the student's Faculty Supervisor to evaluate the student's progress (at least two times during the semester)
- Provide adequate and safe facilities/equipment and materials to enable the student to function on a professional and safe level.
- Provide an atmosphere whereby the student has an opportunity to benefit from the experience of other members of the staff.
- Provide the student with:
  - An orientation to the agency's program components, policies, and procedures
  - An introduction to staff and their roles and functions
  - Expectations for the practicum experience
  - Opportunities for observation and feedback of rehabilitation service delivery (in the office/facility, conferences, and in the field) in all stages of development
  - Opportunities for participation in individual and/or group counseling sessions with clients and video or audio recording of at least 5 counseling session. At least one of these must be as the leader or co-leader of a therapeutic or psychoeducational group.
- Engage in a mid-semester evaluation of the intern's progress with the Faculty Internship Supervisor
- Complete a final summative evaluation of the intern's progress and completion of learning goals as identified at the beginning of the internship experience

## Site Supervisor Qualification Requirements

The Site Supervisor acts as mentor and role model to the Practicum or Internship student, and plays a critical role in the fieldwork experience.

The Site Supervisor must be an individual who:

- ✓ Has worked in a counseling setting for at least two (2) years.
- ✓ Is interested in supervising students.
- ✓ Has a minimum of a Master's Degree in Rehabilitation, Counseling, or a related field. (For exceptions to the above, consult with the Fieldwork Coordinator.)
- ✓ Has previously completed, or agrees to participate in, training in the supervision of counseling students.

Other Site Supervisor qualifications should include:

- ✓ Certification as a Rehabilitation Counselor  
AND/OR
- ✓ Licensure as a counselor or mental health professional
- ✓ Work experiences that will provide the student with a proper orientation to the field of rehabilitation
- ✓ An interest and willingness to become a contributing member to the student's academic training program
- ✓ A flexibility of schedule that allows the necessary time required for training and supervising the student as part of the supervisor's daily activities
- ✓ Sufficient experience and/or education in the area of counseling to provide students with supervision in interviewing and/or counseling techniques
- ✓ Familiarity with the working relationship between other community agencies

The Site Supervisor is eligible for 10 contact hours of continuing education credit for supervision of any Practicum or Internship students. These hours can be applied toward meeting CRC re-certification requirements and may be usable for other certification and licensure continuing education needs. To obtain paperwork verifying this continuing education credit, please contact the Fieldwork Coordinator at the end of the Supervision experience.

## Site Supervisor Responsibilities

- ✓ The Site Supervisor, acting as a mentor and model to the student, plays a critical role in both the practicum and internship fieldwork experiences.
- ✓ A Site Supervisor must be assigned to provide supervision throughout the fieldwork experiences.
- ✓ Meet regularly with the Faculty Supervisor to evaluate the student's progress (at least two times during the semester).
- ✓ A supervisory conference should be held with the Student on an average of one-hour per week throughout the semester, so that the student's progress can be evaluated. Additionally, the student should have informal access to the Site Supervisor and Faculty Supervisor during fieldwork hours as needs arises.
- ✓ The Site Supervisor will complete the mid-semester and final evaluations of the student and then forward those documents to the Faculty Supervisor. The Site Supervisor must submit the final evaluation to the Faculty Supervisor before the student is given a final grade for the course. The evaluations may be shared with the student at the discretion of the Site Supervisor.
- ✓ If for any reason during Fieldwork experiences the student, Site Supervisor, or Faculty Supervisor has a reason to believe that the student is unable to perform the essential functions and requirements either the practicum or internship experiences, that person shall notify the Faculty Supervisor and the Fieldwork Coordinator immediately.
- ✓ If the student is scheduled to graduate at the end of the internship semester, all work must be completed and the paperwork submitted one (1) week prior to the date that grades are due at the end of the semester.

## Faculty Supervisor Responsibilities

Each student will be under the direction of a Faculty Supervisor who is a faculty member in the UA Little Rock Rehabilitation Counseling program and who is a Certified Rehabilitation Counselor (CRC). The Faculty Supervisor will:

- ✓ Conduct at least one on-site visit per semester unless the travel distance is prohibitive. Additional visits will be scheduled as needed for the benefit of the student. In the case of excessive distance, the Faculty Supervisor will arrange to make contact the student by phone, email, two-way, live webcam interaction, and/or other electronic means on a regular basis.
- ✓ Review progress of the student on a regular basis.
- ✓ Arrange meetings, at least twice within the semester, with the Site Supervisor for purposes of feedback and evaluation. These may be done in-person, telephonically, or electronically.
- ✓ Complete a mid-semester performance evaluation with each student enrolled in a practicum or internship experience. As part of the evaluation, the Faculty Supervisor will contact the Site Supervisor for feedback. The Faculty Supervisor will discuss the results with the student and give written feedback to the student using the Mid-semester Performance Evaluation form that requires signatures from both the student and Site Supervisor.
- ✓ Notify the Site Supervisor and the Fieldwork Coordinator, if for any reason during the practicum or internship, the student, Faculty Supervisor, or Site Supervisor has a reason to believe that the student is unable to perform the essential functions and requirements of the fieldwork experience.

- ✓ Schedule site visits, as needed and feasible, for the benefit of the student or Site.
- ✓ Contract additional supervision by qualified persons when necessary.
- ✓ The Faculty Supervisor reserves the right of final retention or dismissal of the fieldwork student, and agrees to withdraw the student from the Site when the student's practice and/or behavior does not meet minimum standards of the agency and is so requested by the Site Supervisor.

## SUPERVISORY REQUIREMENTS AND RESPONSIBILITIES

### Dimensions of Supervision

1. **Planning:** In the planning phase of supervision, the Faculty Supervisor will consult with the Site Supervisor to discuss the Fieldwork experience. They will discuss:
  - a. The respective roles of the Faculty Supervisor and the Site Supervisor in close evaluation and consideration of the student's progress.
  - b. The expectations and requirements of the Practicum/Internship as described in this manual.
2. **Supervision Process:** Supervision involves on-going, consistent contact with students by the Faculty Supervisor and Site Supervisor in an atmosphere which encourages the student and supervisor to meet as frequently as necessary to discuss clinical practice. Supervision is a responsibility of the supervisor and is one of the goals of the supervised clinical practice. Supervision is also a responsibility of the student, since one of the goals of supervised clinical practice is to give the student a clinical awareness of the goals, limitations and operational framework in which rehabilitation is practiced.
3. **Evaluation:** Evaluation is always a joint responsibility of both the Faculty Supervisor and Site Supervisor at the site. Evaluation is conducted through individual and group supervision meetings between the student and Faculty Supervisor; onsite supervision meetings between the student and the Site Supervisor on a weekly basis throughout the Fieldwork experience; joint mid-semester performance evaluation with the Faculty Supervisor (as needed); and the Site Supervisor's completion of the Final Confidential Evaluation. The Faculty Supervisor reviews the progress of the student on a regular basis

A critical component of the fieldwork experience is the opportunity for communication between the Fieldwork Coordinator, the Faculty Supervisor and the Site Supervisor. It is vital that there is a clear understanding between the Fieldwork Coordinator, Faculty Supervisor and the Site Supervisor of the fieldwork objectives, expectations, methods and processes. The Fieldwork Coordinator, Practicum Faculty Supervisor or the Site Supervisor are encouraged to contact the other to discuss any questions, concerns, progress, or problems he or she may have. This type of communication provides an atmosphere for effective student development.

Evaluation is an ongoing part of any fieldwork experience. Site and Faculty Supervisors, alike, are expected to provide constant feedback to the student regarding his or her performance, and to advise the student immediately should performance fall below satisfactory levels.

### CRC/NCE Exam

Although neither of these exams are required as part of the fieldwork requirements, both are important elements of professional identity and credentials. Therefore, students are encouraged to take one or both of them prior to completion of your degree requirements. The Certified Rehabilitation Counselor Exam is given by the Commission on Rehabilitation Counselor Certification and is a requirement for that credential. Information regarding the CRC Exam, Category G, can be found at <https://www.crccertification.com/crc-exam-overview>.

The National Counselor Exam is a requirement for counselor licensure in Arkansas and most other states. The exam is conducted by the National Board for Counselor Certification (NBCC). Information regarding their early application process is found at <http://nbcc.org/Resources/Applicants/Students>. Students in this program are currently recognized by both organizations as qualifying for the early application process.

In addition to these organizational sites, an internet search will yield a number of useful test preparation opportunities. Both are scheduled only a few times each year, so application during your Practicum is necessary. Your Practicum course shell will also provide links to additional resources.

## Liability Insurance

All helping professionals are legally liable for professional practice with their clients, including rehabilitation counselors and fieldwork students in rehabilitation counseling. **To reduce the financial risk for fieldwork students, every student enrolled in practicum or internship is required to purchase professional liability insurance;** as each student is personally and legally responsible for his or her practice of rehabilitation counseling.

If feasible, each student is encouraged to obtain a group insurance policy through the host agency or through related professional associations. Some agencies may require proof of insurance while others provide coverage for practicum and/or internship student placements. More information on student liability insurance may be found at the following websites:

National Rehabilitation Counseling Association (NRCA)  
<http://nrca-net.org/insurance.html>

Healthcare Providers Service Organization (HPSO)  
<http://www.hpso.com/>

American Counseling Association (ACA)  
<http://www.counseling.org/membership/aca-and-you/students>

National Rehabilitation Association (NRA)  
<https://nationalrehab.org/>

Students must provide proof of insurance to the Faculty Supervisor at the beginning of the semester and insurance must be obtained before students can meet with clients, record sessions, and log direct hours.



## PART 2: PRACTICUM - SPECIFIC CONSIDERATIONS

### Structure of the Practicum Experience

The Practicum Student shall complete a minimum of 100 hours of supervised rehabilitation counseling practicum, with at least 40 hours of direct service to adults with disabilities. This must be done over the course of a school term which is at least 10 weeks in duration.

- **“Direct Service”** is supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision. (2016 CACREP Standards, Section 3)
- **“Indirect Service”** is defined as Practicum service time that does not fall under the “Direct Service” definition. This may include case note documentation, staff meetings, site trainings and orientations, and on-site supervision time.
- The Practicum Student should have experiences that increase their awareness and understanding of the differences in values, beliefs, and behaviors of individuals from diverse populations. This sensitivity will promote cultural awareness, foster personal growth, and introduce students to counseling approaches and rehabilitation issues that affect service delivery.
- The practicum shall include instructional experiences dealing with rehabilitation counseling concerns, and clinical experiences that facilitate the development of basic rehabilitation counseling skills.
- The practicum will provide students with opportunities to audio or video tape individual or group counseling sessions. This will be a minimum of 2 recorded sessions, one of which must be as the leader or co-leader of a therapeutic or psychoeducational group.
- The practicum student will learn primarily from conducting counseling sessions, reading, studying, discussing counseling sessions, and submitting the recordings of the counseling sessions for feedback to faculty supervisors. Students will be expected to integrate that feedback into future counseling sessions.
- A formal supervisory conference should be held between the Practicum Student and Practicum Site Supervisor averaging one-hour per week for the duration of the semester, so that the Practicum Student’s progress can be evaluated. In addition, the practicum student should have informal access to the practicum site and faculty supervisor during the practicum hours as the need arises.
- In addition, the practicum student will participate in a weekly group supervision meeting with the Faculty Supervisor and other students assigned to the practicum section. This should be expected to last approximately one and one half (1.5) hours.
- The practicum log will be completed by the practicum student and submitted on a weekly basis to both the practicum site supervisor and the practicum faculty supervisor during the course of the semester. The weekly log should be signed and dated by both parties to ensure accuracy and validity.
- The practicum student will participate in discussion of various client problems and issues with the practicum site and faculty supervisors. Some settings may also incorporate two-way, live webcam conferencing with the practicum faculty supervisor and practicum student.
- Areas of observation and participation may include:
  1. Accepting and assimilating referral information
  2. Contacting clients
  3. Counseling and guidance for clients
  4. Application of therapeutic techniques
  5. Establishing eligibility
  6. Preparing a service plan or outlining client goals
  7. Job-readiness training
  8. Arranging services to meet client needs
  9. Other activities pertinent to the practicum site

Reading and studying materials may include:

1. Agency plan
2. Procedural manual
3. Agency forms/documents
4. New employee orientation manual
5. Confidentiality requirements
6. CRCC and ACA Code of Ethics
7. Previous and current course materials
8. Diagnostic and Statistical Manual of Mental Disorders V (DSM-5)

9. Other materials and information pertinent to the practicum site such as information security, HIPAA requirements and crisis or disaster plans
- If, for any reason, during the practicum, the student, practicum site supervisor, or practicum faculty supervisor has a reason to believe that the student is unable to perform the essential functions and requirements of the practicum, that person will notify the Practicum Faculty Supervisor and the Fieldwork Coordinator immediately.
  - The practicum student, practicum faculty supervisor, and practicum site supervisor will engage in a mid-semester evaluation of the practicum student's progress with the practicum faculty supervisor, with additional evaluations on an as-needed basis.
  - Once the practicum experience has been completed, the following documents must be completed and submitted to the practicum faculty supervisor, in order to receive a final grade for the practicum experience. The grade in practicum is determined by the practicum faculty supervisor and is based on a variety of factors that also include:
    - Practicum Site Supervisor's completion and submission of the confidential final student evaluation;
    - Student's timely completion and submission of weekly practicum logs;
    - Student's completion of the self-evaluation form;
    - Student's completion of the practicum site evaluation form;
    - Student completion of all assignments and participation in required individual and group supervision sessions.
    - Student's adherence to all applicable legal and ethical standards

## Practicum Student Responsibilities

Professional conduct is expected and will be evaluated by the practicum site supervisor and the practicum faculty supervisor, along with the requirements for completing the practicum fieldwork experience. Evaluation will include, but is not be limited to the following:

- The accrual of a minimum of 100 clock hours of service to complete the practicum, which includes at least 40 hours of direct service to persons with disabilities. The definition of acceptable examples of "Direct Service" and "Indirect Service" are located under "Structure of the Practicum". The student cannot accrue more than an average of 10 hours per week of credit toward meeting the 100-hour practicum requirement. The purpose of this condition is to spread the practicum experience over the course of the entire semester and, therefore, encourage long-term counseling relationships between the practicum student and his or her clients, and to foster a natural development of clinical skills.
- Dressing appropriately and in accordance with the setting and environment.
- Prompt attendance at meetings with clients, staff, and the site in general. The student should contact the site in a timely manner if delayed or absent.
- The observation of agency policies and regulations.
- Adherence to the work schedule and regulations of the agency. Students will observe the agency holiday schedule. Observation of the university holiday schedule will be decided between the practicum student and the site supervisor.
- Demonstration of respect for clients and co-workers regardless of race, color, religion, sexual orientation, age, national or ethnic origin, political beliefs, marital status, socioeconomic status, disability, or social and family background.
- Maintaining of confidentiality of client information under agency and ethical guidelines.
- Participation in weekly scheduled individual supervision meetings with the practicum site supervisor for an average of one (1) hour weekly for the duration of the semester. Attendance at these meetings is required.
- Participation in regularly scheduled Group Supervision meetings an average of 1 ½ hours per week, with classmates and the Faculty Supervisor, either in-person, or via two-way, live webcam or teleconference interaction. Attendance at these meetings is required.
- Completion of a weekly practicum log of all direct and indirect service activities. The student is to utilize the most current practicum log form provided by your faculty supervisor. Information on the practicum log form should include:
  - Date and number of direct service hours for each day at the site
  - Date and number of indirect service hours for each day at the site, including on-site supervision
  - Date and number of hours of individual supervision meetings with the Faculty Supervisor
  - Date and number of hours of group supervision meetings with the Faculty Supervisor
  - Description of practicum activities
  - Signatures and dates of the practicum student and site supervisor affirming the accuracy and validity of the log content.
- Submission of the practicum log to both the practicum site supervisor and the practicum faculty supervisor every week during the course of the semester for the purpose of assistance and evaluation.
- Establishing ongoing relationships with clients, to ensure maximum benefit from the practicum experience. With the help of the Site Supervisor, the student will identify at least 3-5 clients who he or she will work with throughout the course of the practicum. This will vary based on the nature of the agency and the frequency of client interaction.
- Audio taping or videotaping of counseling sessions with clients. The student will submit a minimum of two (2) recorded counseling sessions for feedback from the practicum faculty supervisor. Each recording should be at least 30 minutes in length. Videotaping of counseling sessions is encouraged. Please note that the only formats currently supported are .mp3 for

audio and .mp4 for video files.

- The two (2) recorded counseling sessions are to be submitted for supervision throughout the fieldwork experience so as to provide the practicum student and practicum faculty supervisor the opportunity to discuss the progress of the practicum student's counseling skills. The submission of the majority of recorded counseling sessions during the latter part or last week of the practicum is not allowed.
- Permission to record the counseling session must be obtained from each client and said permission is recorded at the beginning of the first counseling session. Consent forms are not needed when verbal consent is obtained, unless the client is under the age of 18 or is under the supervision of a guardian. Practicum students working with transition age clients will need parental consent and client assent. Legal guardians must also assent to the practicum student working with the client. Once the client has provided verbal approval, it is not necessary to continue to record verbal approval in subsequent recorded counseling sessions. The practicum student is also encouraged to discuss recorded counseling sessions with the practicum site supervisor for evaluation and feedback.
- Establishment of personal learning objectives to be met during the practicum. At the beginning of the practicum, the practicum student and the practicum site supervisor are to establish the learning objectives for the practicum experience. These learning objectives will encompass skills, information, techniques, etc. that the student desires and should acquire and/or enhance. A copy of the learning objectives must be provided to the Fieldwork Coordinator.
- Upholding of the CRCC Code of Ethics. A copy of the Code of Ethics may be found in the practicum course in Blackboard. Because of the variety of practicum sites and student interest in state licensure, the same attention should be placed on adherence to the ACA code of Ethics.
- Provision of a copy of this practicum manual to the practicum site supervisor upon signature of the practicum agreement. Obtainment of signatures on all practicum forms and other required paperwork and submission in a timely manner.

## What is Expected of Practicum Students

- If for any reason during the practicum experience, the practicum student, practicum site supervisor, or practicum faculty supervisor has a reason to believe that the student is unable to appropriately perform the essential functions and requirements of the practicum, that person will notify the practicum faculty supervisor and the Fieldwork Coordinator immediately. When the initial remediation efforts have been unsuccessful or if the behavior is egregious, a concerns conference will be convened by the Fieldwork Coordinator. Participants in the conference will include the student, appropriate program faculty, the individual who initially reported the concerns, and the CHPR Director (or Designee). The committee will attempt to describe the concern, propose a plan for remediating the concern, as well as describe the means for evaluating the success of the plan and potential actions if the concern continues. Certain egregious and/or problematic behaviors may require a referral of the student to the Dean of Students for further action, as described on the UA Little Rock Dean of Students website <http://ualr.edu/deanofstudents/>. However, the hope is that the concern can be dealt with in a manner that will allow for remediation within the program. Students can appeal the concerns process. The appeal process is described in the UA LITTLE ROCK Student Handbook (also found on the UA Little Rock Dean of Students website <http://ualr.edu/deanofstudents/>). Hard copies of these records of faculty concerns about a student and concerns conferences are maintained in the COEHP Dean's Office.
- If the faculty supervisor or site supervisor is in doubt of the practicum student's counseling ability, character, or integrity, the student may be required to repeat the practicum experience to demonstrate an acceptable level of skill and/or personal traits. If the problems are not alleviated, the student may not be permitted to continue in the program or complete their degree, regardless of their GPA in other courses.
- If a student earns a grade of less than "B" in the initial practicum experience, he or she must repeat the course. Failure to obtain a satisfactory grade in the repeated practicum course may result in a recommendation for dismissal from the program. This recommendation will be made by a committee composed of the site supervisor, faculty supervisor, Fieldwork Coordinator and appropriate faculty.
- Near the completion of the practicum experience, the practicum student will:
  - Complete Self-Evaluation form.
  - Complete the Practicum Site Evaluation form.
  - Submit all of the above documents to the Practicum Faculty Supervisor in order to receive a final grade.

**Caution:** It is not unusual for clients in some rehabilitation settings to not show up for scheduled counseling sessions. Do not be discouraged as this can be a common occurrence. If, however, there arises a consistent pattern of "no-shows" and the student is not gaining sufficient direct service hours, then the student must bring this matter to the attention of both the practicum faculty supervisor and the practicum site supervisor.

## PART 3: INTERNSHIP - SPECIFIC CONSIDERATIONS

### Structure of the Internship Experience

**Note: Students cannot begin the Internship until ALL other program requirements have been met. This includes completion of the Practicum. Any exceptions require the approval of the Fieldwork Coordinator and Program Coordinator.**

The Internship student shall complete a minimum of 600 hours of supervised rehabilitation counseling internship, with at least 240 hours of direct service to persons with disabilities. To achieve this, two six-credit hour courses (two sections of COUN 7660 Internship in Rehabilitation Counseling, requiring 300 clock hours each) may be taken concurrently for a total of 12 credit hours. If the student wishes to spread the Internship requirements over two terms, they may enroll for 6 credit hours during a given term and complete the other 6 credit hours in the next contiguous term. The student's intended plan for completing all 12 credit hours must be specified on page one of the Internship application. If each Internship section will be completed at different sites, the complete Internship Application must be submitted prior to the beginning of the second section.

- **“Direct Service”** is supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision. (2016 CACREP Standards, Section 3)
- **“Indirect Service”** is defined as Internship service time that does not fall under the “Direct Service” definition. This may include case note documentation, staff meetings, site trainings and orientations, and on-site supervision time.
- The internship fieldwork process should be supervised by an onsite Certified Rehabilitation Counselor (CRC) (i.e. Internship Site Supervisor) or the faculty supervisor.
- A supervisory meeting should be held between the intern and site supervisor averaging an hour weekly for the duration of the semester, so that the Internship Student's progress can be evaluated. In addition, the student should have informal access to the internship site supervisor and faculty supervisor during the internship hours, as the need arises.
- The weekly internship log will be completed by the internship student using the current log format provided by the faculty supervisor and submitted in a timely manner to both the internship site supervisor and the internship faculty supervisor every week during the course of the semester.
- The internship student will learn primarily from reading, studying, observing, engaging in, and discussing various problems and issues with the internship site supervisor. The student will also engage in interaction with the internship faculty supervisor as needed for professional development.
- Areas of observing and participating may include:
  1. Accepting referral information
  2. Contacting clients
  3. Counseling and guidance for clients
  4. Establishing eligibility
  5. Preparing a service plan
  6. Arranging services to meet client needs
  7. Participating in and/or conducting interviews
  8. Assuming responsibility for arranging services for clients and developing a small caseload. These cases should be representative in terms of complexity, cultural diversity, and disability
  9. Other activities pertinent to the internship site.
- Reading and studying materials may include:
  10. Agency/Facility plan
  11. Procedural manual
  12. Manual of forms
  13. New employee orientation manual
  14. Confidentiality requirements
  15. Other materials and information pertinent to the internship site.
  16. Previous and current course materials
  17. Diagnostic and Statistical Manual of Mental Disorders V (DSM-5)
  18. Other materials and information pertinent to the Internship site such as information security, HIPAA requirements and crisis or disaster plans
- If for any reason during the internship, the internship student, internship site supervisor, or internship faculty supervisor has

reason to believe that the student is unable to perform the essential functions and requirements of the internship, that person will notify the internship faculty supervisor and the Fieldwork Coordinator immediately.

- The internship student, internship faculty supervisor, and internship site supervisor will engage in a mid-semester performance evaluation of the student's progress. The mid-semester performance evaluation is a required evaluation and may be utilized to highlight areas identified as needing improvement and progress by the Internship Student.
- Internship students who are admitted with "Advanced Standing" status due to work experience or an undergraduate rehabilitation degree are required to write a research paper on an approved "Rehabilitation Issues" topic. The content and structure of the paper, case work-up, or project must be approved by the internship faculty supervisor and the internship student will work with the internship faculty supervisor on an ongoing basis in developing, editing and final submission of the paper or project.
- Once the internship experience has been completed, the following documents must be completed and submitted to the internship faculty supervisor, in order for the student to receive a grade for the internship experience. The final grade in is determined by the internship faculty supervisor and is based on a variety of factors that also include:
  - Internship site supervisor's completion and submission of the mid-semester evaluation of the student;
  - Internship site supervisor's completion and submission of the final confidential evaluation of the student;
  - Student's completion of all required individual and group supervision meetings;
  - Student's timely completion and submission of weekly internship logs;
  - Student's completion, submission and follow-up discussion of the TWO (2) required recordings with the faculty supervisor;
  - Student's completion of the self-evaluation form; and
  - Student's completion of the internship site evaluation form.

## Internship Student Responsibilities

Professional conduct is expected and will be evaluated by the internship site supervisor and the internship faculty supervisor along with the requirements for completing the internship fieldwork experience. Evaluation will include, but not be limited to the following:

- Accrual of a minimum of 600 clock hours of service to complete the internship, which includes at least 240 hours of direct service to persons with disabilities. The definition of "Direct Service" and "Indirect Service" are located under "Structure of the Internship".
- Dressing appropriately and in accordance with the setting and environment
- Prompt attendance at meetings with clients, staff, and the site in general. The student should contact the site in a timely manner if delayed or absent
- The observation of agency policies and regulations
- Adherence to the work schedule and regulations of the agency. Students will observe the agency holiday schedule. Observation of the university holiday schedule will be decided between the Internship Student and the Site Supervisor.
- Demonstration of respect for clients and co-workers regardless of race, color, religion, sexual orientation, age, national or ethnic origin, political beliefs, marital status, socioeconomic status, disability, or social and family background.
- Maintaining of confidentiality of client information under agency and ethical guidelines.
- Participation in an average of one-hour per week of individual supervision meetings with the site for the duration of the semester. Attendance at these meetings is required.
- Participation in regularly scheduled Group Supervision meetings an average of 1 ½ hours per week, with classmates and the Faculty Supervisor, either in-person, or via two-way, live webcam interaction. Attendance at these meetings is required.
- Completion of a weekly internship log of all direct and indirect service activities. The student is to utilize the most current internship log provided by your faculty supervisor. Information on the internship log form should include:
  - Date and number of direct service hours for each day at the site
  - Date and number of indirect service hours for each day at the site, including on-site supervision
  - Date and number of hours of individual supervision meetings with the Faculty Supervisor
  - Description of internship activities
  - Signatures and dates of the practicum student and site supervisor affirming the accuracy and validity of the log content.
- Submission of the internship log to both the site supervisor and the faculty supervisor every week during the course of the semester for the purpose of assistance and evaluation is required.
- Establishing ongoing relationships with clients, to ensure maximum benefit from the internship experience. With the help of the site supervisor, the student will identify at least 3-5 regular clients who he or she will work with throughout the course of the internship. This will vary based on the nature of the agency and the frequency of client interaction.
- Establishment of personal learning objectives to be met during the internship. At the beginning of the internship, the student and site supervisor will establish learning objectives for the internship experience. These learning objectives will encompass skills, information, techniques, etc. that the student desires to acquire and/or enhance. A copy of the learning objectives must be provided to the Fieldwork Coordinator.

- Upholding of the CRCC Code of Ethics. A copy of the Code of Ethics may be found in the Internship course in Blackboard. Because of the variety of practicum sites and student interest in state licensure, the same attention should be placed on adherence to the ACA code of Ethics.
- Provision of a copy of this internship manual to the site supervisor upon signature of the internship agreement. Obtainment of signatures on all internship forms and other required paperwork and submission in a timely manner.

## What is Expected of Internship Students

If for any reason during the Internship experience, the student, internship site supervisor, or internship faculty supervisor has reason to believe that the student is unable to perform the essential functions and requirements of the internship, that person will notify the internship faculty supervisor and the Fieldwork Coordinator immediately. When the initial remediation efforts have been unsuccessful or if the behavior is egregious, a concerns conference will be convened by the Fieldwork Coordinator. Participants in the conference will include the student, appropriate program faculty, the individual who initially reported the concerns, and the CHPR Director (or Designee). The committee will attempt to describe the concern, propose a plan for remediating the concern, as well as describe the means for evaluating the success of the plan and potential actions, if the concern continues. Certain egregious and/or problematic behaviors may require a referral of the student to the Dean of Students for further action, as described on the UA Little Rock Dean of Students website <http://ualr.edu/deanofstudents/>. However, the hope is that the concern can be dealt with in a manner that will allow for remediation within the program. Students can appeal the Concerns process and this appeal process is described in the UA Little Rock Student Handbook (also found on the UA Little Rock Dean of Students website

<http://ualr.edu/deanofstudents/>). Hard copies of these records of faculty concerns about a student and Concerns conferences are maintained in the COEHP Dean's Office.

- If the faculty supervisor or site supervisor is in doubt of the internship student's counseling ability, character or integrity, the student may be required to repeat the internship experience to demonstrate an acceptable level of skill and/or personal traits. If the problems are not alleviated, the student may not be permitted to continue in the program or complete their degree regardless of their GPA in other courses.
- Students who earn a grade of less than "B" in either section of their initial internship experience must repeat the course. Failure to obtain a satisfactory grade in the repeated internship course may result in a recommendation for dismissal from the program. This recommendation will be made by a committee composed of the site supervisor, faculty supervisor, fieldwork supervisor, and appropriate faculty.
- Student should discuss feedback from the mid-semester performance evaluation report with the internship site supervisor and internship faculty supervisor and develop strategies to remediate any identified deficiency areas.
- For students who are graduates of an undergraduate rehabilitation program, are currently working as rehabilitation counselors, or are supervisors of rehabilitation counselors and were admitted with Advanced Standing status:
  - A research paper, case work-up report, or other substantial and similar project must be submitted before credit will be given. The research paper should be of potentially publishable quality and follow the most recent APA Style manual guidelines.
  - The content and structure of the paper, case work-up, or project must be approved by the internship faculty supervisor and the student will work with the internship faculty supervisor on an ongoing basis in developing this paper or project.
- Near the completion of the internship, the intern will:
  - Write a report outlining the internship experience before a grade will be assigned by the internship faculty supervisor;
  - Complete the self-evaluation form;
  - Complete the internship site evaluation form; and,
  - Submit all of the above documents to the internship faculty supervisor before a grade will be assigned.

## UA LITTLE ROCK MASTER OF ARTS IN REHABILITATION COUNSELING PROFESSIONAL PRACTICE FIELDWORK CONTRACT

I understand that I must complete COUN 7365, Rehabilitation Counseling Practicum with a grade of B or better prior to being allowed to register for COUN 7660 Internship in Rehabilitation Counseling. I understand that both Practicum and Internship are both experiential with actual clients and work environments. The requirements for both are stated in the UA Little Rock Fieldwork Manuals. I also understand that I will be required to meet the following specific requirements:

- I will establish a weekly work schedule with my onsite supervisor and will keep all scheduled appointments with assigned clients
- I will submit recordings of counseling sessions as required by my faculty supervisor
- I will attend and participate in all scheduled individual and group supervision sessions
- I will submit activity logs and other documentation at the end of each week
- I will participate in all group discussion forums
- I will meet all other class requirements specified by my faculty and onsite supervisor
- I will adhere to all CRCC and ACA ethical standards
- I will notify my faculty supervisor immediately, if I experience a change in my onsite supervisor or if an unexpected life event happens that may cause me the need to temporarily postpone my participation in fieldwork or pursue a new fieldwork site. I understand that modifications to fieldwork sites are rare, and will be reviewed on a case-by-case basis by the faculty supervisor and the fieldwork coordinator.
- I will demonstrate the work values and attributes associated with the profession of rehabilitation counseling, particularly:
  - a. Integrity
  - b. Concern for others
  - c. Dependability
  - d. Cooperation
  - e. Self-control

The requirements for assessment of student knowledge, skills, competence and professional attributes are covered in the Codes of Ethics, as well as in the CACREP Accreditation Standards. I understand that failure to comply with these standards, will result in a failing grade; will mandate the necessity for me to repeat fieldwork courses and may result in dismissal from the program. I also understand that if I repeat fieldwork courses and do not adhere to the above-mentioned requirements, I will be dismissed from the program.

Student Signature	Date
Faculty Supervisor Signature	Date
Site Supervisor Signature	Date

# 2016 CACREP Standards

## SECTION 3: PROFESSIONAL PRACTICE

**Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.**

**The following Standards apply to entry-level programs for which accreditation is being sought.**

### ENTRY-LEVEL PROFESSIONAL PRACTICE

- 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 a variety of professional activities and resources, including technological resources, during their practicum and internship.
- E. In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

### PRACTICUM

- F. 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.
- G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- I. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

### 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 or a student supervisor who is under the supervision of a counselor education program faculty member.

### SUPERVISOR QUALIFICATIONS



N. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.

O. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty.

P. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

Q. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.

R. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

### **PRACTICUM AND INTERNSHIP COURSE LOADS**

S. When individual/triadic supervision is provided by the counselor education program faculty or a student under supervision, practicum and internship courses should not exceed a 1:6 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.

T. When individual/triadic supervision is provided solely by a site supervisor, and the counselor education program faculty or student under supervision only provides group supervision, practicum and internship courses should not exceed a 1:12 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.

U. Group supervision of practicum and internship students should not exceed a 1:12 faculty:student ratio.

V. When counselor education program faculty provide supervision of students providing supervision, a 1:6 faculty:student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member's teaching load assignment.