

# **Bachelor of Science in Rehabilitation Services**

## **Practicum Student Manual**



SCHOOL OF REHABILITATION SERVICES AND COUNSELING  
COLLEGE OF HEALTH PROFESSIONS  
THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY  
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FIELDWORK PLACEMENT FOR THE REHABILITATION SERVICES TRAINEE  
SCHOOL OF REHABILITATION SERVICES & COUNSELING

**Mission Statement**

The School of Rehabilitation Services & Counseling is committed to providing quality, comprehensive education to The University of Texas Rio Grande Valley students on a variety of topics related to people with disabilities. An underlying philosophy of dignity and respect for all people, including those with disabilities, is taught and modeled. The School of Rehabilitation Services & Counseling is also committed to integrating theory and practice in the classroom. Graduates are prepared with practical, hands on skills necessary to successfully enter the work force or graduate school.

**Definition**

The School of Rehabilitation Services & Counseling, within the College of Health Professions currently offers an undergraduate Bachelor of Science degree that prepares students to assist people with disabilities. Rehabilitation Services fieldwork placements are integral parts of a larger, organized sequence of courses in the education of the rehabilitative services provider. Under close and competent supervision, the student has the opportunity to systematically utilize and incorporate the theory, principles, knowledge, and skills that have been learned in the classroom. This opportunity enables the student to participate in rehabilitation service activities under typical conditions of employment. Most important, it enables the student to develop into a professional person in the rehabilitative work field.

**Accommodations:**

Students with disabilities are encouraged to contact the Student Accessibility Services Office for a confidential discussion of their individual needs for academic accommodation. It is the policy of The University of Texas Rio Grande Valley to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. Accommodations can be provided at any time. Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at [accessibility@utrgv.edu](mailto:accessibility@utrgv.edu). Edinburg Campus: Student Accessibility Services is located in University Center 108 and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at [accessibility@utrgv.edu](mailto:accessibility@utrgv.edu).

**Purposes of Fieldwork Placement**

1. For the student. There are certain goals which are best served in supervised fieldwork that cannot be effectively acquired in the classroom. In both rehabilitation and disability related fields, the functional character and the reality of the agency provide an educational medium within which the student can learn how to use oneself, one's knowledge, and the agency, in the practice of the profession. Consequently, fieldwork affords students the ultimate experiential learning forum. The practicum experience will provide the student the opportunity to acquire and develop knowledge, skills, and competencies needed as an entry level rehabilitation professional. (CoRA Standard D.2: Experiential Learning)
2. For the college. Fieldwork placement provides the University a significant measure of the student's competence to receive the degree and to practice the profession.
3. For the rehabilitation agency. Fieldwork placement provides the opportunity to influence the continued development of the rehabilitation training program and to share in the preparation of future rehabilitative service providers.

## THE FUNCTIONAL GOALS OF THE FIELDWORK PLACEMENT

Students are required to complete a total of 350 hours supervised experience in their field placement. The following list of goals expressed functionally or dynamically, should be attained by each student by the end of the entire fieldwork placement sequence to a degree desirable for a bachelor's level rehabilitation service provider.

### **In a job placement/vocational setting, the student should be able to:**

1. Function in an agency or institutional setting including:
  - a. Understanding its purposes, administrative organization, services, procedures, and place in the larger rehabilitation community.
  - b. Working cooperatively with fellow workers.
  - c. Following agency rules and regulations.
  - d. Using appropriate forms of recordings: casework records, process interviews as required, case summaries, diagnosis and evaluation, vocational rehabilitation plans, referral letters, correspondence to clients and other types of letters, and statistical report forms.
2. Integrate the major elements of learning-knowledge, values, and skills--within one's own practice.
3. Take responsibility for constructive use of supervision and consultation for ongoing learning and professional growth.
4. Show awareness of some of his/her own attitudes--toward disability, toward clients, toward professional associates, toward supervision--as they influence performance.
5. Approach and carry through the study of a rehabilitation/disability case in a purposeful and orderly manner with a reasonable degree of understanding of the occupational, medical, psychosocial, and emotional components indicated by the nature of the rehabilitation problem.
6. Obtain adequate understanding of medical disability in functional terms to assess its significance and implication for personal and vocational rehabilitation of the individual.
7. Analyze a rehabilitation problem, both positive and negative aspects, using intervention skills and the knowledge of the personal, social, occupational, and medical implications of physical and/or emotional disability for vocational and/or independent living rehabilitation; formulate a vocational / independent living diagnosis which meaningfully relates all aspects.
8. Develop a vocational/independent living rehabilitation plan for the client based on an analysis and evaluation of his/her rehabilitation problems by:
  - a. Using effective interviewing and intervention skills.
  - b. Using tools of individual assessment.
  - c. Investigating an occupation or occupations, and employment possibilities.
  - d. Exploring training resources, such as public or private schools, on-the-job training, workshop, adjustment, production training, or supported employment models.
  - e. Identifying and utilizing community agency resources.
  - f. Including a conscious definition of tentative goals; proposing a course of action based on an effort to think through the situation.
  - g. Utilizing techniques of functional assessment.

9. Collaborate, individually or in conference, with other agencies and professional personnel, such as social workers, physicians, therapists, teachers, employers, workshop directors, and psychologists to coordinate the implementation of a rehabilitation plan.
10. Assume responsibility for the vocational service planning provided to clients by:
  - a. Referring clients to appropriate agencies
  - b. Directing placements
  - c. Providing follow-ups
11. Make conscious use of the client – counselor relationship in the counseling process, focusing on helping the client deal with the problems arising from his/her disability with emphasis on the goal of vocational adjustment and/or independent living, including the family as appropriate.
12. Demonstrate understanding of the roles of the rehabilitation profession to engage in joint planning for the client.
13. Identify problems and explore research needs not only for self, but for the field of rehabilitation counseling.
14. Identify and demonstrate understanding of the standards, values, and ethics of the rehabilitation counseling profession as well as articulate a personal philosophy of rehabilitation.

There are a variety of settings in which students may complete their fieldwork experience, such as Texas Department of Family & Protective Services (DFPS) -Child Protective Services (CPS), Easter Seals, Tropical Texas Behavioral Health, Texas Workforce Commission-Vocation Rehabilitative Services (TWC-VRS) and various school districts. The following is not an exhaustive list of fieldwork placement sites; however, provide an example of essential job functions that a practicum student may perform in agencies with a rehabilitation/disability area of focus.

**Students completing their fieldwork placement in Child Protective Services (CPS) may perform job duties, such as:**

1. Responding to crisis situations involving children in abusive/neglectful situations.
2. Investigating referrals/complaints relative to alleged child abuse and/or neglect and taking the necessary measures to protect children.
3. Interviewing individuals, such as complainants, family members, doctors, and nurses.
4. Examining children for signs of abuse or neglect.
5. Having discussions with families related to income, money management, sexual abuse, and personal relationships.
6. Testifying in Court and preparing comprehensive reports of investigation.
7. Case report writing.
8. Serving as a liaison to social service agencies, schools, local law enforcement agencies, and attorneys regarding reports and investigation activities of child abuse and neglect cases.

**Students completing their fieldwork placement at Tropical Texas Behavioral Health may perform a variety of job duties, such as:**

1. Demonstrating good judgment, decision-making, and communication skills.
2. Exercising discretion and maintaining confidentiality.
3. Providing children with disabilities and their families counseling interventions.
4. Providing adults with disabilities counseling interventions.
5. Case report writing.
6. Treatment planning.
7. Case management.
8. Acting as a liaison between service providers.

**Students completing their fieldwork placement at Texas Workforce Commission – Vocational Rehabilitation Services may perform the following essential job functions:**

1. Determining eligibility for TWC-VRS services.
2. Demonstrating quality standards throughout the eligibility assessment process.
3. Providing counseling and guidance to support consumer informed choice.
4. Demonstrating quality standards in counseling and guidance by maintaining active and meaningful partnerships with consumers throughout their cases.
5. Supporting the consumer through the assessing and planning process to identify an appropriate rehabilitation goal and services.
6. Demonstrating quality standards by engaging the consumer in the assessing and planning process to identify consumer needs and strategies to address them.
7. Providing reasonable and necessary planned services and appropriately closes cases, or transitions cases to adult vocational rehabilitation.
8. Demonstrating quality standards in implementation of the consumer's plan.
9. Determining and documenting level of significance of consumer's disability.
10. Contributing to the success of the unit by meeting individual performance goals and establishing and maintaining productive relationships with businesses and/or school, as applicable.
11. Applying sound decision making and best value purchasing principles to consumer purchases.

12. Serving as a team leader to technicians and/or other staff working together toward a common goal.

**Students completing their fieldwork placement in special education may perform the following essential job functions:**

1. Assist teachers in special education with classroom instruction and activities.
2. Assist in the development, implantation, monitoring and modification of Individual Educations Plans.
3. Assist in ensuring legal compliance. To ensure that the school doesn't fall out of compliance. Monitor the students' files and report any issues to school officials so that they can resolve these problems in a timely fashion.
4. Participate in arranging for the necessary testing to prove or disprove special needs. Assist in arranging for additional testing for students who are already identified as having a special need if it does not appear that that student's needs are being met by the current plan.
5. Collaborate with students, parents, and other members of staff through participation in the ARD Committee process for each student assigned.
6. Assist in developing and implementing a technological initiative to infuse technology in an educational setting for students with disabilities.
7. Assist with the IDEA Amendments of 2004 (P.L. 108-446) mandated transition services which include on-going assessment, curriculum planning, and collaboration with a variety of stakeholders to include community agency personnel, school administration and faculty, and parents.
8. Assist with Individual/family/school crisis intervention.
9. Provide individual and group training or education to students who are eligible for Special Education and their families.
10. Participate in community engagement activities.
11. Consults with students, parents, teacher, and other school a community personnel to assist in meeting the needs of students.
12. Participate in school-to-work transition programs.

## **ROLE OF THE CLINICAL SITE SUPERVISOR**

**Purpose:** The clinical site supervisor serves in a crucial role by mentoring and providing on site supervision. Clinical site supervisor qualifications are as follows: 1) possess a bachelor's degree in rehabilitation or a closely related field and 2) possess a minimum of one year of experience in rehabilitation or a closely related field.

The following are on site clinical site supervisor responsibilities:

- Maintain communication with undergraduate coordinator, clinical undergraduate coordinator, or faculty advisor about student progress, achievements, or concerns.
- Assess and document student competencies and clinical proficiencies.
- Facilitate daily on-site experiential duties or projects.
- Provide constructive feedback to student about knowledge, skills, and client interaction.
- Ensure on site experiential activities align with undergraduate rehabilitation program student learning outcomes.
- Impart educational materials, orientation, and further training to adequately address agency population served.

Site supervisors will be asked to complete a mid-term and final student evaluation for each student supervised. Completion of the evaluation will take place using Tk20 by Watermark. Further instruction will be provided to on-site supervisors by Practicum faculty in the School of Rehabilitation Services & Counseling.

### **The Program for the Fieldwork Student**

#### **General Principles**

As each student varies in his/her educational readiness and each agency varies in its purpose, scope and function, a uniform program or planned sequence of activity serving all agencies and all students at all levels in the training program cannot be outlined. Instead, it is both necessary and desirable to gear individual plans to the agency and to the student. All plans should be considered as *tentative* and should be changed to take into account the needs of the student or the availability of new educational resources in the agency.

All individual programs for the fieldwork student in the agency might be somewhat arbitrary. They are divided into three phases which overlap to some extent: (1) orientation, (2) observation, and (3) participation. In view of the main purposes and goals of the fieldwork placement, the Department hopes that participation, that is, direct (40% direct face to face contact) and personal contact with clients and facilitating persons or agencies, is provided as soon as possible.

The following activities are suggestions for the supervisor who is planning the student's program.

#### **Orientation to:**

1. The Agency:
  - a. History of the agency
  - b. Support or income structure
  - c. Overview of services
  - d. Administrative organization
  - e. Referral sources

- f. Acceptance or admission policy
  - g. Client population served
  - h. Reporting and statistical procedures used
  - i. Policy regarding confidentiality
2. Tour of agency such as
    - a. Files: charts, case folders, records, etc.
    - b. Supply room: supplies, equipment, forms, etc.
    - c. Reference material: library, manuals, technical dictionaries, occupational information vocational testing material, and any other.
  3. Agency routines: hours of work, lunch time, “breaks”, holidays, use of telephones, dictating equipment, travel expenses (if allowable), and any other.
  4. The staff:
    - a. An introduction to managerial, clerical, and professional staff.
  5. The clients:
    - a. Select several typical cases, current or closed, for study and analysis, which illustrate agency function, clients served and the rehabilitation worker’s role.

**Observation of:**

1. Intake or screening interviews.
2. Counseling interviews.
3. Social work interviews.
4. Medical and psychiatric consultations.
5. Vocational testing.
6. Staff meetings--administrative or in-service trainings.
7. Case or team conferences--inter and intra-agency.
8. Counselor “field rounds”-- home visits; employer visits for job analysis, job promotion or follow-up; state employment services; schools; on-the-job training sites; hospitals; rehabilitation centers; workshops; etc.
9. Treatment--occupational, physical, and speech therapy, medical rounds and clinic, nursing, etc.

**Participation with:**

1. Clients:
  - a. Screening, intake, vocational, and planning interviews, follow-up on training or placement.

2. Facilitating personal and agencies:
  - a. Individual consultation with other professional personnel, intra or interagency, concerning an assigned case: social case worker, psychiatrist, physician, therapist, teacher, prevocational evaluator, employment service interviewers, and employers, etc.
  - b. Intra-agency team conference with above personnel.
  - c. Inter-agency team conference including county welfare and health departments, children's services, supported employment programs, sheltered workshops, training agencies, state employment services, private health, and family service agencies , etc.

### **Criteria for Case Selection**

1. Cases should be typically representative of those carried by the agency.
2. They should represent the different types of services provided by the agency.
3. There might be a balance of new and old cases which would give the student an experience with the various stages of the process.
4. The case situations should present an opportunity for some collateral contacts whenever possible.

### **Evaluating of the Fieldwork Program**

Evaluating the worth or contribution of the individual agency program to the broad or specific educational goal of the rehabilitation practitioner is extremely complicated and difficult. The following criteria are adapted for work done by Merriam and Fair in the realm of evaluation of supervised practice in teacher education.

1. Does it contribute to any understanding of the disabled individual or the counseling process and coordinative skill required for the rehabilitation?
2. Is it a supervised or guided experience?
3. Does it have Leading on or stimulating possibilities for the student?
4. Does it proved opportunity to share actively in the work of the counselor through observation or participation.
5. How meaningful is the experience to the student? Is she/he ready for it?
6. Does the experience provide for needed integration, continuity, and balance?
7. What is the relative worth of the experience or activity to the individual?

Emphasis in the evaluation of the education programs of the fieldwork placement should not be entirely on what was taught but should also include consideration of what was learned. Tyler points out that "learning takes placement through the active behavior of the student; it is what he does that he learns, not what the teacher does." He goes on to say that the "teacher" is not thereby absolved of responsibility but by means of manipulation of the environment and the provision of stimulating situations, enables the student to "learn." Five general principles are offered by Tyler which might be helpful to agency and college supervisions.

1. ... for a given objective to be attained, a student must have experience that gives him/her the opportunity to practice the kind of behavior implied by the objective.
2. Learning experiences must...be such that the student obtains satisfactions from carrying on the kind of behavior implied by the objectives.
3. ... the reactions desired in the experience are within the range of possibility for the student involved.
4. ... there are many particular experiences that can be used to attain the same education objectives.
5. ... the same learning experiences will usually bring about several outcomes.

### GENERAL POLICY

1. Prior to taking the practicum phase of training the student will usually have had three semesters of upper division study at the University including course work in vocational evaluation, caseload management, ethics, counseling theories, occupational information plus relevant courses in psychology, communications, and management. In addition, they will have taken five more courses directly related to rehabilitation counseling in the following content areas: Psychology of Disability, Introduction to Rehabilitation, Assessments in Human Services, Job Placement, and Medical Aspects of Disability.
2. The trainee will be under the general direction of the supervisor in each office but other counselors in the agency can work with the trainee in special assignments at the discretion of the supervisor. In fact, it is recommended whenever it is convenient that the trainee be given opportunities to work with other counselors in order to get a variable approach and possibly a wider range of contacts with different types of problems. On-site supervisors should provide one hour per week direct supervision and feedback with the practicum student and provide an end of semester evaluation of the student's performance. On-site supervisors should provide one hour per week direct supervision and feedback with the practicum student and provide an end of semester evaluation of the student's performance.
3. The trainee will work the same hours and abide by the same rules and regulations as the other staff members.
4. The trainee will be given an opportunity to observe and to participate (whenever possible) in all aspects of the rehabilitation process.
5. The trainee will keep a daily record of rehabilitation activities- a "log of daily activities, "to be utilized as a means of evaluating his/her progress in the various aspects of rehabilitation.
6. The University Coordinator of the practicum program will maintain liaison with the cooperating rehabilitation agency and work with the supervisor, and the trainee, individually and/or jointly, to help integrate and facilitate the training experience in any manner that seems feasible. When it can be arranged, visits will be scheduled with the agency offering the training, to discuss progress, problems, and other aspects of the training program.
7. It is recommended that the Supervisor (and/or other counselors when appropriate) assist in evaluating the student's progress as the training proceeds in various stages and provide "feedback" to the student. An

evaluation form will be provided to the supervisor which will be completed at intervals agreed upon by the University Coordinator and the Fieldwork Supervisor.

8. A Field Examination will be given to each student during the latter part of the practicum. The examination, given orally, casts the Coordinator in the role of a supervisor who is visiting with one of his/her counselors and discussing various facets of clients on his/her caseload. Such facets might include interviewing, occupational information and placement, test selection and test interpretation, and interpretation of medical reports, approaches to the “problem” case, vocational diagnosis, philosophy and practice of teamwork, referral practice, use of community resources and other areas involved in the rehabilitation process. The Field Examination is scheduled in advance and arrangements for the visit, cases to be used, etc. are coordinated through the person supervising the student counselors.
9. It is to be understood that this directive can be altered and revised in any manner necessary as we encounter problems in this cooperative training venture.
10. In addition to this general directive, a more specific program for the particular agency providing the training may be worked out by the University and a representative or representatives of the agency. This program can be attached to the general directive and will serve to give more structure to training for a specific setting. This arrangement is flexible, and changes can be made which work to the mutual advantage of the agency and the trainee.

### **UNDERGRADUATE CLINICAL COORDINATOR ROLE & RESPONSIBILITIES**

Purpose: The undergraduate clinical coordinator is an appointed faculty member who serves as a facilitator of assisting students searching and securing a clinical site. The qualifications of the undergraduate clinical coordinator are as follows: 1) possess a master’s degree in rehabilitation or closely related field, 2) possess CRCC or Texas licensure in rehabilitation or related field, and 3) have a minimum of 3 years clinical experience.

In addition, the undergraduate clinical coordinator duties include the following but are not limited to:

- Facilitating the affiliation process of potential and adequate clinical sites for students
- Coordinating mandatory practicum orientation for students
- Disseminating and discussing program requirements to interested field site supervisors
- Conducting site visits in order to maintain effective partnerships
- Commitment to develop and maintain sites throughout the Rio Grande Valley (e.g., Hidalgo, Willacy, Starr, counties) and outside of region/state
- Receive, review, and approve Undergraduate clinical forms submitted by clinical students
- Serve as the liaison between for the Undergraduate Program and Health Affairs Division office on related clinical issues

### **PROCEDURES FOR STUDENT PLACEMENT & PRACTICUM APPROVAL**

Purpose: In order to place students at appropriate clinical sites, the process of clinical site approval is mandated. The clinical site approval process ensures students are placed in organizations which have an educational affiliation agreement with the university in addition to meeting the program’s requirements for experiential purposes.

### **Process of clinical site approval:**

Step 1: The student will attend a mandatory orientation *before* the semester of the practicum experience. The mandatory orientation will cover the following: introduction of practicum faculty advisor, practicum experience overview, practicum expectations, clinical placement procedures, SRSC Practicum Orientation Blackboard review, clinical placement forms and a Q & A forum.

Step 2: The student will identify an affiliated practicum site found on the SRSC Practicum Orientation BB site and contact the organization expressing interest in completing their clinical experience. The student will be responsible for applying, interviewing, and accepting placement with the agency. The student may request assistance from the Undergraduate clinical coordinator if there is difficulty in securing a site.

Step 3: Once the student has secured a clinical site, the REHS 4602 – Practicum II Approval and the SCRS Acknowledgment of Clinical Best Practices must be submitted on the SRSC Practicum Orientation Blackboard.

Step 4: The clinical undergraduate coordinator will review formal documentation submitted by student and determine all procedures for clinical placement have been completed. A determination of approval will be signed and dated by the undergraduate clinical coordinator if all requirements have been met.

Step 5: The student and faculty advisor will be notified of approval via email and be provided an official clinical site start date.

*All steps will be documented and kept by the Clinical Undergraduate Coordinator.*

### **PROCEDURES FOR REMOVING STUDENT(S) FROM PRACTICUM / INTERNSHIP**

Purpose: A student might be considered for removal for a variety of reasons including a decision by the clinical site supervisor/agency, a request from the student, or a concern about match by the academic supervisor. A uniform system of procedures is needed to make for orderly decisions.

#### **Removal from site at the request of the clinical site:**

Step 1: When the academic supervisor (teacher of record) or student is notified by the site that the student cannot continue at the site, the academic supervisor must first contact the site supervisor for a direct conversation.

Step 2: If not on file, the site supervisor will be asked to complete and submit a current evaluation of the student.

Step 3: A face-to-face (when geographically possible) will occur between the academic supervisor and the student.

Step 4: If removed, a remediation plan will be considered prior to a new placement; this will be discussed with either the Undergraduate Clinical Coordinator or the Program/School Director.

Step 5: Prior to placement in a new clinical site, a new Site Approval form will be signed by the Undergraduate Clinical Coordinator.

Step 6: The academic site supervisor will contact the previous clinical site supervisor to share the results of the new placement and thank them for their continued support of the Program.

Step 7: The Undergraduate Clinical Coordinator or the Program/School Director will also contact the clinical site supervisor to express thanks and ask for a continued relationship.

*All steps will be documented and kept by the Undergraduate Clinical Coordinator.*

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**SCHOOL OF REHABILITATION SERVICES & COUNSELING  
THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY**

**During the practicum the student is requested to do the following things:**

1. Record or “log” on a daily basis a summary of specific rehabilitation activities. Separate entries are to be made for each workday (identified by date). The log is to be given to the advisor at the conclusion of each week.
2. During each week of the practicum, submit a report on selected areas relating to rehabilitation and the rehabilitation process. A list of the subject areas is supplied to each student (see attachment). The topics or areas are arranged in a suggested time sequence on the printed list. However, the student has the option of selecting and reporting on the topics in any sequence found desirable. A supply of printed report forms will be provided for each student.
3. Complete the monthly “hour’s log” and hand in at the end of each month.
4. A Field Examination may be given to each student during the latter part of the practicum.

**WEEKLY EMPHASES**

1. Time is taken to discuss the rationale of the emphasis with the students and get feedback to help ensure that students have a clear understanding of the emphasis and any specific activities being suggested as part of the emphasis.
2. If the student is unclear of any of the weekly emphasis, he/she must take the initiative to contact the professor for clarification.
3. Students are reminded that much effort is made to identify areas which they can identify as being of significance and merit time and effort. Should a student at any time desire an alternate emphasis, he/she is urged to make his/her desires known to the instructor.
4. One side of the Weekly Report Form is used for the student’s written comments following several days of attention to a given emphasis. Students are stimulated through the emphases to practice-experience-test as they search to gain more understanding and develop a diversity of skills.
5. The following is a list of Weekly Emphases. Choose one each week upon which to focus your attention and complete your assignment. It is recommended that you begin with #1. You may then choose your areas according to your own daily and weekly activities.
6. The importance of favorable beginnings: e.g., Ways to maximize becoming acceptable and productive in a new situation, opportunities inherent in the initial interview, etc.
7. Learning to accept and keep the faults and frailties of one’s self and other professionals in perspective while still getting the job done.
8. Identifying ways, the client can be used as a resource person in the rehabilitation process, including solicitation of input from clients.
9. Influence and involvement of important others – especially the family – in the rehabilitation process.

10. Time Management as an aspect of caseload management, e.g., planning, identifying, and following through on priorities, use of check lists, handling time wasters (including “drop in” clients and colleagues, etc.).
11. Needs and needs fulfillment as a vital consideration in vocational counseling, career choice and training.
12. Written communications – letters – memos – case recording – documentation as a professional responsibility (and protection) for both professional and client – the finality of the written word – specifics vs. generalization.
13. Development of an original schematic of the rehabilitation process – practice in using the schematic and/or other aids in explaining the rehabilitation process in easy – to – understand language without use of jargon. Identification of a professional logo with explanation of symbolism.
14. Innovative ways of utilizing community resources – putting applied imagination to use in “Using the common in an uncommon way” on behalf of the client. Identification and use of similar benefits.
15. The Counselor’s Ombudsman.
16. Legal bases – administrative structure – rules and regulation – process.
17. Working with and through para-professionals and clerical personnel.
18. Evaluation – diagnosis – test and measurements- collecting and interpreting information – determining eligibility.
19. Helping clients resolve personal, family, vocational and other problems.
20. Development of the IWRP (Individually Written Rehabilitation Program), client involvement in planning and decision-making utilizing the client as a principal resource in the rehabilitation process.
21. Physical restoration – considerations in buying prostheses – protocol and ethic in working with the medical professions.
22. Training – checking out quality of training monitoring client progress circumstances for terminating or reinstating training.
23. Public relations – helping develop better public understanding and acceptance of persons with disabilities– development and use of community resources as well as coping with architectural barriers.
24. Placement – determining job readiness – checking out and/or developing job seeking and job retention skills–resumes.
25. Placement – the discrete act of placing a specific client on a specific job when preliminary aspects of placement have received adequate attention working with business and industry – job surveys – employment agencies.
26. Client confidentiality – ethical aspects.
27. Caring for the helper-renewal and maintenance of health (mental, physical, etc.).

## PRACTICUM WEEKLY REPORT FORM

(Please complete all items)

Name \_\_\_\_\_ Date \_\_\_\_\_

Report # \_\_\_\_\_ For 5-day period from \_\_\_\_\_ to \_\_\_\_\_

Area of emphasis (selected from list attached to practicum assignments. Please be particularly alert for ways to better working with people with severe disabilities).

### *Caseload Management – Time Management*

**A. ACCOMPLISHMENTS IN AREA OF EMPHASIS** – What did you do? Describe your actions.

*I try to do the more difficult work first thing in the morning because that's when I have the most energy. I try to write my case notes on the same day that I see the client. Otherwise it's too easy to forget details or something specific that someone says.*

**B. Identify the source that influenced your actions. (Where did you get it from?)**

*During our time in Okmulgee Dr. Morgan made a "to do" list. Prioritize each item, be flexible and do the hardest thing first or at your highest energy level.*

**C. THE SO-WHAT** – What does the experience mean to you in terms of principles, guidelines and/or insights.

*If there's a project or activity that you keep putting off – you better look at it and figure out why, then – "get the monkey off your back." Do it first because it will really drain your energy. If you don't do it, it just plays on your mind and interferes with other jobs you need to do.*

## PRACTICUM WEEKLY REPORT FORM

(Please complete all items)

Name \_\_\_\_\_

Date \_\_\_\_\_

Report # \_\_\_\_\_

For 5-day period from \_\_\_\_\_ to \_\_\_\_\_

Area of emphasis (selected from list attached to practicum assignments. Please be particularly alert for ways to better working with people with severe disabilities).

*Working with agencies referring clients*

### **A. ACCOMPLISHMENTS IN AREA OF EMPHASIS – What did you do? Describe your actions.**

*Before I referred the client, I checked with each agency to see if they could help my client. Then I gave the client preparatory information to help him understand why I had sent him for this information, then I followed up to see if the client kept his appointments and if so – asked if they were helpful.*

### **B. Identify the source that influenced your actions. (Where did you get it from?)**

*We had a staff meeting and my boss talked about working with other agencies and helping them do their job and doing a better job in our own area by sharing information about our clients (of course with the clients permission) instead of getting it on our own.*

### **C. THE SO-WHAT – What does the experience mean to you in terms of principles, guidelines and/or insights.**

*Well, when I feel “stuck” in how to help or work better with a particular client I’m going to carefully reconsider whether I have indeed gotten in touch with any other professionals which are also working with my client. By having my client sign an information release form I can save myself a lot of work and provide better service to my client by not repeating something that may have already been done or can be done better by someone else.*

## PRACTICUM WEEKLY REPORT FORM

(Please complete all items)

Name \_\_\_\_\_

Date \_\_\_\_\_

Report # \_\_\_\_\_

For 5-day period from \_\_\_\_\_ to \_\_\_\_\_

Area of emphasis (selected from list attached to practicum assignments. Please be particularly alert for ways to better working with people with severe disabilities).

**A. ACCOMPLISHMENTS IN AREA OF EMPHASIS – What did you do? Describe your actions.**

**B. Identify the source that influenced your actions. (Where did you get it from?)**

**C. THE SO-WHAT – *What does the experience mean to you in terms of principles, guidelines and/or insights.***

## ADDITIONAL SO WHAT'S

In addition to the emphasis area, briefly give the “so what” of three other experiences. Describe what experience means to you in terms of principles, guidelines, and insights. (Attach additional sheets if needed)

### So What's

- 1) I went on a home visit to see how a quadriplegic was doing. He shared with me a picture of a bed sore that he had. So what? It was so graphic I could not believe that a bed sore could get that gross and ugly. I know that if I ever need to care for someone, I will be very cautious about checking for potential problems frequently.
- 2) Helen Keller said, “sometimes when a door is closed in our lives, we spend so much time looking at the closed door we don't see the open door right next to it.” When something unpleasant happens to us, we need to think about it but not for so long that it begins to ruin our todays. We can learn from it, then look around as to opportunities or changes we may have missed.

- 3) I learned that sometimes, it is very hard to translate certain words in Spanish from English.

I had an intake interview that I was going to do, but it was going to be in Spanish. I had practiced my intake interviews in English, but never in Spanish. I performed the interview, and I did very bad. I know most of the words, but I did not know how to translate them all. It was a terrible experience. I learned that I need to learn the intake interview in Spanish. A Spanish medical dictionary really would help me. I translated all the words I did not know, and I was preparing myself for when I had to do another intake interview in Spanish.

- 4) I am proud to say I am able to organize a client's file in the proper order. There is a certain way for everything. My counselor's RST was nice enough to show how a case should be organized. I was able to put a whole file together. So, what I learned is that one should relate with one's RST's duties. The upkeep of a file is as important for the secretary, as it is for the counselor. It represents the counselor as well as his/her style of keeping up with the proper representation and justification of their caseload.

## Sample Daily Logs

### Monday, August 22

I worked with two clients today. Both of them have been isolated from society in different ways. One was in an institution; one was overprotected and sheltered by her family. The client who was raised by her family left school in the 4<sup>th</sup> grad. Her parents are worried that they won't always be around to help her so they began to seek help instead of putting their daughter in an institution.

My work with this client has been skills training in the form of cooking and assigning her things to do at home. Today we made gravy (and I had never made this before). This was her request and I brought two recipes in case one didn't work (and talked a lot of expert gravy makers over the weekend.) The client was happy with her effort and said we made great potato gravy.

I was this client to have success here so she can attempt new things at home. I assigned her to try three new things in the electric frying pan because she continually burns herself on her home stove. She loves homework so we worked on math skills and writing skills also self-awareness with a diary.

With my other client I work on reading skills every day and social skills. He is slow and does not express himself very well. Sometimes I'm very frustrated with him. He seems to have the ability to read but doesn't want to work at it.

I wrote up case notes to be able to dictate them tomorrow. We had a staff meeting to discuss what we got from the Denver conference.

### Tuesday, August 23

I transcribed my case notes for one week on to the Dictaphone. Then I called a woman with family and children's service to see how much they charge to give workshops on assertiveness and stress management and put together a survey for Murdock Villa to see what ages, types of disability and interests they have. We're trying to decide what would be the best way to get it to them, in a tenant meeting or door to door. Then if the people there express the interest will have some training workshops.

I called a client to talk about what happened on a test he took for Safeway. He failed every part of the test but was otherwise very qualified for the job. We were both very disappointed. He says the test was simple. I also found out he has a learning disability. Tomorrow I must call his school counselor about that. Now I don't know what to do with him.

### Monday, November 21

I spent the morning reading some information which has been on my desk for weeks and talked to Steve about a variety of things. Then Connie came in all panicked. She had to find something right away. In other words, I had to find her something right away. I was not prepared for her at all. I tried to calm her down and listen to her but told her I didn't have a magic hat full of jobs and places to live. But we would make a beginning. She said she was going to get thrown out of the place she was living.

I called the place where she was living to see if this was true. They said she wouldn't get kicked out unless she wasn't making an effort toward getting a job and finding someplace else to live.

Sue came over, as a volunteer and brailled some information for us about the center. It was fascinating to watch her skill. She seems to enjoy coming over to help us as we enjoy having her. She always thanks me for having her.

**Tuesday, November 22**

Sue came over to finish the brailing, then and walked her over to the recreation center where she was due to work on ceramics. I like my job so much. I get to meet so many neat people.

Connie came in and I was much better prepared for her. I copied some pages from the parachute book and read it with her. She kept asking if she had to read both pages. It was like she just wants me to hand her a job. I told her I wished I had one to hand her. We looked through the want ads and found two numbers to call. Then we wrote up some index cards for her to put up in various places advertising her cleaning skills. She likes ceramics, sewing, rug hooking and such. We talked about having her do some volunteer work somewhere that would give her some experience. She thought that was good idea if she could do something she liked.

Spoke with Steve and Beth about prejudiced attitudes and our experiences. We had a great time talking, laughing and learning from each other.

UTRGV COLLEGE OF HEALTH AFFAIRS  
PRACTICUM STUDENT EVALUATION FORM

**CONFIDENTIAL**

School of Rehabilitation Services & Counseling  
The University of Texas Rio Grande Valley  
Edinburg, Texas 78539

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

Name of Evaluator(s): \_\_\_\_\_

Period covered by report: From \_\_\_\_\_ To \_\_\_\_\_

It is suggested that you compare this student with the level of excellence expected of student interns or beginning workers.

Rate the student on the following scaled by circling the appropriate number for each category; space is provided with each item for additional comments.

1	2	3	4	5	N/A
Unsatisfactory	Below Average	Average	Above Average	Excellent	Not Applicable

**WORK RELATED SKILLS**

1. Maintaining confidentiality ..... 1 2 3 4 5 N/A

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

2. Organizing and use of time ..... 1 2 3 4 5 N/A

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

3. Writing reports ..... 1 2 3 4 5 N/A

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

4. Use and interpretation of tests ..... 1 2 3 4 5 N/A

5.	Use of occupational information .....	1	2	3	4	5	N/A
6.	Making employer, community, or family contacts .....	1	2	3	4	5	N/A
7.	Collecting and organizing case data and other information .	1	2	3	4	5	N/A
8.	Making and following through on decisions .....	1	2	3	4	5	N/A
9.	Assisting clients in developing skills .....	1	2	3	4	5	N/A
10.	Exploring and utilizing community resources .....	1	2	3	4	5	N/A
11.	Interviewing skills .....	1	2	3	4	5	N/A
12.	Quality of work produced .....	1	2	3	4	5	N/A
13.	Amount of work produced .....	1	2	3	4	5	N/A
14.	Keeping up with paperwork .....	1	2	3	4	5	N/A
15.	Good rapport with clients .....	1	2	3	4	5	N/A

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<b>WORK RELATED ATTRIBUTES</b>							
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16.	Self-confidence .....	1	2	3	4	5	N/A
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<hr/>							
17.	Dependability .....	1	2	3	4	5	N/A
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<hr/>							
18.	Sense of humor – ability to laugh and be laughed at without hurting others .....	1	2	3	4	5	N/A
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19.	Tolerance for ambiguity – efficiency not impaired by uncertainty .....	1	2	3	4	5	N/A
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<hr/>							
20.	Ability to disagree without being disagreeable .....	1	2	3	4	5	N/A
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<hr/>							
21.	Being able to bounce back following failure or frustration .	1	2	3	4	5	N/A
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<hr/>							
22.	Accepts supervision .....	1	2	3	4	5	N/A
<hr/>							
<hr/>							
23.	Willingness to admit mistakes .....	1	2	3	4	5	N/A
<hr/>							
<hr/>							
24.	Learning from mistakes .....	1	2	3	4	5	N/A
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<hr/>							
25.	Positive attitude toward clients .....	1	2	3	4	5	N/A
<hr/>							
<hr/>							
26.	Cooperation .....	1	2	3	4	5	N/A





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

**Supervisor Comments:**

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

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

*(Indicates completion of hours recorded above)*

\*Direct Hours: Direct Client Contact. Direct Client Contact includes activities such as individual, group, couples, family; parent, instructing and group guidance activities. Three-hundred (300 hrs.) hours of field experience required. Out of the 350 hrs. One hundred and forty hours (140 hrs.) must involve direct contact with clients.

\*Indirect Hours: Professionally relevant activities such as workshops, in-service trainings, staffing, supervision; documentation, referrals, reading; consultation with other professionals; appropriate test administration and interpretation.

Revised 05/01/2021