

Rehabilitation Counselor Education

Student Handbook



October 2025

College of Education

UNIVERSITY OF HAWAI'I AT MĀNOA

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UNIVERSITY
of HAWAII®
MĀNOA

Ke Kulanui o Hawai'i ma Mānoa

College of Education
Educational Psychology

Aloha and Welcome!

Dear Graduate Student,

On behalf of the faculty and staff of the Rehabilitation Counselor Education Program (RCE), I would like to welcome you to the University of Hawai'i at Mānoa! We are delighted that you have been offered admission to graduate study based on your dispositions, past education and experience, and professional goals. In the next three years, we look forward to working with you as you continue to develop competencies in the field of rehabilitation counseling.

We encourage you to review this handbook in its entirety. This handbook should be used as a guide for you throughout your time in the program. It is separated into three (3) distinct sections:

- Section 1: Program Handbook:** Provides an overview of the program including admission process, curriculum of study, and disability access.
- Section 2: Clinical Handbook:** Provides information on fieldwork requirements and process.
- Section 3: RSA Scholarship Handbook:** Provides information on eligibility criteria, application process, and payback requirements.

By joining the RCE program, you are now part of an outstanding graduate program that attracts students from across the country. Through this program, you will have many opportunities to learn about yourself, develop counseling skills, and gain insight into the field of disability and vocational rehabilitation. Again, welcome to what we hope will be a rich and rewarding experience for you! If you have any questions, please feel free to contact me by email at jdaniels@hawaii.edu

Sincerely,

Judy Daniels, Ed.D., CRC Professor/ Program Director
Rehabilitation Counselor Education Program

Please note that this handbook should be viewed as a supplement (and not a replacement) to the University of Hawai'i General and Graduate Information Catalog. In addition, the statements set forth in this handbook are for informational purposes only and should not be construed as the basis of a contract between a student and the institution.

1776 University Avenue, Wist Hall 214
Honolulu, Hawaii 96822-2463
Telephone: (808) 956-7775 Fax: (808) 956-6615
Email: edpsych@hawaii.edu

An Equal Opportunity Institution

Section I

University of Hawai'i at Mānoa
Rehabilitation Counselor Education Program

Program Handbook



EQUAL OPPORTUNITY INSTITUTION

The University of Hawai‘i is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. If you or someone you know experiences any of these, UH Mānoa has staff and resources on campus to support and assist you. Staff also can direct you to resources in the community. Here are some of your options:

If you wish to remain ANONYMOUS, speak with someone CONFIDENTIALLY, or would like to receive information and support in a CONFIDENTIAL setting, contact:

Lesbian, Gay, Bisexual, Transgender (LGBT) Student Services

Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) Student Services strives to maintain a safe and inclusive campus environment that is free from harassment and discrimination. The office provides direct services to students of the University of Hawai‘i at Mānoa to confidentially discuss or seek advocacy and support for mistreatment due to their actual or perceived sex, gender identity, gender expression, or sexual orientation.

Cameron Miyamoto
Queen Lili‘uokalani Center for Student Services 211
2600 Campus Road
Honolulu, HI 96822
(808) 956-9250 or email: lgbtq@hawaii.edu
<http://manoa.hawaii.edu/lgbt/>

Confidential Mānoa Advocate

The Confidential Mānoa Advocate offers direct services to students and employees at UHM who may be experiencing sex- or gender-based discrimination, harassment, sexual assault, dating/domestic violence, or stalking. Confidential services include crisis screening, risk assessment, review reporting options, support, case referral, and safety planning.

Jamie Newalu
Queen Lili‘uokalani Center for Student Services 210
2600 Campus Road
Honolulu, HI 96822
(808) 956-9499 or email: manoaadv@hawaii.edu

Prevention, Awareness, and Understanding (PAU) Violence Program

Prevention, Awareness, and Understanding (PAU) Violence Program exists to inspire, educate, and empower students and campus communities to build safe living-learning environments, end interpersonal violence, and encourage holistic well-being in ways that are supportive, collaborative, student-centered, and strengths-based. PAU Violence Program staff provides violence prevention education trainings and workshops for students specific to Dating and Domestic Violence, Sexual Assault, and Stalking. PAU also refers students to relevant campus and community resources.

Queen Lili‘uokalani Center for Student Services 211
2600 Campus Road
Honolulu, HI 96822
(808) 956-8059 or email: uhmpau@hawaii.edu

Counseling and Student Development Center (CSDC)

The Counseling and Student Development Center (CSDC) offer support to UHM students, staff, and faculty to assist with personal, academic, and career concerns. All services are confidential and most are free of charge for Mānoa students. They also offer free consultation to faculty and staff on personal and student-related issues as well. CSDC office hours are from 8:00 a.m. to 4:30 p.m., Monday through Friday. They also offer immediate walk in appointments for urgent or emergency/crisis services during their regular daily hours.

Queen Lili‘uokalani Center for Student Services 312
2600 Campus Road
Honolulu, HI 96822
(808) 956-7927 or email: uhmcsdc@hawaii.edu
www.manoa.hawaii.edu/counseling

University Health Services Mānoa (UHSM)

[The University Health Services Mānoa](#) (UHSM) is staffed by physicians, nurse clinicians, nurses, and other support staff, and offers a wide range of medical services and programs to UH Mānoa students, with many of the services also available to UH Mānoa faculty and staff and students from other UH campuses. Services include general medical care on a walk-in basis; women’s health, sports medicine, psychiatry, and dermatology clinics by appointment; pharmacy and clinical laboratory; and student training, employment and volunteer opportunities.

1710 East West Road
Honolulu, HI 96822
(808) 956- 8965
www.hawaii.edu/shs/

If you wish to REPORT an incident of sex discrimination or gender-based violence including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence or stalking as well as receive information and support, contact:

Jennifer Rose
Interim Title IX Coordinator
Hawai‘i Hall 112
2500 Campus Road
Honolulu, HI 96822
(808) 956-2299 or email: t9uhm@hawaii.edu

DISABILITY ACCESS SERVICES: THE KOKUA PROGRAM

Queen Lili‘uokalani Center for Student Services.
2600 Campus Road., Room 013
Phone: (808) 956-7511/956-7612 (voice or TTY)
Website: <https://www.hawaii.edu/kokua/>

Kokua Program

The KOKUA program is the UH Mānoa office for students with disabilities. They serve undergraduate, graduate and professional students with learning, physical, psychiatric and other documents disabilities. In the spirit of “aloha” and respect, everyone works together – students, faculty, staff and KOKUA – to faciitate equal access for students with disabilities to the Mānoa experience.

UH Mānoa students with permanent documented disabilities, who voluntarily disclose their disability status to KOKUA, are eligible for disability access services. KOKUA provides services to students with a range of health-related, mobility-related, hearing, visual, and learning disabilities.

Persons with disabilities who are interested in attending the University of Hawai‘i at Mānoa may contact the KOKUA Program for information about disability access services, as well as related and general information.

In the UH Mānoa general application process, disability status is not requested or considered in determining admission.

Register with KOKUA

The KOKUA Program is the designated office to serve and work with students with disabilities on the Mānoa campus of the University of Hawai‘i. Students with disabilities must self-identify to the KOKUA Program and complete the intake process before receiving disability access services (commonly referred to as accommodations, academic adjustments and auxiliary aides). To ensure prompt and effective provision of services, students should contact KOKUA as early as possible for initial intake and before the start of each term thereafter.

Please visit the KOKUA program website, <https://www.hawaii.edu/kokua/> for more information.



College of Education
UNIVERSITY OF HAWAII AT MĀNOA

College of Education – Vision, Mission & Guiding Principles

Vision

A Sense of Purpose. A Sense of Place. Preparing knowledgeable, effective, and caring educational leaders to contribute to a just, diverse, and democratic society.

The College of Education envisions a Native Hawaiian place of learning and teaching sustained by a collaborative community of educators who provide innovative research, teaching, leadership, and community engagement. We endeavor to further the field of education and prepare professionals to contribute to a just, diverse, and democratic society and to prioritize the educational well-being of the Native Hawaiian people and others across the Pacific through education. Our vision guides the direction and work of the college in and beyond lāhui Hawai'i and is informed by tenets of aloha 'āina, a'o, mālama, 'ike Hawai'i, and pono, creating our sense of purpose and sense of place.

Mission

Preparing tomorrow's teachers, educational leaders, researchers, exercise science professionals, athletic trainers, and counselors

Our mission is to collaborate as a professional community in three primary areas of responsibility or kuleana:

- Teaching—prepare new educational professionals and provide on-going professional development in education
- Research—increase the knowledge base in education and related fields through the production and application of educational research
- Service—serve as partners and leaders for excellence in education and community engagement



College of Education
UNIVERSITY OF HAWAII AT MĀNOA

COE's Strategic Action Plan 2019-2024 Guiding Principles

- ***Native Hawaiian Place of Learning and Teaching***

Commit to and actualize a Native Hawaiian place of learning and teaching.

- ***Collaboration, Partnerships and Community***

Enrich student, faculty, and staff experiences by embedding collaboration and partnerships as fundamental principles in the delivery of high quality programs (internally, locally, and globally).

- ***Innovate and Inspire***

Nurture a culture of innovation and continuous improvement, including the use of new and novel ways to advance fairness and sustain excellence in teaching and learning. We inspire societal and extrinsic constructive change.

- ***Research to Improve Educational Outcomes***

Commit to endeavors that innovate, improve, or influence the knowledge base of diverse learners who can contribute to a just society.

UH Mānoa Rehabilitation Counselor Education Program

Mission, Objectives, and Goals

The University of Hawai‘i at Mānoa offers a distance education program leading to a Master of Education degree in Counseling, Educational Psychology (Rehabilitation Counselor Education concentration). The program is accredited by WASC. Graduates of the program are eligible to take the Certified Rehabilitation Counselor (CRC) examination, <https://crtcetification.com/get-certified/> (under category 2) and the National Certified Counselor Examination (NCC) <https://nbcc.org/certification/ncc>.

Mission

The University of Hawai‘i at Mānoa’s Rehabilitation Counselor Education program is designed to offer graduate-level training to provide students with essential knowledge, skills, and attitudes necessary to assist individuals with disabilities to achieve an increased sense of empowerment, responsibility, and maximum independence.

Objectives

Consistent with its mission, the objectives of the program are

- To provide students with opportunities to incorporate new knowledge that addresses the needs of individuals with disabilities and the community;
- To promote professional and personal growth in students;
- To enhance students’ ability to implement culturally responsive and ethically sound rehabilitation counseling practices;
- To increase the supply of qualified rehabilitation counselors for employment in a variety of public, non-profit and private employment settings; and
- To increase the diversity of personnel in vocational rehabilitation to include individuals with disabilities and persons from culturally different backgrounds.

Goals

Program goals focus on preparing rehabilitation professionals in the delivery of effective, efficient, and culturally appropriate services to individuals with disabilities seeking to achieve their personal educational, and vocational goals include

- Establishing and maintaining a comprehensive recruitment plan to attract qualified applicants from culturally diverse groups in particular individuals with disabilities;
- Training competent rehabilitation practitioners who adhere to the Code of Ethics for Rehabilitation Counselors;
- Providing access to potential applicants through distance education modalities;
- Building collaborative partnerships with the State Vocational Rehabilitation, the State Workforce Development Division, Community Rehabilitation Programs, private rehabilitation organizations, and other community-based programs providing services to individuals with disabilities, including returning veterans.

Program Administration

Department of Educational Psychology (EDEP)
University of Hawai‘i at Mānoa
Rehabilitation Counselor Education
1776 University Ave.
Wist Hall, Room 214
Honolulu, HI 96822

(808) 956-7775
edpsych@hawaii.edu

Department Admin. Assistant
Stacie Odo

Department Chair and Professor
Lois Yamauchi
yamauchi@hawaii.edu
808-956-4385

Program Faculty
Dr. Judith Daniels
Program Director and Professor
jdaniels@hawaii.edu
808-956-5162

Program Advisory Board

Evan Nakatsuka, Lanakila Pacific

Dr. Rick Houser, Certified Rehabilitation Counselor

Selina Higa, CRC, Dept. of Veterans Affairs

Alison Lee, CRC, Staff Specialist
Dept. of Vocational Rehabilitation, State of Hawaii

Mitchell Ham, CRC, Former Student

Accreditation and Licensure

The UH Mānoa Rehabilitation Counselor Education program is regionally accredited by WASC and students can take the Certified Rehabilitation Counselor (CRC) Category 2 – <https://www.crccertification.com/eligibility-requirements> and the National Certified Counselor (NCC) Examinations. Graduates are also eligible to apply for State of Hawai‘i licensure as Mental Health Counselors provided they complete all requirements: (1) required post-program direct counseling work, (2) face-to-face clinical supervision within a two year period, and (3) pass the National Certified Counselor Examination and other potential course work requirements.

The College of Education is accredited by the Association for Advancing Quality in Educator Prep (AAQEP). The University of Hawai‘i at Mānoa is accredited by the Western Association of Schools and Colleges (WASC).

Professional Identity and Program Endorsement Policy

Students requests for endorsements should be directed to the appropriate faculty member (e.g., student’s academic advisor, program director). Decisions about the appropriateness of an endorsement for professional credentialing and/or employment will be based on the student’s area of specialization, training and/or completed coursework. These requests will be addressed on an individual basis relevant to the specific endorsement being sought and the qualifications of the student requesting the endorsement. Students will not be endorsed for employment outside their area of demonstrated competence.

Rehabilitation Counselor Education Program

Master of Education Degree

Curriculum of Study

Beginning Fall 2026

Core Courses

EDEP 634 / KRS 605	Human Development across the Lifespan	3
EDEP 635 / KRS 606	Counseling Theory and Practice	3
EDEP 637 / KRS 626	Introduction to Practicum*	3
EDEP 638 / KRS 627	Career Development and Vocational Counseling	3
EDEP 639 / KRS 628	Research and Evaluation in Counseling	3
EDEP 640 / KRS 629	Counseling: Group Theory and Practice	3
EDEP 645 / KRS 637	Multicultural Counseling	3

Total Credit Hours 21

Specialization Courses

EDEP 648 / KRS 680	Principles and Practice of Rehabilitation Counseling	3
EDEP 649 / KRS 681	Medical and Psychosocial Aspects of Disability	3
EDEP 650 / KRS 683	Case Management in Rehabilitation	3
EDEP 652 / KRS 685	Ethical and Legal Issues in Counseling	3
EDEP 653 / KRS 686	Vocational Evaluation and Assessment in Rehabilitation	3
EDEP 655 / KRS 688	Theory and Techniques of Job Placement	3

Total Credit Hours 18

Clinical Courses and Seminar

EDEP 703R / KRS 703R	Practicum in Rehabilitation Counseling (minimum 100 hours)	1-3
EDEP 733R / KRS 733R	Internship I in Rehabilitation Counseling (minimum 300 hours)	3-6
EDEP 734R / KRS 734R	Internship II in Rehabilitation Counseling (minimum 300 hours)	3-6
EDEP 781R / KRS 781R	Seminar in Rehabilitation Counseling	1-2

Total Credit Hours 9

Suggested Elective Courses (NOT required)

EDEP 651 / KRS 684	Psychopathology in Counseling	3	
EDEP 704 / KRS 704	Contemporary Issues in Counseling	3	
	KRS 687	Assistive Technology in Rehabilitation Counseling	3

Total Credit Hours 3

*Beginning with the Fall 2026 cohort, EDEP 637 is a required core course and elective courses will be optional

**Rehabilitation Counselor Education
Program Requirements
October 2025**

Requirements	Rehabilitation Counselor Education
Total credits	48 credits minimum
Core courses	EDEP 634: Human Development across the Lifespan EDEP 635: Counseling: Theory and Practice EDEP 637: Introduction to Practicum* EDEP 639: Research and Evaluation in Counseling EDEP 645: Multicultural Counseling
Required courses	EDEP 638: Career Development and Vocational Counseling EDEP 640: Counseling: Group Theory and Practice EDEP 648: Principles and Practice of Rehabilitation Counseling EDEP 649: Medical and Psychosocial Aspects of Disability EDEP 650: Case Management in Rehabilitation EDEP 652: Ethical and Legal Issues in Counseling EDEP 653: Vocational Evaluation and Assessment in Rehabilitation EDEP 655: Theory and Techniques of Job Placement EDEP 781R Seminar in Rehabilitation Counseling
Elective (Optional beginning with the Fall 2026 cohort)	EDEP 704: Contemporary Issues in Counseling EDEP 684: Psychopathology in Counseling KRS 687: Assistive Technology in Rehabilitation Counseling
Internships/practicum/fieldwork	EDEP 703R: Practicum in Rehabilitation Counseling (minimum 100 hours) EDEP 733R: Internship I in Rehabilitation Counseling (minimum 300 hours) EDEP 734R: Internship II in Rehabilitation Counseling (minimum 300 hours)
Research/Thesis Credits - 699	Plan A – 6 credits of EDEP 700 required
Thesis/Dissertation Proposal	Plan A – Thesis Proposal Required
Thesis/Dissertation Defense	Plan A – Thesis Defense Required
Plan B requirements	Culminating Experience Required
Additional Master's Requirements	None

*Beginning with the Fall 2026 cohort, EDEP 637 is a required core course and elective courses will be optional

Admissions Process

FALL ADMISSION ONLY

Applications to the program are accepted once a year. Fall cohorts are admitted annually with rolling admissions until the cohort is filled with March 1 as the priority admission deadline. Applicants should follow the process as described below.

Application to the UHM Graduate Division: Admission Requirements & Procedures

Prospective students need to apply online at [UHM Graduate Application](#) – click on “Apply Here” which provides detailed instructions and required documentation materials. Applicants must meet the criteria and documentation requirements of the Graduate Division.

Admissions Criteria:

1. Bachelor's degree from a regionally accredited U.S. college or university, or its equivalent from a recognized non-U.S. institution of higher learning.
2. A grade point average (GPA) of 3.0 or the equivalent — in the last two years of undergraduate study, and in all post-bachelor coursework at the upper-division undergraduate or graduate levels. The calculation of the GPA is based on a scale of 4.0=A.

Required Documentation:

1. Completed Graduate Admissions Application
2. Application fee (\$100, non-refundable)
3. One official transcript for each post-secondary institution attended

Rehabilitation Counselor Education Program

1. Three (3) Recommendation Forms (see form on pages 14-15)
2. Statement of Objectives
3. Current Résumé

Completed applications are first screened by the UH Mānoa Graduate Division. Applications that meet the requirements of the Graduate Division are forwarded to the Department of Educational Psychology. The applications are subjected to a more comprehensive and intensive review by the Rehabilitation Counselor Education Program's graduate faculty. The Rehabilitation Counselor Education program faculty then makes a recommendation to the Graduate Division.

The final decision to make a formal offer of admission rests with the Graduate Division, which takes into full consideration the recommendation of the graduate program. Admission is valid only for the semester for which a student is accepted. The Graduate Division notifies each applicant of its decision.

Basic Premise

The Rehabilitation Counselor Education program has additional admission criteria and requirements. Admission to the program is based on previous preparation and background, intellectual and affective potential for graduate study, and personal qualifications that contribute to success as a rehabilitation counselor. Application for the Rehabilitation Counselor Education program presumes satisfactory completion of a bachelor's degree with an acceptable grade-point-average.

All information should show evidence that an applicant's personal qualifications, motivation, intellectual-affective potential and/or professional background indicate competence and success in rehabilitation counseling. After these documents are reviewed, successful applicants will be invited for an interview followed by a writing sample.

Program Evaluation Criteria

Admission recommendations are made by the academic unit's selection committee and include consideration of each applicant's (1) relevance of career goals, (2) aptitude for graduate level study, (3) potential success in forming effective counseling relationships, and (4) respect for cultural difference.

Rehabilitation Counselor Education
University of Hawai'i at Mānoa

RECOMMENDATION FORM

TO THE APPLICANT: This form is to be completed by an individual who is able to evaluate your academic and/or professional qualifications for graduate study in the Rehabilitation Counselor Education Program. For the convenience of the person completing the form, please provide the information requested below. Please have the respondent return this form to edpsych@hawaii.edu

Name of applicant: _____

Deadline: The completed form must reach the department by March 1

Degree sought: MEd in Counseling Specialization: Rehabilitation Counselor Education

I understand that federal legislation provides me with a right of access to this recommendation which may be waived if I so choose, and that no school or person can require that I waive this right.

APPLICANT: Please sign on the next line if you wish to make this a confidential recommendation by waiving your right of access to it.

Signature: _____

TO THE RESPONDENT: Please use this form to evaluate the applicant's professional and personal qualifications for graduate study in Educational Psychology.

.. How long have you known the applicant? _____

2. What is the nature of your professional relationship with the applicant? (professor, employer, etc.)

3. What specific strengths does the applicant have which you feel are strong arguments for admission?

4. What specific weaknesses does the applicant have which you feel might interfere with the applicant's academic performance and progress toward the completion of the degree?

(Please go to next page)

5. In comparison with other students whom you have recommended for graduate study, please rate the applicant in terms of each of the following by placing an "X" in the appropriate column

	Well Above Average (top 10%)	Above Average (top third)	Average (middle third)	Below Average (bottom third)	No Data on which to Base Judgment
Ability to express self verbally					
Ability to express self in writing					
Ability to reason analytically					
Ability to work independently					
Ability to work as a member of a group	—	—	—	—	—
Level of perseverance to complete assigned or selected tasks					
Level of creativity					
Level of academic enthusiasm					
Motivation to pursue graduate study					
Likelihood of postgraduate contributions to the field of counseling					

6. If the applicant were applying to a graduate program of study within which you were a practicing professional or faculty member, how strongly would you argue for admission?

7. Please provide (on a separate page if necessary) any additional comments not covered by this form and which you consider relevant to the admission decision,

Signature: _____ Date: _____

Name: _____ Position: _____

Organization: _____

Address: _____

Revised 2/25

Graduate Division Policies

Credit Acceptance Policy

Upon approval by the graduate program and the Graduate Division, the following may be applied toward master's degree requirements:

1. Credits earned for post-baccalaureate courses at an accredited institution of higher education.
2. Credits earned as a post-baccalaureate unclassified (PBU) student at University of Hawai'i at Mānoa. A PBU student is one who holds a bachelor's degree and who enrolls at the university as an unclassified student.

Transfer & Post-Baccalaureate Credits

The Graduate Division requires that regardless of the number of credits transferred, more than half of the total number of credits used to fulfill master's degree requirements must be earned at University of Hawai'i at Mānoa while enrolled as a classified graduate student. Therefore, up to 23 credit hours of applicable counseling graduate credits from another accredited institution may be transferred to fulfill master's degree requirements. Such courses must not have been applied to any degree program and must be evidenced on the transcript(s) that were submitted as part of the student's application. Formal transfers are to be requested in writing to the advisor immediately after admission to the Rehabilitation Counselor Education Program. Substitutes of the program's required course(s) may be allowed in exceptional cases if the substituted course(s) is (are) fully equivalent in level and content. Documentation (i.e. official transcripts, course descriptions, outlines, etc.) must accompany the student's written request. **Transferring or substituting practicum and internship courses is not permitted.** All transfers and course substitutions must be approved by the Program Director, the Department Chair and the Graduate Division.

The student must initiate all transfers, and action completed by the department, during the first semester after admission to the program. No course credits older than seven (7) years at the time of graduation, whether earned in residence or transferred, may be applied toward the master's degree.

For more information on transfer or credit petition procedure, please visit the Graduate Division's website, <https://manoa.hawaii.edu/graduate/transfer-pbu-credits/>

Degree Program Planning

Students will complete a capstone project as a culminating experience. The Rehabilitation Counselor Education program has determined the successful completion of the practicum and internship sequence and seminar as a capstone experience that assesses the quality of the students' preparation for advanced work in the rehabilitation counseling discipline.

If students elect to pursue a Plan A Thesis, please contact the program director for more information.

Additional Requirements & Information

Technology Requirements

Rehabilitation Counselor Education program courses are offered online through the use of computer management systems such as Lamakū. Therefore, use of a computer with access to the internet, is a *sine-qua-non* for rehabilitation counseling students. Additionally, written assignments are expected to be completed using a word-processing application. Students are expected to submit assignments only in the format available to the faculty. If open-source applications are used, students should check with the instructor(s) to ensure documents will be compatible with the faculty's computer capabilities.

Using the student's UH username, UH user ID and a @hawaii.edu e-mail address are necessary for many vital functions at the university, starting with registration; it is also needed for communication with the department and individual instructors. No other e-mail address should be used. Regular and frequent (i.e., daily) checks of the e-mail account is essential practice for the Rehabilitation Counselor Education program.

Technology Support for Students:

Lamakū - <https://www.uhonline.hawaii.edu/discover-d2l-brightspace/>

Academic Standing

Per the Graduate Division, in order to remain in good academic standing, students must demonstrate acceptable performance in course work. This requires a 3.00 cumulative GPA for upper-division and graduate-level courses completed at UH Manoa.

Students who fail to remain in good academic standing, will be automatically placed on academic probation by the Graduate Division, during which time they will have an opportunity to correct their academic deficiencies. The probationary period will last for the following semester. The student must be registered during the semester s/he is placed on probation. Enrollment at the graduate level will be automatically terminated the Graduate Division for students who fail to correct their academic deficiencies by the end of the probationary period.

Students who fail to meet their program's criteria may be placed on probation or dismissed at the request of the program. Student may appeal dismissal decisions by following the process outlined in the Academic Grievance section on the Graduate Division website, <https://manoa.hawaii.edu/graduate/graduate-student-grievances/>

The Rehabilitation Counselor Education program has a long established policy that students who fail to attain a grade of B or better in the practicum or internship courses will have one additional opportunity to repeat the course and earn a grade of B or better, or they will not be continued in the program.

Student Recruitment and Retention

The Rehabilitation Counselor Education program is consistent with the University of Hawai'i's strategic plan objectives and the College of Education's mission and core values. Program faculty members strongly believe that the training environment is enriched through the interaction of a culturally diverse student body, faculty and staff, resulting in graduates who are prepared to work in a society with clients representing a wide range of backgrounds and beliefs.

The Rehabilitation Counselor Education program faculty members recruit and seek to attract individuals from culturally and linguistically diverse populations, particularly applicants with disabilities from the Pacific Basin, veterans and injured service members across the globe. The faculty actively recruits personnel in (a) human service and related fields (e.g. social work, education, and psychology), (b) community-based programs serving individuals with disabilities, (c) wounded warriors programs, (d) national professional organizations promoting multicultural emphases, and (e) nationally registered undergraduate rehabilitation education programs.

Established relationships with personnel on University of Hawai'i campuses are used in recruiting students from targeted populations including but not limited to (a) Imi Ho'ola-Pacific Islanders, (b) Operation Manong-Filipino, and (c) Ku'ana Hawaiians. Recruitment is also targeted to students in other public and private institutions of higher learning with enrollment of at least 50% of students from culturally and linguistically diverse populations, including Hawai'i Pacific University, Chaminade University of Honolulu, and Brigham Young University-Hawai'i campus. Strategies include ads in Hawai'i's ethnic newspapers, informational meetings, career and employment fairs and professional conference presentations. Admission procedures used to review applications also assure flexibility to give consideration to unique features of an applicant's personal and cultural background that would add to the diversity of the student cohorts.

Successful completion of the Master's degree in the Department of Educational Psychology is based on continuous monitoring and evaluation review of each student's progress and performance to ensure (a) effective demonstration of academic competence, and (b) continual personal growth and professional development for successful performance as a rehabilitation counselor. Ongoing reviews by program faculty may result in student retention, Remediation or dismissal from the program.

Program advisors will assess the student's progress and performance at least annually with the initial review following completion of the student's first year in the Rehabilitation Counselor Education program based on the areas listed below.

Academic Performance

As outlined by the University of Hawai'i at Mānoa Graduate Division, students are required to maintain a cumulative grade point average of 3.0 or above. The student must also make adequate progress toward the degree.

Professional Conduct

Each student is expected to demonstrate effective professional behaviors, including professional maturity and responsibility, as well as appropriate cultural sensitivity and multicultural counseling competence. These qualities are further specified in the attached Professional Development Review Form (see page 21), which is completed by an academic advisor and reviewed with the student on an annual basis.

Ethical Conduct

Each student is expected to demonstrate commitment to and adherence to the Standards of Practice and the Code of Professional Ethics for Rehabilitation Counselors, as well as the University Student Conduct Code (http://www.studentaffairs.manoa.hawaii.edu/policies/conduct_code/). Ethical behaviors are further delineated in the attached Professional Development Review Form (see page 21).

Student Retention

Program faculty will work with students towards maintaining satisfactory progress in each of the areas of development. Students who demonstrate satisfactory progress or exceed expectations in all areas of their development will be retained in the program. In cases where questions arise regarding the suitability of the student for graduate level performance and/or the rehabilitation counseling profession, the following procedures will be followed:

1. Any faculty member expressing concern about a student's inability to meet acceptable performance criteria will meet with the student, discuss the nature and severity of the deficiency, possible consequences of the situation, and seek to establish a plan to resolve the situation without further action needed.
2. If the student fails to meet the desired performance level, the Department Chair will request that the Graduate Division place the student on probation, and the Rehabilitation Counselor Education program director will convene a retention committee meeting, consisting of program faculty and the Department Chair or designee, to determine if a more formal remediation plan is warranted. The remediation plan may include but is not limited to: (a) identification of the problem area(s); (b) expected performance and/or behaviors; (c) potential methods for achieving and demonstrating the change, and (d) timeline for completion. The student will have the option of bringing an advocate (neither a family member nor a lawyer) to the meeting with the retention committee. A copy of the plan will be given to the student and one copy will be retained in the student's file. Satisfactory completion of the plan and consistent demonstration of appropriate performance or conduct will be assessed by the committee on an agreed timeline and will result in a decision for retention.

3. If processes 1 & 2 fail, the retention committee may (a) recommend voluntary termination to the student and/or (b) recommend dismissal from the Rehabilitation Counselor Education program. The Department will forward the recommendation to the Dean of the Graduate Division for disposition.

In rare cases, program faculty may become aware of issues or behaviors that raise doubt about a student's ability to either (a) successfully complete the program or (b) advance as a graduate student in the Rehabilitation Counselor Education program. When such information becomes available, the faculty member has the duty to review the information fully and carefully, to notify the student of concerns, and the outcome of the review, and to select a course of action that is commensurate with acceptable ethical and legal procedures as well as —best practices of the profession. In these situations, program faculty in consultation with the Department Chair and/or the College of Education Dean, may find it necessary to forgo the procedures listed above, and move directly to recommend dismissal from the program.



UHM Rehabilitation Counselor Education Program
PROFESSIONAL DEVELOPMENT REVIEW FORM

Student: _____ Semester: _____

Date of Evaluation: _____ Year: _____

Adviser: _____

I. Academic Performance

Please rate student's performance (4-Outstanding, 3-Good, 2-Fair, 1-Poor, N/O-Not Observed)

- | | 4 | 3 | 2 | 1 | N/O |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A. Student course grades meet program expectations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B. Student maintains a cumulative grade point average of 3.0 or above. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C. Student progresses appropriately toward the degree. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

II. Professional Conduct

Please rate student's performance (4-Outstanding, 3-Good, 2-Fair, 1-Poor, N/O-Not Observed)

- | | 4 | 3 | 2 | 1 | N/O |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A. Student demonstrates professionalism in all course-related activities, including practicum (e.g., attends class on time, uses good judgment, professional appearance). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B. Student completes assignments and/or assigned tasks in a timely and responsible manner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C. Student demonstrates motivation and initiative. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D. Student is responsive to constructive feedback from faculty as evidenced by non-defensiveness and efforts to change relevant behavior. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4 3 2 1 N/O

E. Student demonstrates the communication skills and abilities necessary to the practice of rehabilitation counseling.

F. Student demonstrates sensitivity to issues of cultural diversity in assessment, intervention, and working with clients from culturally diverse groups.

III. Ethical Conduct

Please rate student's performance (4-Outstanding, 3-Good, 2-Fair, 1-Poor, N/O-Not Observed)

4 3 2 1 N/O

A. Student conducts self in an ethical manner to promote confidence in the rehabilitation counseling profession.

B. Student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.

C. Student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.

D. Student takes reasonable precautions to respect the confidentiality rights of those with whom they work or consult.

E. Student demonstrates application of legal requirements relevant to rehabilitation counselor training and practice.

Comments:

Based on current evaluation, the committee requires that a Professional Development Review will be conducted this year.

Yes No

Advisor's Signature

Comments by student regarding evaluation (optional):

Student Signature

Procedures for Handling Complaints

Complaints Involving Other Students

- Step 1: The EDEP department expects that students will attempt to first resolve disagreements or problems with other students by talking directly with them.
- Step 2: If this is not successful, the student indicating the complaint will inform the EDEP Department Chair of the conflict. An informal meeting of all students involved will be scheduled within 7 days of the Chair's notification of the conflict. All relevant materials will be presented at that time, which includes the complainants and the nature of the complaint.
- Step 3: Issues will be resolved to the satisfaction of all participants. Recommendations can be prescribed.
- Step 4: If the informal process proves unsatisfactory, a formal grievance is pursued with the College of Education Dean.

Complaints Involving Faculty

- Step 1: The EDEP department expects that students will attempt to resolve disagreements or problems by the first meeting with the faculty member in question to discuss their concerns.
- Step 2: If this is not successful, the student will inform the EDEP Department Chair of the conflict. This can be done verbally or in writing. An informal meeting of the student and faculty will be scheduled with the Department Chair or designated mediator. The meeting will be scheduled within 7 days of the Chair's notification of the conflict. All materials will be presented which include the name of the students and nature of the complaint.
- Step 3: Issues will be resolved to the satisfaction of all parties. Recommendations can be prescribed. Any written material related to the complaint will be destroyed.
- Step 4: If the informal process proves unsatisfactory, the complaint can be referred to the College of Education Dean or a formal grievance may be pursued with the Dean of Students.

Campus Life

Library Services

The University of Hawai‘i at Mānoa campus houses two major libraries. Hamilton and Sinclair Libraries are open to any individual who wishes to use materials inside the library buildings. Almost all materials are available on open shelves for self- retrieval. More than 3 million books and journals, a century of Hawaiian language newspapers, the world’s largest collection of English-language documentary videos from Asia, photo archives, electronic journals, digitized rare and historical documents, congressional papers, botanical and fine art prints, other special collections, computer labs, electronic media (E-journals and searchable databases), and interlibrary loan capabilities are available for our students. Computers, software, other devices and services are also available for patrons with disabilities. For additional information, see <https://manoa.hawaii.edu/library/>

UH Bookstores

The University of Hawai‘i Bookstores offers a wide variety of academic books and general merchandise. The main branch of the bookstore is located on the Mānoa campus with seven branch stores also available, a Medical Bookstore, an Outreach Program, and a Rainbowtique merchandise store. For additional information see: <http://www.bookstore.hawaii.edu/main/>

Human Studies Program: Office of Research Compliance

Students who plan to conduct research involving human subjects are required to submit an application to the Committee on Human Studies for review and approval prior to involvement in research projects. Applications and information may be obtained at: <https://research.hawaii.edu/orc/>

Other Helpful Websites

[College of Education](https://coe.hawaii.edu)

<https://coe.hawaii.edu>

[MyUH Services](https://myuh.hawaii.edu)

<https://myuh.hawaii.edu>

[Registration \(STAR\)](https://www.star.hawaii.edu/studentinterface/)

<https://www.star.hawaii.edu/studentinterface/>

[UHM Outreach College](https://www.outreach.hawaii.edu)

<https://www.outreach.hawaii.edu>

[UHM Catalog](https://manoa.hawaii.edu/catalog/)

<https://manoa.hawaii.edu/catalog/>

[UHM Financial Aid Services](https://www.hawaii.edu/fas/)

<https://www.hawaii.edu/fas/>

[UH Information Technology Services](https://www.hawaii.edu/its/)

<https://www.hawaii.edu/its/>

[UHM Health Services](https://www.hawaii.edu/shs/)

<https://www.hawaii.edu/shs/>

[UHM Counseling & Student Development Ctr](http://manoa.hawaii.edu/counseling/)

<http://manoa.hawaii.edu/counseling/>

Section 2

University of Hawai'i at Mānoa
Rehabilitation Counselor Education Program

Clinical Handbook

For Practicum and Internship Fieldwork Experiences in Vocational
Rehabilitation

CLINICAL HANDBOOK OVERVIEW

Participating in three clinical courses (Practicum in Rehabilitation Counseling, Internship I in Rehabilitation Counseling, and Rehabilitation II in Rehabilitation Counseling) is considered to be the culminating activity of the program. This handbook is a guide to be used by students, faculty, and site supervisors involved in the practicum and internship activities as part of the Rehabilitation Counselor Education Program at the University of Hawai‘i at Mānoa. It outlines the counseling program’s approach to applied professional training in counseling and the mechanisms by which this training is to be successfully completed.

This summary of expectations, guidelines, and policies has been developed to provide structure for the practicum and internship experience and a basis upon which an adequate evaluation can be made. Although every effort is made to provide accurate and current information, the Department reserves the right to change, without notice, statements/ requirements in this handbook.

Due to the continuing development of the counseling profession, it is not possible to broadly prepare students as generalists to work in any counseling setting. The rehabilitation field has separate and unique credentialing processes; therefore, students are encouraged to gain supervised practicum/internship experience in the profession or setting in which they wish to later work.

The UHM Rehabilitation Counselor Education program is appropriate for eligible individuals wishing to enter the expanding array of settings where counseling is practiced through an orientation emphasizing skills in interventions that span developmental, remedial, and preventive approaches to helping. Individuals in the UHM Rehabilitation Counselor Education program develop the knowledge and skills that are necessary to work effectively and ethically as entry-level counselors in a variety of settings. They have an opportunity to apply this knowledge in working with such client issues as career transitions, chemical dependency, life crises, school, work, interpersonal difficulties, and other life adjustment problems. Graduates may find employment in a wide range of settings and serve a diverse group of people with varied ages, races/ethnicities, gender preferences, as well as different educational and economic statuses. Emphasizing preventive, developmental, and remedial interventions, the UHM Rehabilitation Counselor Education program promotes the belief that multicultural awareness pervades counseling and the effective interventions for individuals, groups, couples, families, and the environments in which they live.

Because the practicum and internships require such a large commitment of rehabilitation counseling students’ time, it is suggested that students begin planning for these experiences at the beginning of their graduate studies. In the practicum/internship sequence, emphasis is given to the development of specific counselor competencies that can lead to positive client growth. Though it is not possible to guarantee a particular placement, students are encouraged to choose a site which is compatible with their interests and eventual career goals. This process is more fully discussed below.

The Rehabilitation Counselor Education program requires a total of 700 hours within the practicum and internship sequence. These practicum and internship hours are spread over three academic semesters (48 weeks), equating to a commitment of approximately 10 hours per week in the practicum and approximately 20 hours per week during the internship courses.

In conjunction with participating agencies in the local community, students are placed in a variety of public, non-profit, and private rehabilitation and mental health settings.

As most of the practicum/internship sites used by UHM involve daytime hours (e.g., 8:00 a.m. - 5:00 p.m.), it may not be possible for students to maintain a typical day job during the internship experience. The field placement sequence includes a minimum of one hour per week of fact-to-face individual supervision by the on-site supervisor. In addition, students attend a weekly class/seminar. Clearly, this is a significant commitment of time and energy on the part of students. With this in mind, students should plan to enroll in the practicum/internship sequence **ONLY** if they can make the necessary arrangements in their schedule in a way that allows consistent time each week to devote to the placement site. Site supervisors and clients should be able to see practicum/internship students at **REGULARLY SCHEDULED** times each week.

Most students spend several half and/or full days weekly at their placement sites. Students are encouraged to cooperatively develop a schedule with their site supervisor. The established schedule will be submitted to the Practicum/Internship instructor during the first week of class. Since the practicum/internship sequence is a three-semester experience, there is time for students to take on various service responsibilities appropriate to the learning experience. Counseling skill-building activities are integrated into the weekly seminar throughout the practicum (1.5 hours/week) and internship (1.5 hours/week) experience. During this seminar, students will present case material (e.g., recorded interviews with clients) and process the effectiveness of their intervention strategies.

FINGERPRINTING REQUIREMENT

Important information for students to understand and follow before being allowed to participate in any Practicum or Internship activities in Hawai‘i public schools, or potentially in any situation which the law determines requires trainees to be fingerprinted:

In 2004, the Hawai‘i Department of Education implemented regulations in respect of employees, potential employees and **institutions of higher education (IHE) trainees** who work in close proximity to students at public school campuses. The phrase in the **bold** type clearly refers to graduate students in the College of Education at the University of Hawai‘i at Mānoa.

The new policy requires each student enrolling in and participating in the activities of our EDEP 703 Practicum, EDEP 733 Internship I, and EDEP 734 Internship II courses to be fingerprinted and to fill in the —DOE Personnel Form 90. The Form 90 consists of screening questions regarding the student’s personal background, employment and criminal history. Falsification or non-disclosure of conviction information may result in denial of placement in the public schools. The information is compared with the FBI files. The appropriate authority is provided in §302A-601.5, Hawai‘i Revised Statutes and in Chapter 7 of Title 8, Hawai‘i Administrative Rules. Proof of clearance is confirmed in student’s departmental files. Even though the cited authority is that given to the Department of Education, other state and local agencies have been given similar authority, as the purpose of the fingerprinting policy applies in all situations where individuals work in close proximity to children.

WHO IS INVOLVED IN THE PRACTICUM & INTERNSHIP PROCESS?

In order to assist the reader of this handbook to better understand the clinical placement experience, how placement decisions are made, and other relevant information regarding students' practicum and internship experience, a list of the individuals involved in the practicum experience is provided below. Included is a general explanation of the functions of each individual along with the range of terms used in the handbook to refer to each person.

1. **Practicum Student/Student Intern**

This is the degree-seeking student who will be enrolling in the practicum and internship sequence. Other terms used interchangeably with counselor-in-training are trainee, intern, and student. Rehabilitation students are not advised to begin practicum until they have completed the required prerequisites in their program.

2. **Field Site Supervisor**

The field site supervisor is the individual in the community who agrees to provide supervision to the practicum/internship student. The field site supervisor must hold a master's degree or higher degree in counseling, mental health, social work, or psychology. Site supervisors will have held their current position for at least two (2) years and be appropriately credentialed to provide supervision to counselors-in-training. If, during the practicum/internship experience, issues arise related to a student's placement, the site supervisor should immediately notify the course instructor. The field site supervisor will also be referred to as site supervisor or supervisor.

3. **Course Instructor**

The instructor is the UHM clinician/faculty member who teaches the weekly seminar-style course, of which all counselors-in-training must attend throughout the practicum and internship experience. The instructor will maintain direct and periodic communication throughout the semester with the site supervisor (e.g., site visits, conference calls, video-conferencing, electronic communication or other methods as appropriate). Through these direct and periodic communications, the instructor attempts to gain a better understanding of the site in which the student is working, coordinate the training process with the field site supervisor, obtain feedback about the progress of the student, and address any issues or concerns which may have arisen over the course of the student's practicum or internship experience.

OBJECTIVES OF THE PRACTICUM & INTERNSHIP EXPERIENCE

One of the major objectives of the practicum/internship experience is to provide a practical application of formal academic training. This practical experience bridges the gap between classroom learning and the application of principles, techniques, and knowledge obtained in an academic setting. This intensive training brings together, in a realistic setting, the diverse kinds of client behavior and problems. Further, it assists students in acquiring proficiency and gaining confidence by applying theoretical knowledge and integrating segmented skills in real life settings. These are carried out under the supervision of an experienced, qualified, and appropriately credentialed on-site supervisor. This experience also helps students to evaluate and test counseling theories within a context in which they must ultimately be effective. At the same time, students will be provided with the means of measuring their strengths and deficits in relation to their graduate training. The student, the site supervisor, and the University professor have specific goals and objectives for participating in the practicum/internship program. These objectives include (but are not limited to) the following:

A. Student Objectives

1. To experience the realities of the counselor-client relationship and more fully understand the role that self-understanding plays in this relationship;
2. To acquire the ability to accept individual differences within a counseling experience;
3. To become acquainted with organizational structure, protocol, relationships, processes, and working conditions;
4. To master the essential services which the student will be expected to provide once he/she is working as a counselor;
5. To develop personal qualities needed to work as an effective member of a staff/team in addressing client needs (to include consultation and cooperation with others involved in assessment and/or treatment processes);
6. To stimulate the formulation of and identification with a professional counseling role including leadership and advocacy roles;
7. To develop an awareness of the referral process and a better understanding of community resources that may be accessed to better meet a client's needs;
8. To become seasoned in the realities of the everyday agency experience, to better understand the challenges associated with maintaining a regular counseling schedule;
9. To work cooperatively with the supervisor and others in order to experience the working relationship with other professionals and team members;
10. To learn the high standards of professional ethics by experiencing actual interpersonal relationships which involve ethical practices in evaluating personal motives;
11. To develop confidence in his/her ability to apply professional preparation in situations that will provide him/her with opportunities for maximum professional growth, and
12. To demonstrate knowledge, principles and techniques under close supervision.

B. Objectives for the Placement Site

Each individual agency will have its own objective(s) for participating in the practicum/internship program. The following are noted as suggestions to stimulate the development of objectives for placement sites:

1. To foster partnerships between the University and agencies in order to develop quality collaborations and professional practice;
2. To stimulate agency personnel toward a training perspective thus broadening and strengthening their contribution to the profession, as well as sharpening skills, services, and understanding;
3. To afford an opportunity to influence the continued development of the rehabilitation counselor education training program, and to share in the preparation of future counselors;
4. To serve as a professional growth experience for the agency staff through the interaction of trainees and trainers, often resulting in added enthusiasm for both;
5. To provide the climate and opportunity for recruitment of future employees; and
6. To reduce the period of time needed for on-the-job training in subsequent employment.

C. University Objectives

The University's primary purpose is to provide high-quality training for students of which fieldwork experience is an essential component. Other objectives for the practicum/internship experience are:

1. To provide the University with a significant evaluation of the student's ability to practice the profession;
2. To serve as a reliable basis for the continuous evaluation of the practical effectiveness of the classroom curriculum, leading to the modification and/or extension of the training program, and
3. To bring University personnel together with the agency personnel in a common cause, affecting a working relationship beneficial to students and the greater community.

PRACTICUM & INTERNSHIP PRE-REQUISITE REQUIREMENTS

In order to be accepted for a practicum or internship placement in counseling, the student must fulfill the following MINIMUM requirements:

1. Gain admission as a degree-seeking student in the UHM graduate counseling program;
2. Have successfully completed a minimum of 24 semester hours towards the degree (including the prerequisite EDEP 650; can be taken concurrently with EDEP 703). Students may be concurrently enrolled in coursework that will result with the completion of 24 semester hours;
3. Have consent of his/her advisor for enrollment;
4. Have a minimum overall graduate grade point average of 3.0 in the UHM graduate program;
5. Show proof of professional liability insurance. Each UHM student who has been placed in an approved practicum or internship setting is required to carry professional liability insurance. Forms for enrolling in the National Rehabilitation Association liability insurance program are available at the NRA website: www.nationalrehab.org. Students may also seek professional liability insurance through other professional organizations of which they are a member (e.g., ACA).

[Note: It takes several months to join these organizations and receive proof of this insurance, so it is HIGHLY recommended that students start this process as soon as they are admitted to the Rehabilitation Counselor Education program or no later than the semester when they enroll in case management course (EDEP 650);

6. Students must successfully complete all requirements of their practicum before beginning to accrue hours for their internship, and
7. Students who earn less than a “B” in their practicum/internship must retake and successfully pass the course before continuing the program.

SITE SELECTION & THE PLACEMENT PROCESS

The assessment of the student's readiness to undertake the field placement experience is made by the Program Director and faculty advisor. The Rehabilitation Counselor Education program will use practicum/internship sites that provide rehabilitation counseling and mental health services to individuals with disabilities appropriate to the mission of the program. This determination involves the consideration of the student's personal assets, previous coursework, academic performance, and prior experiences. The student may be asked to discuss the experience several months in advance of the time he or she plans to begin. The student's readiness for placement will be discussed as well as his/her career goals, plans, and specific interest areas. Agencies should be selected that have a primary function of serving people with disabilities, which may also include agencies that serve individuals who are socially disadvantaged. Agencies should have a broad variety of vocational rehabilitation services, which are designed to serve persons with disabilities. Agencies should be able to provide assurances that they can give adequate and appropriate opportunities for students to work with people with a variety of disabilities. Sites will be considered which are consistent with the student's needs. A list of agencies previously attended by UHM graduates will be made available to the student on the Department website. In instances where no agency previously utilized by the UHM program meets the trainee's particular needs, student and appropriate program faculty (e.g., program director, academic advisor, course instructor) will work together to locate an appropriate site.

During the placement phase, the student may be asked to meet with the agency personnel. This will permit the student to evaluate the appropriateness of the agency for his or her needs and will allow the site to assess the acceptability of the student. If a student is asked to interview with a site, it is expected that he/she will:

1. Attend and interview at the appointed time;
2. Dress for the interview in a professional manner;
3. Take a copy of this handbook (Clinical Handbook section) to give to the prospective site supervisor;
4. Take a copy of his/her current résumé, and
5. Prepare questions to ask during the interview that will demonstrate that he/she is well informed about the site and demands of the program.

Placement sites are selected by students with the guidance of UH faculty. If the student, site supervisor, and faculty all find the placement satisfactory, the placement will be finalized. A student should NOT commit himself/herself to a placement before first receiving approval of the Program Director.

After approval of the placement site from the Program Director:

1. The student should call the site supervisor to confirm the start date and to schedule a meeting prior to the start of practicum/internship. At this meeting, the student will need to make a commitment in terms of times and days of the week that he/she will be on site and complete the Practicum/Internship Contract;

2. The student should contact the Department Office and Graduate Division with any changes in his/her phone numbers and/or addresses. The student must advise the Department office if there are any changes related to the supervisor, and
3. The student must understand that he/she is committed to remain at the site for the length of the placement. Changing sites within a semester constitutes an exception to policy and requires prior permission from the Program Director

Evening and weekend placement opportunities are usually NOT available. Students must understand that practicum/internship placements are for "normal agency work hours."

Students who work full-time may be asked to submit a plan documenting how they will schedule their time to be available to their placement site for the required hours each week.

CLINICAL SITES

Current and Past Placement Sites	City, State
State of Hawai'i – Division of Vocational Rehabilitation-Honolulu (Transition, Adult Services, Employment, Deaf Services)	Honolulu, HI
State of Hawai'i – Division of Vocational Rehabilitation-Kapolei	Kapolei, HI
State of Hawai'i – Division of Vocational Rehabilitation, Hawai'i Branch	Hilo, HI
State of Hawai'i – Division of Vocational Rehabilitation, Maui Branch	Kahului, HI
State of Hawai'i – Division of Vocational Rehabilitation, Moloka'i	Kaunakakai, HI
State of Hawai'i – Division of Vocational Rehabilitation, Kaua'i Branch	Lihue, HI
State of Hawai'i - Ho'opono Services for the Blind	Honolulu, HI
Veteran's Affairs-Vocational Rehabilitation & Employment	Honolulu, HI
Vocational Management Consultants (WC)	Honolulu, HI
PACBLU Hawai'i (WC)	Hilo, HI
Abilities Unlimited	Honolulu, HI
Easter Seals Hawai'i - Kauai	Lihue, HI
Easter Seals Hawai'i - Maui	Kahului, HI
California Department of Rehabilitation	Pasadena, CA
Las Vegas District Office: Bureau of Vocational Rehabilitation	Las Vegas, NV
DHRD Vocational Rehabilitation: Confederated Salish & Kootenai Tribes of the Flathead Reservation	Pablo, Montana
Florida Counseling and Evaluation Services	Jacksonville, Florida

PRACTICUM & INTERNSHIP IN OWN WORK SETTING

While it is possible to perform practicum/internship duties in present work sites, this procedure will be limited. A student must be able to obtain an agreement from his/her supervisor stating that **THE STUDENT WILL HAVE RELEASE TIME TO PERFORM PRACTICUM/INTERNSHIP DUTIES THAT ARE NOT PRESENTLY PART OF HIS/HER WORK RESPONSIBILITIES.** In essence, the practicum/internship is performed in areas not already assigned to the employee. These hours are thus separate hours but occur at the work location. Placement in one's own work setting is a SENSITIVE issue as it may present a conflict of interest. Students must therefore seriously consider the pros and cons of such a placement and secure, in advance, the approval of their advisor, the Program Director, and the Practicum/Internship Instructor.

If a student is offered a paid practicum or internship placement, he/she may be asked to document how this experience will meet all the requirements as described by this handbook. This includes clearly documenting who will provide the necessary onsite supervision for the placement and showing proof of appropriate insurance (some insurance carriers will not cover paid experience).

THE PRACTICUM & INTERNSHIP EXPERIENCE

Requirements of the Student

The following table briefly summarizes the requirements/expectations of the practicum and internship courses at UHM (this information is described in further detail beginning on page 18):

	Practicum	Internship	
	Practicum (EDEP 703R)	Internship I (EDEP 733R)	Internship II (EDEP 734R)
Credits	2	3	3
Total hours on site	100 (minimum)	300 (minimum)	300 (minimum)
Minimum direct service hours*	40	120	120
Must include group work	Students MUST lead or co-lead a counseling or psychoeducational group during either practicum or internship.		
Weekly hours on site (approximate)	10	20	20
Weekly individual supervision on site (with site supervisor)	1 hr/wk	1 hr/wk	1 hr/wk
Weekly UHM seminar/supervision course	Yes 1.5 hrs/wk	Yes 1.5 hrs/wk	Yes 1.5 hrs/wk
Professional Philosophy of Counseling and Résumé	Recorded interviews (including one of group session) Minimum 3 recordings per semester		
	Weekly journals and logs		
	Case Conceptualizations and presentations (Minimum 3 per semester)		
	Written Case Intervention(s)		
Other course requirements:	Evaluations by site supervisor (at midterm and end of each semester)		
	Note: When using distance education modalities, practicum supervision is provided using a variety of methods including video conferencing, and teleconferencing.		

* Direct service contact hours must involve face-to-face interaction between the practicum/intern student and the consumer, and does **NOT** include making phone calls, consulting with referral sources, interviewing employers, and discussing vocational or educational plans with other professionals.

Please refer to the course syllabus for more information and details of the requirements.

Relationship of the Practicum Student/Intern to the Agency

In order to reach desirable goals in the practicum and internship, it is essential that both the site and the student fully understand the responsibilities of each in relation to the activity. Careful preliminary discussion between the University course instructor and the site supervisor are a necessary prerequisite for the development of the best possible work climate for the internship in which the student will eventually be placed. The climate of the placement is best when the site accepts the student as a professional colleague, even though it is understood that he/she is neither expected nor required to carry the same responsibilities as fully qualified staff members. Viewing the student as a person receiving on-the-job training for work in the agency is seen as the best approach.

The student will benefit when agency staff accept him/her as a professional colleague. The student may develop awareness of the responsibilities of professional counselors by attending various professional development sessions and/or staff meetings. These meetings may be concerned with staffing cases, policy, budget preparation, and all other aspects of the program. Being exposed to and participating in such experiences will help the student learn to be a professional in the field.

The student must assume responsibilities such as regularity of attendance, conformity to agency rules, regulations and standards, confidentiality of information, and follow-through with whatever assignments are given by the site supervisor. Hence, the student, as well as the site supervisor, understand that the practicum and internship are designed to contribute to the student's training.

Phases of Training

It is expected that the training program should include these three components: (1) Orientation, (2) Observation, and (3) Participation. Typically, there will be some degree of overlap, yet it is highly desirable that the time devoted to Participation be as long as possible. The student's readiness to perform even more responsible tasks will depend upon the agency supervisor's evaluation of the student's ability and the usefulness of the task. By the completion of the practicum/internship experience, students are expected to have engaged in all activities normally performed by the site's counselors.

1. Orientation

During the orientation phase, it is expected that the site supervisor will introduce the student to various staff at the site and assist the student in understanding the administrative structure of the training facility. The site supervisor should discuss the various components of the programs or services offered at the facility, and provide the student with a tour of the facility as needed. The site supervisor should also explain to the student the various inter- and intra-agency relationships that he/she may encounter. Supervisory practices and performance standards should also be discussed. The site supervisor should discuss typical cases/clients seen at the facility.

2. Observation

Prior to placement in a practicum or internship, many students have not had experience in a counseling setting. Most have had little opportunity to observe a counseling setting other than on field trips as part of the introductory courses. In order for the student to become secure in a facility, it may be desirable to provide a period of observation before assignment of cases. It is usually helpful to permit the student to observe how other counselors operate, especially in relation to site policy, practices, and procedures.

This typically requires non-verbal oversight of all programs/processes at the site and observation of other professionals working with the training facility (to ensure the student has the opportunity to observe all aspects of the position or site). The site supervisor maintains the responsibility to mentor the student through this process.

3. Participation

Students should be permitted to engage in as many activities as individual readiness and time will allow. This is the most important component of the practicum/internship experience, and emphasis should be placed upon this phase. During the practicum portion of this experience, students will require more supervision and be less able to work independently, but near the end of the internship it is expected that the student will have progressed to the point where he or she will be assigned a few of the less complex cases to complete or work through in order to see client progress. It is expected that a minimum of five (5) to ten (10) clients be assigned during the internship sequence and that the cases should, as much as possible, represent the broad range of clients with whom the student will eventually work.

Supervision

The role of the supervisor in the practicum or internship program is a difficult one and often a decisive factor in the success or failure of a student's experience. The student should be supervised by an appropriately trained, experienced, and credentialed counselor.

Supervision involves at least four major dimensions: Planning, Assignment, Observation, and Evaluation.

1. Planning

In the Planning phase of supervision, the site supervisor and University course instructor meet and discuss the student, his/her strengths and limitations, the opportunities for assignment within the agency, and how the student's interests and needs can best be met by the site. The planning session will also involve discussion of the University curriculum, the interaction between the supervisors, their respective roles, and the requirements of the student in his/her relationship to both the agency and University.

2. Assignment

The agency has the responsibility for making a student that will best meet the needs of the student and the site. The assignment will involve an assessment of readiness of the student, the degree of responsibility he/she can assume, and the recognition of caseloads, which may interfere with adequate supervision of the trainee. There must be awareness that it may be necessary to rotate student assignments in order to give him/her a thorough understanding and orientation of the various school/agency operations, and also to provide a means for evaluating the student in different capacities within the site.

3. Observation

The Observation phase involves daily contact with the student, adequate written reports when necessary, and an opportunity for the student and the site supervisor to meet as frequently as necessary to discuss internship experiences. At the beginning of the practicum, the supervision session, no doubt, will be daily. Later, as the student acquires a certain self-

confidence and responsibility, supervision sessions will be less often, with a minimum of one scheduled session per week. The student should be required to record at least one counseling session per month if possible. The recordings may also be discussed during the supervisory sessions.

4. Evaluation

The Evaluation phase should occur with the student participation and input. It is considered a continuous activity and is a joint responsibility of both the site supervisor and the university course instructor assigned to the student.

During the supervision meetings, the agency supervisor should discuss with the student his/her strengths and weaknesses. Suggestions for improvement and encouragement, where needed, should be included. Hence, the student's progress will be a major topic of discussion at the feedback sessions.

The site supervisor will be asked to complete two formal ratings for each placement: a mid- semester and an end-of-course evaluation. A narrative evaluation may be used in combination with the formal rating form. The site supervisor is encouraged to discuss these ratings with the student. Such a review has been shown to be the best approach, especially if the evaluation has been a continuous activity.

In the unusual situation where a mid-term evaluation indicates unsatisfactory performance, the supervisor and faculty instructor will meet with the student to review the student's performance difficulties and collaboratively develop a written plan of corrective actions for remediation or resolution of issues or problems.

The written plan will serve as a contract and include:

- Specific performance issues needing to be addressed;
- Concrete steps to address the issues;
- Clear plan with actions to identify how these steps will be evaluated, and
- Clinical practice measures to be used to determine if effective remediation of the student's performance difficulties have occurred.

Following evaluation of the student's progress in the action plan, an additional meeting with the student, site supervisor and faculty instructor will occur to determine if performance is acceptable; if the practicum needs to be extended; whether the practicum needs to be repeated; or if the practicum should be terminated. The student's effort in the remediation plan will be factored into the final grade assigned in the clinical course.

The university course instructor will assign the formal grade. However, the agency supervisor's evaluations are considered in this assessment. Other factors considered are the student's written case reports; his/her participation in the university seminar class, evaluation of recorded interviews/verbatim reports, and the student's degree of responsibility in meeting the course requirements. The factors, which the site supervisor should keep in mind in the evaluation of the student, formal or informal, are reflected in the evaluation form(s).

THE PRACTICUM & INTERNSHIP WEEKLY SEMINAR / COURSE SEQUENCE

An important part of the practicum and internship sequence includes the accompanying courses, which the student attends once each week throughout the three semester placement experience. The practicum and internship courses typically follow a seminar format and provide a forum for the additional support that the student usually needs as he/she begins to interact with clients and continues to progress in the development of his/her counseling skills.

The specific format of these courses may vary slightly; however, the courses generally focus on the following areas (please see the specific course syllabi for additional detail):

1. Continued skill building in a variety of counseling interventions;
2. The importance of supervision and case management;
3. The development of appropriate peer consultation skills;
4. Ensuring effective functioning in a counseling agency or school setting;
5. Emphasizing confidentiality and other ethical issues in counseling;
6. Other relevant issues which may enhance counseling effectiveness, and
7. Personal issues which affect or relate to counseling skills and experience.

SUMMARY OF PRACTICUM & INTERNSHIP COURSES

1. Practicum

Students are required to accumulate a minimum of 100 counseling–related experience hours at a pre-approved site over the course of the practicum experience (1 semester/2 graduate credits). Students will lead or co-lead a counseling or psycho - educational group in practicum or internship. Students are expected to gain this counseling experience at one site with one primary supervisor unless other arrangements have been pre-approved by the Program Director and the course instructor. All practicum experience is intended to be gained throughout the time of instruction (students are required to spend approximately 10 hours per week on site in the practicum) to allow for potential growth and development of counseling skills over time. A minimum of 40 of these hours should be direct client contact hours (conducting counseling or guidance services). Students may not begin accruing experiential hours before the start of the academic semester. There must be an appropriate supervisor on site at any time when students are accruing hours for this experience.

2. Internship

After successful completion of the practicum, students are required to accumulate a minimum of 600 counseling–related experience hours at a pre- approved site over the course of two semesters (6 total graduate credits for 2 semesters of internship). Students may complete this counseling experience at one site with one primary supervisor or at two different sites with approval by the Program Director and the internship instructor. This internship experience is intended to be gained throughout the time of instruction (students are required to spend approximately 20 hours per week on site for both semesters during the internship) to allow for potential growth and development of counseling skills over time. Approximately one-half (or about 300 of these hours) should be direct client contact hours (conducting counseling or guidance services). Students may not begin accruing experiential hours before the start of the academic term. There must be an appropriate supervisor on site at any time when they are accruing hours for this experience. Students must lead or co-lead a psychoeducational or counseling group in practicum or internship. These hours should be accrued during the semester in which the student is enrolled in the practicum or internship. Students may not accrue practicum/internship hours before or after the official dates of the course without prior approval from the instructor.

3. Students are expected to SUBMIT THE FOLLOWING DOCUMENTS within 2 weeks of starting to accrue hours for the practicum and internship (these forms are included in the Appendix of this handbook.

- a. **Contract** -- This form must be completed for each semester of the practicum and the internship (even for students who are completing both experiences at the same site) unless the contract clearly specifies a longer placement. A copy should be provided to the site supervisor and the original will be given to the Practicum/ Internship instructor to be retained the student's academic file. Students should maintain a personal copy for their own records.

- b. **Confidentiality Agreement** -- This form needs to be completed at the site. A copy should be provided to the site supervisor and the original will be given to the Practicum/Internship instructor to be retained in the student's academic file. Students should maintain a personal copy for their own records.
4. Signed experience summary reports (activity logs) are required for each week of the practicum and internship experience. These summary reports can be hand-written as long as they are professional in appearance and legible. These sheets must be signed by the site supervisor and submitted at mid-semester and at the end of the semester.
 5. Practicum students will be asked to develop a philosophy of counseling statement as part of the personal development plan during the practicum experience.
 6. The student will be required to reflect on his/her experiences (both on and off site) in a journal throughout the practicum/internship experiences. The format for the journal will be described at the beginning of the practicum/internship classes.
 7. Students may be assigned readings and other written assignments as deemed necessary by the instructor.
 8. Students are also required to submit recorded interviews as partial fulfillment of their practicum/internship course requirements.
 9. Selected sections of counseling sessions will be shared with other class members for feedback. **RECORDINGS ARE ONLY TO BE DONE AFTER THE CLIENT SIGNS RELEASE FORMS AND WITH FULL PERMISSION OF THE ON-SITE SUPERVISOR.**
 10. As another way of facilitating learning and evaluating student progress, the practicum/internship instructor will maintain direct and periodic communication throughout the semester with the site supervisor (e.g. site visits, conference calls, video- conferencing, electronic communication or other methods as appropriate). Through these direct and periodic communications, the professor attempts to gain a better understanding of the site in which the student is working, to coordinate the training process with the field site supervisor, to obtain feedback about the progress of the student, and to address any issues or concerns which may have arisen over the course of the student's practicum and internship experience.

The instructor and the site supervisor make decisions about the kinds of experiences outside the designated site that may be used to fulfill the practicum and/or internship requirements. For example, the instructor can allow a student to document a limited amount of outside reading, case report writing, preparation time, attendance at professional meetings, and other administrative tasks as part of the practicum/internship experience. It is best to discuss which, if any, outside activities will be recognized by the instructor prior to accruing any hours outside the pre-arranged site.

NOTE: Seminar class time and class assignments related to the completion of the practicum/internship course are NOT counted as part of the practicum/internship total hour requirements.

THE ROLES & RESPONSIBILITIES OF THE SITE SUPERVISOR

The site supervisor is the immediate source of support, training, and feedback for the counselor-in-training. Cooperation by the site supervisor with the Rehabilitation Counselor Education program is voluntary and signifies a commitment on the part of that individual to the training of developing professionals in his/her community. Minimally, all site supervisors must have a master's degree and at least two years of post-master's experience in a rehabilitation setting. Site supervisors must be Certified Rehabilitation Counselors (CRC) or receive ongoing supervision by the course instructor. If students are interested in being licensed counselors in the State of Hawai'i, the site supervisor must be a Mental Health Counselor (MHC), a psychologist, clinical social worker, advanced practice registered nurse with a specialty in mental health, marriage and family therapist, or physician with a specialty in psychiatry in a mental health setting. In addition to this training and experience, supervisors are selected based on their willingness and skill in working with students, and the availability of appropriate experiences at their potential sites.

The primary responsibilities of the field site supervisor include:

1. Orientation of the counselor-in-training to the site and the related professionals on site;
2. Guidance of the student in the planning of an appropriate schedule that provides for systematic training opportunities, responsible provision of direct service to clients, and participation by the student in a range of activities by the site;
3. Provision of assistance to the practicum/internship student in arranging an array of counseling opportunities;
4. Completion of a written evaluation to discuss the student's progress in the practicum setting and to coordinate training efforts;
5. Provision of a minimum of one hour per week of supervision with the student. Consistent supervision will be provided whether live or via appropriate technology (e.g. face-to-face feedback, teleconferencing, videorecording, etc.) The purposes of the supervision include, but are not limited to, the provision of:
 - a. support to the student as he/she further develops and refines counseling skills;
 - b. provide guidance of the student in developing counseling/treatment plans on an on-going basis;
 - c. train the student in the array of skills needed to function effectively as a counselor, and
 - d. provide on-going feedback to the student regarding his/her performance in the counseling setting.

The UHM Rehabilitation Counselor Education program acknowledges and sincerely appreciates the investment of time and energy made by site supervisors. It is the program's hope that the site supervisors will also benefit from the placement of students in their counseling settings through the students' contributions to the services of the various agencies. Site supervisors may be invited to attend free professional training/seminars at the University each year.

THE ROLES & RESPONSIBILITIES OF THE COURSE INSTRUCTOR

The course instructor has the overall responsibility for the entire practicum/internship experience and assigns the grades at the end of the course, with input from the site supervisor. The course instructor conducts scheduled seminars in which students may share their on-going field experiences, discuss critical issues in counseling, and learn alternative ways of handling counseling and other work-related situations. The course instructor will maintain direct and periodic communication throughout the semester with the site supervisor (e.g. site visits, conference calls, video-conferencing, electronic communication or other methods as appropriate). The purpose of the progress review meetings will be to provide feedback to the student, address problem areas and interact with the site supervisor.

The course instructor must be a Certified Rehabilitation Counselor (CRC). In cases where a CRC is not available in the practicum/internship setting, a Rehabilitation Counselor Education program faculty member will provide supervision. The course instructor will provide weekly supervision through individual communication and/or group interaction with no more than 10 students, in addition to the on-going supervision provided by the site supervisor.

COUNSELOR CERTIFICATION & LICENSURE INFORMATION

The curriculum in rehabilitation counseling prepares graduates to be eligible to take the Certified Rehabilitation Counseling Examination and the National Certified Counselor Examination. For additional information on the application process, visit the Commission on Rehabilitation Counselor Certification (CRCC) and National Board of Certified Counselor websites:

Commission on Rehabilitation Counselor Certification (CRCC): <http://www.crc certification.com/>
Phone: (847) 944-1325

National Board for Certified Counselors (NBCC): <http://www.nbcc.org/Exams/NCE>
Phone: (336) 547-0607

Mental Health Counselor Licensure:

Graduates of the UHM Rehabilitation Counselor Education Program may also apply for State of Hawai'i licensure as a Mental Health Counselor, provided they complete the required course work and post-graduate direct counseling work, face to face clinical supervision within a two year period, and pass the National Certified Counselor Examination. For more information, visit the Hawaii Department of Commerce & Consumer Affairs website: <http://hawaii.gov/dcca/pvl/programs/mental/> or phone the DCCA at (808) 586-3000.

Students who wish to practice in other states other than Hawai'i are advised to review their state mental health counselor licensure requirements.

DOCUMENTATION

Application for Placement

This form must be completed for each practicum and internship. The original will be given to the Practicum/Internship instructor to be retained in the student's academic file. Students should maintain a personal copy for their own records.

Contract

This form must be completed for each practicum and internship. A copy should be provided to the site supervisor. The original will be given to the Practicum/Internship instructor and is to be retained in the student's academic file. Students should maintain a personal copy for their own records.

Confidentiality Agreement

This form needs to be completed **for each practicum/internship site**. A copy should be provided to the site supervisor and the original will be given to the Practicum/Internship instructor to be retained in the student's academic file. Students should maintain a personal copy for their own records.

Weekly Activity Log

This form must be completed weekly throughout the practicum and internship experience. The original will be given to the Practicum/Internship instructor to be retained in the student's academic file. Students should maintain a personal copy for their own records. Only the headings of this form need to be typed – dates and other entries may be hand-written as long as they are legible and professional in appearance. Individual instructors may use alternative forms to log weekly hours. This log is only provided as an example.

Practicum/Internship Student Evaluation

This form should be completed twice during each semester of the clinical experience. The originals will be given to the Practicum/Internship instructor to be retained in the student's academic file. Students should maintain personal copies for their own records. Students should complete the identification information on the first page; all other sections of this report should be completed by the site supervisor.

Evaluation of Clinical (Site) Supervisor

This form is completed at the end of each clinical experience. The original will be given to the Practicum/Internship instructor to be retained in the student's academic file. Students may want to maintain a personal copy for their own records.

Evaluation of Faculty Supervisor

This form is completed at the end of each clinical experience. The original will be given to the Practicum/Internship instructor to be retained in the student's academic file. Students may want to maintain a personal copy for their own records.

Consent & Release of Information

Permission for taping of counseling sessions is required. Most sites provide their own consent form for audio or videorecording. If a site does not have a consent form, this form may be modified to fulfill this purpose as needed.

Practicum/Internship Certification

This form is completed at the end of each clinical experience. An original will be given to the Practicum/Internship instructor to be retained in the student's academic file; students should maintain a personal copy for their own records to use in applying for certification or licensure.

Case Presentation Template

This form provides structure to assist students to conceptualize the case presentations. Students will receive more instruction on form completion via their course instructor.

Rehabilitation Counselor Education Program
Department of Educational Psychology - University of Hawai'i at Mānoa

Application for Fieldwork Placement

Name:

Date:

Please check one:

Practicum

Internship I

Internship II

Phone: (Day)
(Evening)

E-mail:

In case of emergency contact (Please provide name and phone number):

PRE-REQUISITES (Please read and initial the following):

_____ I have completed all required coursework. Please list the courses that you anticipate taking concurrently with your practicum and internship experience:

Practicum:

Internship:

_____ I have attached a copy of my current resume to this application – this will be made available to site supervisors if requested. I understand this application will not be considered complete without my resume.

_____ I understand that I may not get my placement of first choice.

_____ I understand that I will need to complete a minimum of 100 hours at my practicum site. This equates to approximately 10 hours per week on site.

_____ I understand that I will need to complete a minimum of 600 hours at my internship site(s). This equates to approximately 20 hours per week on site.

_____ I understand that at the current time, there are not many sites which allow practicum or internship hours to be accrued in the evening so that I understand these hours will need to be accrued during regular working hours.

_____ I understand that approximately 50% of my practicum/internship hours should involve direct client contact.

_____ I understand that only hours accrued at pre-approved sites will be accepted for inclusion in this practicum/internship.

_____ I understand that a minimum of one hour of on-site supervision is required per week. On-site supervisors must hold a master's degree in counseling-related discipline (e.g., social work, or psychology) and must be available on site while students are providing counseling services.

_____ I understand that I will also be attending weekly class/group supervision during the time when I am accruing hours for my practicum or internship.

_____ I understand that I am responsible for purchasing professional insurance coverage **PRIOR** to beginning my practicum/internship hours.

My insurance Carrier is: _____

Policy # _____ Expiration Date: _____

_____ I understand that I may not begin accruing hours prior to the beginning of the semester in which I am enrolled in practicum/internship.

Student's Printed Name/Student's Signature

Approved Proposed site:

Not approved Comments:

UHM Rehabilitation Counselor Education Program Director
or the course instructor

Rehabilitation Counselor Education Program
Department of Educational Psychology - University of Hawai'i at Mānoa

Practicum Contract

Student's Name: _____ Date _____

Student's Mailing Address: _____

Student's Daytime Phone: _____ Student's evening phone: _____

Placement Site Name: _____

Site Address: _____

Site Supervisor Name (Include Title/Rank): _____

E-mail address _____ Phone: _____

CRC: Yes No

CRC# _____ MHC: Yes No

The practicum course requires that students obtain supervised field experience providing counseling and guidance activities in a prearranged rehabilitation setting. Students will be required to gain 100 clock hours of experience during this semester which must include 40 hours in direct service contact.

The objectives of this placement are:

1. Establishing and maintaining a comprehensive recruitment plan to attract qualified applicants from culturally diverse groups, including individuals with disabilities in particular;
2. Training competent rehabilitation practitioners who adhere to the [Code of Ethics](#) for Rehabilitation Counselors;
3. Providing access to potential applicants through distance education modalities;
4. Building collaborative partnerships with the Hawai'i State Vocational Rehabilitation Agency, the State Workforce Development Division, Community Rehabilitation Programs, Hawai'i Centers for Independent Living, private rehabilitation organizations and other community-based programs providing services to individuals with disabilities, including returning veterans;
5. Updating the curriculum to ensure it reflects standards of the profession, and
6. Implementing a systematic evaluation of the Rehabilitation Counseling student learning outcomes.

It is expected that students will engage in the following activities as part of their practicum experience:

- Conduct individual counseling sessions
- Conduct group counseling sessions
- Be involved in the referral process
- Observe and participate in counseling sessions with the counselors and other professional staff in the agency
- Become familiar with the evaluation and eligibility process
- Develop a certification of eligibility (in state vocational rehabilitation settings)
- Conduct an intake interview

Responsibilities of the Course Instructor:

- ✓ The course instructor will maintain direct and periodic communication throughout the semester with the site supervisor (e.g. site visits, conference calls, video- conferencing, electronic communication or other methods as appropriate). The purpose of these progress review meetings will be to provide feedback to the student, discuss any problem areas, and interact with the supervisor.
- ✓ The course instructor has the overall responsibility for the field work experience and assigns grades at the end of the course.
- ✓ It is the responsibility of the course instructor to resolve any problems or answer any questions that arise between the University and the practicum site.

Responsibilities of the Site Supervisor:

- ✓ Completion of the training module on counseling supervision followed by a quiz. (Note: Site supervisors may earn 1.0 CEUs for completing training and quiz) Provide an orientation to the agency, its relationship to service providers, contractors, and employers.
- ✓ Introduce the student to the agency and other support members.
- ✓ Ensure the student is provided ample opportunity to experience a wide variety of counseling and guidance activities.
- ✓ Observe the student in the performance of his/her counseling and guidance activities.
- ✓ Provide a regularly scheduled time for supervision, feedback, and training as needed.
- ✓ Provide information and materials on resources, professional development, agency and departmental policies, and procedures.
- ✓ Evaluate the student's progress twice during the practicum experience; discuss the evaluations with the student; and submit the evaluations of the student in a timely manner.

Student's Printed Name/ Signature

Site Supervisor's Printed Name/Signature

Practicum Instructor's Printed Name/Signature (University of Hawai'i)

Rehabilitation Counselor Education Program
Department of Educational Psychology - University of Hawai'i at Mānoa

INTERNSHIP CONTRACT

Student's name: _____ Date: _____

Student's mailing address: _____

Student's Daytime Phone: _____ Student's evening phone: _____

Placement Site Name: _____

Site Address: _____

Site Supervisor Name (Include Title/Rank): _____

E-mail address _____ Phone: _____

CRC: Yes No

CRC# _____ MHC: Yes No

The internship course requires that students obtain supervised field experience providing counseling and guidance activities in a prearranged rehabilitation setting. Students will be required to gain a total of 600 clock hours of experiences during two semesters (300 clock hours each semester) in which must include 120 hours in direct service contact each semester. Students will make available a current resume to their site supervisor and purchase professional insurance coverage PRIOR to beginning internship. Students understand that there are not many sites which allow practicum or internship hours to be accrued in the evening, and therefore understand that these hours will need to be accrued during regular working hours. Students may not begin accruing hours prior to the beginning of the semester in which they are enrolled in internship.

The objectives of this placement are:

1. Establishing and maintaining a comprehensive recruitment plan to attract qualified applicants from culturally diverse groups, including individuals with disabilities in particular;
2. Training competent rehabilitation practitioners who adhere to the [Code of Ethics](#) for Rehabilitation Counselors;
3. Providing access to potential applicants through distance education modalities;
4. Building collaborative partnerships with the Hawai'i State Vocational Rehabilitation Agency, the State Workforce Development Division, Community Rehabilitation Programs, Hawai'i Centers for Independent Living, private rehabilitation organizations and other community-based programs providing services to individuals with disabilities, including returning veterans;
5. Updating the curriculum to ensure it reflects standards of the profession, and
6. Implementing a systematic evaluation of the Rehabilitation Counseling student learning outcomes.

It is expected that students will engage in the following activities as part of their practicum experience:

- Conduct individual counseling sessions
- Conduct group counseling sessions
- Be involved in the referral process
- Observe and participate in counseling sessions with the counselors and other professional staff in the agency
- Become familiar with the evaluation and eligibility process
- Develop a certification of eligibility (in state vocational rehabilitation settings)
- Conduct an intake interview

Responsibilities of the Course Instructor:

- ✓ The course instructor will maintain direct and periodic communication throughout the semester with the site supervisor (e.g. site visits, conference calls, video- conferencing, electronic communication or other methods as appropriate). The purpose of these progress review meetings will be to provide feedback to the student, discuss any problem areas, and interact with the supervisor.
- ✓ The course instructor has the overall responsibility for the field work experience and assigns grades at the end of the course.
- ✓ It is the responsibility of the course instructor to resolve any problems or answer any questions that arise between the University and the practicum site.

Responsibilities of the Site Supervisor:

- ✓ Completion of the training module on counseling supervision followed by a quiz. (Note: Site supervisors may earn 1.0 CEUs for completing training and quiz) Provide an orientation to the agency, its relationship to service providers, contractors, and employers.
- ✓ Introduce the student to the agency and other support members.
- ✓ Ensure the student is provided ample opportunity to experience a wide variety of counseling and guidance activities.
- ✓ Observe the student in the performance of his/her counseling and guidance activities.
- ✓ Provide a regularly scheduled time for supervision, feedback, and training as needed.
- ✓ Provide information and materials on resources, professional development, agency and departmental policies, and procedures.
- ✓ Evaluate the student's progress twice during the practicum experience; discuss the evaluations with the student; and submit the evaluations of the student in a timely manner.

Student's Printed Name/ Signature

Site Supervisor's Printed Name/Signature

Practicum Instructor's Printed Name/Signature (University of Hawai'i)

Rehabilitation Counselor Education Program
Department of Educational Psychology- University of Hawai'i at Mānoa

CONFIDENTIALITY AGREEMENT

As a counselor-in-training, I understand that I am bound by the ethical guidelines of the Commission on Rehabilitation Counselor Certification (CRCC). I have read, and agree to abide by, the professional code of ethics and standards of counseling practice as detailed by the CRCC. I am aware of my professional responsibility and legal obligation to rigorously adhere to these standards as well as the student policies of the University of Hawai'i and the agency or institution in which I am placed for my practicum experience. This includes, but is not limited to the following:

- I must truthfully represent my current level of training and credentials to all potential clients and parents. I clearly understand that to discuss or to disclose the identity of any client, or any part of a client's content or emotional expression outside of the field experience setting without the explicit written consent of the client (or his/her legal guardian) and the practicum/internship supervisor is a direct violation of professional ethics and standards of practice. This statement also applies to the discussion of confidential recorded interviews, as well as written materials, documents, or other items that may be considered part of a client's counseling or academic record or file.
- I understand it is my professional obligation to respect and protect the privacy of all clients. Therefore, I understand that when presenting case information in my practicum/internship class or when seeking case consultation other than individual supervision with my Site Supervisor or individual supervision with my Practicum/Internship course instructor, I should take precautions to disguise the identity of my clients to further protect their privacy.
- I understand that should I violate these standards I will be immediately suspended from further consideration as a candidate for this degree and that I may forfeit the right to use these experience hours towards certification purposes pending an official departmental hearing.

Student's Printed Name / Signature

Date

Rehabilitation Counselor Education Program
 Department of Educational Psychology - University of Hawai'i at Mānoa

PRACTICUM/INTERNSHIP STUDENT EVALUATION FORM

Semester/Year: _____

Student's Name: _____

Practicum/Internship Site: _____

Site Supervisor Name/Title/CRC#: _____

Directions: The average student intern is an individual who has little or no prior human service/counseling experience and is in their second (Practicum) or third (Internship I/II) year of the M.S. in Rehabilitation Counselor Education program. Based on this knowledge, please rate your student intern by circling the appropriate rating for each statement.

Rating Scale:	
1	Skills currently under development; needs significant improvement to meet standards.
2	Approaching expectations; needs some improvement to meet standards.
3	Acceptable; meets standards at satisfactory level for student interns.
4	Above expectations; performs above satisfactory level for student interns; demonstrates readiness as a professional.
5	Far above expectations; performs well beyond satisfactory level for student interns; demonstrates knowledge and skills of an exceptional professional.
N/A	Not applicable

I. Defines and Develops a Professional Identity (Basic Work Requirements). The student...

I.1. Understands the structure, organization, and policies and procedures of the agency	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
I.2. Demonstrates general knowledge of disability related laws and regulations (e.g., American's with Disabilities Act, Rehabilitation Act, etc.)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
I.3. observes scheduling commitments; is punctual, completes required number of hours or days on site; informs supervisor of absences and/or changes to schedule	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
I.4. uses and manages time effectively; completes assigned tasks on time	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
Comments:						

II. Ethical Awareness and Conduct. The student...

II.1. Demonstrates general knowledge of ethical and legal principles, standards and guidelines	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
II.2. Observes ethical and professional conduct; demonstrates professional behavior at worksite	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
II.3. Demonstrates skill in developing and maintaining confidential counseling relationships with clients using established skills and techniques	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
II.4. Consults with site supervisor (and other colleagues) when challenged with ethical issues tasks on time	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
Comments:						

III. Counseling Competencies. The student...

III.1. Conducts effective intake interviews (i.e., develops rapport, collects necessary and relevant data, answers questions appropriately etc.)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
III.2. Applies appropriate assessment methods to evaluate a client's vocational, independent living and transferable skills and needs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
III.3. Is able to determine a client's eligibility for services	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
III.4. Is able to develop appropriate Individualized Plans for Employment (IPEs)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
III.5. Applies effective case management techniques	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
III.6. Writes clear, accurate, and comprehensive case notes, reports and summaries	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
III.7. Demonstrates an understanding of principles of group work and family dynamics	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
III.8. Is able to conduct individual counseling	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
III.9. Is able to conduct group counseling	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>

III.10. Demonstrate knowledge of relevant community, state and national resources	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
III.11. Is able to coordinate community resources	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
Comments:						

IV. Employment and Career Development Competencies. The student...

IV.1. Demonstrates Skill in job development, placement, and follow-up services	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
IV.2. Demonstrates knowledge of labor market and occupational information	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
IV.3. Demonstrates basic understanding of necessary job placement/employment accommodations for persons with disabilities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
Comments:						

V. Interaction with Clients. The student...

V.1. Communicates effectively with clients	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
V.2. Builds rapport and respect with clients	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
V.3. Demonstrates sensitivity and responsiveness to clients' needs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
V.4. Demonstrates sensitivity and understanding of clients from diverse backgrounds	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
Comments:						

VI. Interaction with Site Supervisor and Coworkers. The student...

VI.1. Actively seeks supervision when necessary	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
VI.2. Is receptive to feedback and suggestions from supervisor and others	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
VI.3. Is willing to explore personal strength and weaknesses	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
Comments:						

Please **RATE THE OVERALL PERFORMANCE OF THE STUDENT INTERN** (Circle one):

1. Under development
2. Approaching expectations
3. Acceptable
4. Above expectations
5. Far above expectations

Suggested areas for further study/improvement:

In relationship to the role of vocational rehabilitation counselor, what areas would you identify as this student's strengths?

The students in the UHM Rehabilitation Counselor Education program are required to complete 3 semesters of clinical experience (i.e., Practicum; Internship I and Internship II). Would you recommend that this student continue in the internship experience?

Please explain.

Working number of counseling-related hours completed under your supervision (to date): _____

Direct service hours completed under your supervision (to date): _____

Number of indirect hours completed under your supervision (to date): _____

Average number of hours per week of individual supervision: _____

Supervisor's Printed Name/Date

Supervisor's Signature

Student's Printed Name/Date

Student's Signature

Rehabilitation Counselor Education Program
Department of Educational Psychology- University of Hawai'i at Mānoa

EVALUATION OF SITE SUPERVISOR

Supervisor: _____

Practicum Student/Intern: _____

Period covered (dates): _____

Activities supervised: _____

To be completed by student: The purpose of this evaluation is to provide a means for giving feedback on how supervision was experienced from your **site supervisor**. Please rate your supervisor on the extent to which he/she exhibited each of the following characteristics. Mark N/A (not applicable) next to statement if there was no opportunity to observe the behavior.

1	2	3	4	5	6	7
Rarely or Never			Sometimes		Always	
1. Seems to value supervision and aids in establishing and maintaining the focus of supervision						
2. Is available for consultation when needed outside of regularly scheduled supervision time						
3. Notifies supervisee in advance when unable to keep scheduled supervision time						
4. Attempts to be flexible in scheduling supervision time						
5. Places high priority on uninterrupted supervision time						
6. Has tolerance for personal differences between supervisor and supervisee						
7. Serves as an advocate for (is supportive of) supervisee within organizational system						
8. Helps supervisee select appropriate (professional and training) goals, tasks, and experiences within available options						
9. Gives time and energy to processing client and supervision paperwork						

1	2	3	4	5	6	7
Rarely or Never		Sometimes			Always	
10. Encourages supervisee to engage in professional behavior						
11. Aids supervisee in setting goals for supervision						
12. Keeps supervision appointments on time						
13. Treats supervisee with respect as a person						
14. Treats supervisee with respect as a professional						
15. Provides a good balance between didactic teaching, feedback, listening, support, and challenge within a supervision session						
16. Helps supervisee organize relevant case material in planning goals and strategies with clients						
17. Uses appropriate didactic material in supervision when needed						
18. Aids supervisee in conceptualizing cases						
19. Is able to clearly explain what he/she means when discussing cases or theory						
20. Helps supervisee define and maintain ethical behavior in counseling and case management						
21. Explores the appropriate use of various counseling processes (e.g., confrontation, support).						
22. Conveys a sound conceptual grasp of clients and their problems.						
23. Offers constructive suggestions regarding interventions for specific clients						
24. Recognizes own therapeutic limitations and makes appropriate referrals						
25. Supervisor is able to attend to issues in an educational manner as opposed to a voyeuristic or otherwise inappropriate manner						

1	2	3	4	5	6	7
Rarely or Never		Sometimes			Always	
26. Helps supervisee work within time limited framework						
27. Is knowledgeable about community resources; helps supervisee make appropriate referrals						
28. Gives continuous and constructive feedback						
29. Encourages supervisee to share professional concerns and responds constructively						
30. Provides the freedom to develop flexible and effective counseling styles						
31. Willingly examines supervisee-supervisor relationship issues						
32. Acknowledges supervisee's competencies and provides positive reinforcement						
31. Willingly examines supervisee-supervisor relationship issues						
32. Acknowledges supervisee's competencies and provides positive reinforcement						
33. Encourages independent thinking and action						
34. Frankly and appropriately discusses supervisee's role and clinical limitations						
35. Allows the use of supervisee's own orientation to counseling and style without imposing his/her own approach on supervisee						
36. Is appropriate in self-disclosure with clients and supervisee						
37. Is sensitive to supervisee's level of experience and professional position						
38. Works at hearing and understanding supervisee concerns						
39. Works at conflict resolution between self and supervisee in constructive ways						
40. Works to establish a "climate of trust" to maximize an honest and candid exchange of information and ideas						

Please use this space for additional comments as needed.

Practicum Student/Intern Student's Printed Name

Practicum Student/Intern Student's Signature

Date

Rehabilitation Counselor Education Program
Department of Educational Psychology- University of Hawai'i at Mānoa

EVALUATION OF FACULTY SUPERVISOR

Faculty Supervisor: _____

Practicum Student/Intern: _____

Period covered (dates): _____

Activities supervised: _____

To be completed by student: The purpose of this evaluation is to provide a means for giving feedback on how supervision was experienced from your **faculty supervisor**. Please rate your supervisor on the extent to which he/she exhibited each of the following characteristics. Mark N/A (not applicable) next to statement if there was no opportunity to observe the behavior.

1	2	3	4	5	6	7
Rarely or Never		Sometimes			Always	
1. Seems to value supervision and aids in establishing and maintaining the focus of supervision						
2. Is available for consultation when needed outside of regularly scheduled supervision time						
3. Notifies supervisee in advance when unable to keep scheduled supervision time						
4. Attempts to be flexible in scheduling supervision time						
5. Places high priority on uninterrupted supervision time						
6. Has tolerance for personal differences between supervisor and supervisee						
7. Serves as an advocate for (is supportive of) supervisee within organizational system						
8. Helps supervisee select appropriate (professional and training) goals, tasks, and experiences within available options						
9. Gives time and energy to processing client and supervision paperwork						

1	2	3	4	5	6	7
Rarely or Never		Sometimes			Always	
10. Encourages supervisee to engage in professional behavior						
11. Aids supervisee in setting goals for supervision						
12. Keeps supervision appointments on time						
13. Treats supervisee with respect as a person						
14. Treats supervisee with respect as a professional						
15. Provides a good balance between didactic teaching, feedback, listening, support, and challenge within a supervision session						
16. Helps supervisee organize relevant case material in planning goals and strategies with clients						
17. Uses appropriate didactic material in supervision when needed						
18. Aids supervisee in conceptualizing cases						
19. Is able to clearly explain what he/she means when discussing cases or theory						
20. Helps supervisee define and maintain ethical behavior in counseling and case management						
21. Explores the appropriate use of various counseling processes (e.g., confrontation, support).						
22. Conveys a sound conceptual grasp of clients and their problems.						
23. Offers constructive suggestions regarding interventions for specific clients						
24. Recognizes own therapeutic limitations and makes appropriate referrals						
25. Supervisor is able to attend to issues in an educational manner as opposed to a voyeuristic or otherwise inappropriate manner						

1	2	3	4	5	6	7
Rarely or Never		Sometimes			Always	
26. Helps supervisee work within time limited framework						
27. Is knowledgeable about community resources; helps supervisee make appropriate referrals						
28. Gives continuous and constructive feedback						
29. Encourages supervisee to share professional concerns and responds constructively						
30. Provides the freedom to develop flexible and effective counseling styles						
31. Willingly examines supervisee-supervisor relationship issues						
32. Acknowledges supervisee's competencies and provides positive reinforcement						
31. Willingly examines supervisee-supervisor relationship issues						
32. Acknowledges supervisee's competencies and provides positive reinforcement						
33. Encourages independent thinking and action						
34. Frankly and appropriately discusses supervisee's role and clinical limitations						
35. Allows the use of supervisee's own orientation to counseling and style without imposing his/her own approach on supervisee						
36. Is appropriate in self-disclosure with clients and supervisee						
37. Is sensitive to supervisee's level of experience and professional position						
38. Works at hearing and understanding supervisee concerns						
39. Works at conflict resolution between self and supervisee in constructive ways						
40. Works to establish a "climate of trust" to maximize an honest and candid exchange of information and ideas						

Please use this space for additional comments as needed.

Practicum Student/Intern Student's Printed Name

Practicum Student/Intern Student's Signature

Date

Rehabilitation Counselor Education Program
Department of Educational Psychology- University of Hawai'i at Mānoa

RECORDED INTERVIEW CONSENT FORM

I _____, give my consent for counseling interviews conducted at _____ to be recorded for educational purposes as part of course requirements for the University of Hawai'i at Mānoa Rehabilitation Counselor Education Program. The recorded interview may be reviewed by the counselor intern, the site supervisor, and the college professor. No identifying information such as names or place of employment will be used by the counselor intern. It is my understanding that all the client comments will be kept confidential in accordance with the ethical standards of the Commission on Rehabilitation Counselor Certification. The recorded interview will be destroyed by the counselor intern when the clinical course is completed.

Client's Printed Name/Signature Date

Practicum/Intern Student's Printed Name/Signature Date

Site Supervisor's Printed Name/ Signature Date

Rehabilitation Counselor Education Program
Department of Educational Psychology- University of Hawai'i at Mānoa

PRACTICUM CERTIFICATION

Practicum Student's Name:

Dates of Practicum:

Practicum Site:

Mailing Address: _____

Total number of course credit hours earned for this practicum: _____

Total number of practicum-related hours completed for this practicum: _____

This practicum experience included: _____ Direct-service hours
_____ Indirect-service hours
_____ Supervision hours on site

Description of the clients/consumers the practicum student has interacted with (e.g., types of disabilities, ages, etc.):

Practicum Student's Printed Name/Date

Practicum Student's Signature

This student has performed the above-mentioned work meeting the standards of both the University of Hawai'i and the Field Site Supervisor. The student has successfully completed the requirements for this practicum.

Supervisor's Printed Name (cert./license)

Instructor's Printed Name (cert./License)

Supervisor's Signature

Instructor's Signature

Date

Date

Rehabilitation Counselor Education Program
Department of Educational Psychology- University of Hawai'i at Mānoa

INTERNSHIP CERTIFICATION

Intern Student's Name:

Dates of Internship:

Internship Site:

Mailing Address:

Total number of course credit hours earned for this internship: _____

Total number of internship-related hours completed for this practicum: _____

This internship experience included: _____ Direct-service hours
_____ Indirect-service hours
_____ Supervision hours on site

Description of clients/consumers the student intern has interacted with (e.g., types of disabilities, ages, etc.):

Intern Student's Printed Name/Date

Intern Student's Signature

This student has performed the above-mentioned work meeting the standards of both the University of Hawai'i and the Field Site Supervisor. This student has successfully completed the requirements for this internship.

Site Supervisor's Printed Name

Internship Instructor's Printed Name

Site Supervisor's Signature

Internship Instructor's Signature

Date

Date

Rehabilitation Counselor Education Program
Department of Educational Psychology- University of Hawai'i at Mānoa

CASE PRESENTATION TEMPLATE

Client (pseudonym)_____ Date of Interview_____

Reason for Interview:

Assignment: Using the SOAP format (Subjective, Objective, Assessment, Plan) address the following areas:

1. Client's presenting problem/concern

2. Medical/Psychological assessment of the client

3. Social & Family assessment of the client

4. Vocational/Educational assessment of the client

5. Summary of the session

6. Plans for the next session

Self -Reflection:

What I did well during this session:

What I need to work on in future sessions:

Section 3

University of Hawai'i at Mānoa
Rehabilitation Counselor Education Program

RSA Scholar Handbook

Background on RSA Long-term Training Grants

The Rehabilitation Services Administration (RSA) Long-term training grants provide funding to colleges and universities to help them provide scholarships to students interested in pursuing careers in rehabilitation. Students who receive scholarships under this program are required to work (at full pay) within the public rehabilitation program after graduation. Locations include state vocational rehabilitation agencies or agencies or organizations that have service arrangements with state vocational rehabilitation agencies or federally funded centers for independent living.

The student is expected to work two years in such settings for every year of full-time scholarship support. Although this is the primary condition a student must meet, there are also other conditions. Scholarship terms and agreements should be discussed with the college or university prior to applying for a scholarship (RSA, 2015).

RSA Scholarship Eligibility Criteria

The RSA Scholarship recipient must be a U. S. Citizen, or an eligible non-citizen (i.e., U.S. national, including natives of American Samoa or Swain's Island, or a U.S. permanent resident who has an I-151, I-551, or I-551C (Alien Registration Receipt Card) to receive federally-funded RSA Scholarships.

Only students who have been admitted to the Department of Educational Psychology (Rehabilitation Counselor Education Program) are eligible to apply for a RSA Scholarship.

RSA Scholarship Application Process

RSA scholarships are competitive scholarships administered by the UHM Rehabilitation Counselor Education Program. Scholarship applicants must submit the following materials to the program director:

1. **Letter of Intent.** The letter of intent should state the reasons for pursuing a career in rehabilitation; describe the career goal/objectives after graduation and intended employment setting; include relevant experiences (paid and/or volunteer), and address interest and commitment to working with individuals with disabilities.
2. **Statement of Financial Need.** Describe WHY financial assistance is needed. For example, describe the individual or family's situation that precludes pursuit of a graduate degree, and discuss why this scholarship will benefit the applicant (See *Appendices*). All materials must be postmarked by June 30 for enrollment into the Fall Semester.
3. **WH-1 Form.** Upon notification that a scholarship will be awarded, students must submit a Statement of Citizenship and Federal Tax Status (WH-1) with an original signature to the Program Coordinator. No faxed copies will be accepted. This form can be downloaded from <https://go.hawaii.edu/Zgn>
4. **Certification of Eligibility for Federal Assistance in Certain Programs.** Agreement to make specific certifications of eligibility to the US DOE as a condition for applying for federal funds.

Selection of Scholars

Prospective Scholars must not be in default of any student loans administered by the federal government. Scholarship applications are reviewed by the Scholarship Selection Committee. The top applicants may be invited for an interview with the selection committee. This committee consists of Program faculty and representatives from the Rehabilitation Counselor Education Program's Advisory Board.

Scholarship Awards

Scholarship awards are made at the discretion of the Scholarship Selection Committee. Typically, students receive support in the amount of 6 graduate credits of tuition and fees per semester. Dependent on funds available, RSA scholars may also receive a stipend to assist with school-related expenses (books, conferences, computer, etc.). Student Scholars typically receive support in the amount of 6 graduate credits of tuition and fees per semester. Stipend checks are available at the beginning of each semester.

Scholarship Agreement Form

Prospective Scholars must sign a Scholarship Agreement Form for Rehabilitation Counseling Scholarship Recipients, prior to receiving any financial assistance.

Exit Certification Form

Upon graduation/exit from the program, scholars must complete and sign the Exit Certification Form that indicates the total amount of scholarship awarded to the scholar and the terms of payback. Scholars **are required** to keep the program aware of their whereabouts and their employment until the payback agreement obligations have been met (see Exit Certification Form).

RSA Scholarship Frequently Asked Questions

1. When in the scholarship award process must the scholar sign the payback agreement?

An institution receiving a Long-term Training Grant from the Rehabilitation Services Administration (RSA), U.S. Department of Education, must ensure that any student receiving scholarship assistance from the grant signs and dates a "payback" agreement prior to the initial disbursement of any scholarship funds on his/her behalf, including the payment or crediting of tuition. The institution must fully disclose to the RSA scholar the terms and conditions of the payback requirement in the application for an RSA scholarship. The written agreement must contain the terms and conditions required by the regulations. [§34 CFR 386.34]¹

2. What financial aid is included in the payback requirement?

The requirement applies to all RSA financial assistance to a scholar in an area of long-term rehabilitation training and includes payments for tuition, stipends, books, fees, and travel. [§34 CFR 386.4]

3. How is an academic year defined for purposes of the payback requirement?

An academic year means a full-time course of study: (1) taken for a period totaling at least 9 months; or (2) taken for the equivalent of at least 2 semesters, 2 trimesters, or 3 quarters. The employment obligation of a part-time scholar is based on the accumulated academic years of training for which scholarship aid is received. If a scholar attends school from September to June, his/her payback obligation is two full years. Work requirements for portions of an academic year are prorated. [§34 CFR 386.4; §34 CFR 386.34]

4. When a scholar receives partial funding, what are the payback requirements?

The amount of financial assistance disbursed, whether partial or full, does not affect the obligation of the scholar to meet an employment commitment. The employment obligation for a part-time scholar will be based upon the "accumulated academic years" of training for which the scholar received assistance. [§34 CFR 386.84]

¹ CFR is a citation for CODE OF FEDERAL REGULATIONS. General and permanent rules published in the FEDERAL REGISTER are codified in the CFR. The CFR is kept up to date by the individual issues of the FEDERAL REGISTER. Title 34 is presently composed of volumes addressing education, including rehabilitation. Regulations are cited by volume title, part, and section number.

5. **What is the relationship between the amount of time that a student receives a scholarship and the length of time that he/she must maintain employment to meet payback requirements? Also, how much time does the student have to meet the payback requirements?**

The student must satisfy the following employment obligation:

- a. The student must be employed in a field in which the training was provided or where the job functions are directly relevant to the field of study in which the training was received;
- b. The student must work in a State vocational agency, a non-profit rehabilitation agency, or a related agency, including a professional practice group through which the individual has a service arrangement with the State vocational rehabilitation agency;
- c. The length of the employment obligation is the full-time equivalent of 2 years for each year of scholarship assistance provided;
- d. The period of time that the student has in order to satisfy the employment obligation begins immediately upon the completion of the training and lasts for the duration of the employment obligation plus a grace period of two more years;
- e. The student may work on a part-time basis as long as the employment obligation is satisfied during the period of time referred to in paragraph 3.

6. **If a scholar is dismissed or drops out of a program for academic or non-academic reasons, to what degree will he/she be liable for payback?**

The scholar is liable for repayment of the costs received if he/she is dismissed or voluntarily leaves the program for academic or non-academic reasons. If he/she seeks to meet the obligation through employment, the employment must be in a position as defined in the regulations. Circumstances for deferrals and exceptions are described in the regulations. [§34 CFR 386.41]

7. **Must scholars work on a full-time basis in a qualifying agency?**

No. A scholar may work on a full-or part-time basis for the State rehabilitation agency or a related agency, facility, or qualifying organization. If a scholar works part-time, he/she still has an obligation to work the full-time equivalent of two years for each year for which assistance was provided within a period of not more than the sum of the number of years owed and two additional years. [34 CFR 386.34]

8. **What is meant by a “related agency”?**

The State-Federal programs of vocational rehabilitation, supported employment, and independent living are the programs intended to benefit from the payback provision. Congress recognized, however, that State rehabilitation agencies often accomplish their mission through agreements with other programs. Thus, the employment obligation may be met by obtaining and maintaining employment in the field in which the scholar was trained, in a nonprofit or related agency providing services under an agreement with a State rehabilitation agency.

When seeking employment an RSA scholar should first check with his/her appropriate training institution to obtain a listing of employment sites that meet the statutory and regulatory definition of "acceptable employment." Second, the student should determine if the potential employer meets the definition of acceptable employment (public or non-profit, or related agency, facility, or service provider). The employer should also be able to

provide information regarding whether the program, agency or facility provides services to clients of the State vocational rehabilitation (VR) agency, or whether it has a cooperative working agreement regarding the referral or provision of services to VR clients. If additional information is needed, an RSA scholar may wish to contact the State VR agency to obtain additional information. In instances where these questions cannot be clarified, scholars may wish to contact the appropriate RSA regional office.

Note: The grantee (training institution) is required to document that the State rehabilitation agency has an agreement with the RSA scholar's employer in the area of specialty. An agreement may be an arrangement by a related agency to accept referrals and provide services to rehabilitation clients, or a purchase of service or contractual arrangement with a service provider. [34 CFR 386.4; 34 CFR 386.34]

9. Does volunteer work count towards the payback requirement?

No. Volunteer work does not count towards the payback work requirement.

10. Does the payback requirement apply to residency programs in Physical Medicine and Rehabilitation (PM&R)?

Yes. Residency programs receiving grants under the Rehabilitation Long-term Training program in the field of PM&R must adhere to the final Rehabilitation Long-term Training regulations published in the FEDERAL REGISTER on June 16, 1992. (RSA-PPD-88-8, May 5, 1988)²

11. Must scholars serve State rehabilitation clients exclusively in full- or part-time employment in a qualifying agency?

If a scholar works for a related agency, he/she is not required to serve only rehabilitation clients of the State-Federal programs of vocational rehabilitation, supported employment, or independent living in his/her job. Rather, the requirement can be met if he/she is employed on a full- or part-time basis by the qualifying organization, and the work is on a continuing basis as a consultant or practitioner serving rehabilitation clients under an agreement with a State vocational rehabilitation agency. For example, if a rehabilitation physician works for a qualifying organization whose clientele includes individuals receiving services through programs funded under the Rehabilitation Act, the work would meet payback requirements. [§34 CFR 386.4; §34 CFR 386.34]

²RSA-PPD-88-8 is a citation for RSA Program Policy Directive number 8 in FY 1988. The Program Policy Directive provides additional information on the application of the payback provision to residency programs. Contact the residency training adviser or the appropriate RSA regional office (see attached listing) for further information on this PPD or ways that an RSA scholar may satisfy the payback provision when he/she is a practicing rehabilitation physician.

12. If a scholar engages in employment for a State agency or related rehabilitation agency while in training, will that count toward payback?

Rehabilitation employment while in training for which the scholarship was awarded does **not** meet the work requirement. Regulations state that the scholar will maintain employment in a qualifying agency "beginning after the recipient completes the training for which the scholarship was awarded." (emphasis supplied) [§34 CFR 386.34]

13. Why is June 1, 1992, a significant date in relation to the payback requirement?

The Rehabilitation Act Amendments of 1992 (Public Law 103-569) revised the payback requirements that were enacted by the Rehabilitation Act Amendments of 1986. The information in this manual and the regulations published on June 16, 1994, apply to individuals receiving scholarships for any academic year beginning after June 1, 1992.

14. What information in addition to this manual will help an RSA scholar and the granting institution to understand their responsibilities in complying with the payback requirements?

Scholars and institutions must become familiar with the final regulations published in the FEDERAL REGISTER on June 16, 1994. [§59 FR 31060] As a condition of receiving this grant, scholars and institutions are required to comply with the rules. The regulations spell out the payback provisions and the scholar's requirements to comply with them. Training institutions should identify additional rehabilitation information, such as names and addresses of qualifying employers, for use in assisting scholars.

15. What is the "exit certification" that the grantee must provide in writing when a scholar completes his/her program?

According to §386.34(f), the granting institution is required to maintain the following information on file for each scholarship:

- a. The scholar's name and identifying information on the Federal grant that provided the scholarship;
- b. The scholar's field of study;
- c. The number of years the scholar needs to work to satisfy the work requirement §386.34 (c) (1) (I) (C);
- d. The total amount of scholarship assistance provided subject to the work-or-repay provision in §386.34(c) (1)(ii);
- e. The time period during which the scholar must satisfy the work requirements in §386.34 (c) (1) (I) (C);
- f. All the other obligations the scholar must meet in §386.34, such as the need to inform the training institution of any change of name, address, employment status, and information documenting how he/she has satisfied the terms of his/her scholarship agreement.

The exit certification must include written verification from the scholar acknowledging that the information in his/her file is accurate and that he/she is aware of his/her work-or-repay obligation.

16. Does RSA specify the geographical location in which the work requirement must be satisfied?

Regulations implementing the payback requirement do not specify the geographical location in which the work requirement must be satisfied. An RSA scholar may select where he or she wishes to seek and maintain employment, provided that within the required period of time following the completion of his or her training, the employment obligation is fulfilled with a State agency or related program. [§34 CFR 386.34]

17. Will an RSA scholar be able to fulfill the payback employment requirement if the private, for-profit, business for which he/she works provides services to State agency rehabilitation clients?

A for-profit organization may qualify as a professional corporation or professional practice group provided it meets the applicable definition in the Federal regulations. Professional corporations and practice groups are not limited to non-profit status organizations. If questions arise as to whether a particular organization qualifies to meet an RSA scholar's work requirement, the grantee or scholar should write a letter to the appropriate RSA regional office representative to request an official reply to the question of whether the organization is qualified. [§34 CFR 386.4(b)]

18. Under what circumstances may a scholar receive an exception to the payback requirements?

Before disbursement of a scholarship, grantees are required to obtain documentation that the individual has expressed interest in a career in the provision of rehabilitation services and that the individual expects to maintain or seek employment in an approved agency. [§34 CFR 386.33]

Scholars are not required to repay if they are unable to continue their course of study or complete their employment due to a severe disability that is expected to continue indefinitely or result in death, or if, in fact, they should die. [§34 CFR 386.41(a)]

19. Under what circumstances may repayment of a scholarship be deferred?

Repayment of a scholarship may be deferred during the time the scholar is

- a. engaging in a full-time course of study at an institution of higher education (Note: deferral may be granted to scholar who is pursuing higher education specifically in the field of rehabilitation but not to a scholar pursuing education in any other field of study (§386.41);
- b. serving, not in excess of four years, on active duty as a member of the armed services of the United States;
- c. serving as a volunteer under the Peace Corps Act;
- d. serving as a full-time volunteer under Title I of the Domestic Volunteer Service Act of 1973;
- e. temporarily totally disabled, for a period not to exceed three years; or
- f. unable to secure employment as required by the agreement by reason of the care provided to a disabled spouse for a period not to exceed twelve months. [34 CFR 386.41(b)]

20. How would a scholar obtain a deferral or exception for one of the reasons listed above?

The scholar, or when necessary the legally responsible person acting on his/her behalf, must submit a written application and documentation (as provided in 386.42) to the Commissioner, Rehabilitation Services, U.S. Department of Education, 600 Independence Avenue, S.W., Washington, D.C. 20202. [34 CFR 386.42]

21. To whom must the scholar report his/her whereabouts, jobs, or noncompliance with the terms of his/her agreement?

The academic institution which administered the RSA training grant is responsible for keeping track of the location of scholars supported under the training grant, and their employment, until the payback requirements are met. Regulations state that the individual scholar is responsible for notifying the granting institution about changes in his/her address, employment, or other significant facts related to completion of the payback requirement. A reasonable approach that would comply with the institution's tracking responsibility would be to contact each former scholar once a year, with a follow-up mailing if he/she does not respond. If an institution experiences difficulty in locating a scholar, it is required to check with existing tracking systems operated by alumni organizations. [§34 CFR 386.34(c)(3) and 386.34(g)]

22. What types of reports must institutions that accept RSA training grants make to the Department of Education about scholars?

Training institutions (grantees) are required to file the "RSA Training Payback Reporting Form" within 30 days after the end of each project budget period for which the training institution is funded. This form will allow RSA to obtain sufficient information in order to determine whether the Long-term Training program meets its broad purpose and to submit reports to Congress on whether scholars meet their work requirements. The Payback Reporting Form must be submitted by the grantee each year until all scholars have completed their work obligations in order for the grantee to receive Federal scholarship funding. Thus, forms will be submitted for a number of years beyond which the project is supported with Federal funds. Training institutions must report ALL scholars to whom scholarships have been provided since 1987. Failure to report scholars may result in a cost disallowance found through an audit and may affect their ability to receive future grants.

23. When does a scholar enter financial "repayment" status?

Financial repayment status begins when it is apparent that all or part of the employment obligation will not be fulfilled by the payback completion date. Specifically, financial repayment status begins on the first day of the first calendar month after the earliest of the following dates, as applicable: (1) the date an RSA scholar informs the Commissioner of RSA (copy to training institution) that he/she does not plan to fulfill the employment obligation under the agreement; 2) any date when the RSA scholar's failure to begin or maintain employment makes it impossible for him/her to complete his/her employment obligation within the number of years required in section §386.34(c)(1). If an RSA scholar partially meets his/her employment requirements, he/she must repay a prorated sum based upon the years/months of unmet employment in the payback agreement. As noted, the scholar should send a notice pursuant to repayment status to the Commissioner, RSA, U.S. Department of Education, 600 Independence Avenue, S.W., Washington, D.C. 20202. [§34 CFR 386.43(e)]

24. What happens if an RSA scholar's employment obligation is not completed?

According to the terms and conditions of the RSA scholar's written agreement with his/her training institution, he/she must repay the amount of scholarship not satisfied through employment, as well as the interest on the unpaid balance of the scholarship owed, and reasonable collection costs, as determined by the Secretary of Education. Interest charged is variable and is based on language contained in §34 CFR 386.34 and §34 CFR 386.43; 31 U.S.C. 3717.

25. Who collects the funds if a scholar does not fulfill the payback requirement through qualifying employment?

The Secretary of the Department of Education is responsible for collecting the funds if a scholar does not comply with the regulations. [§34 CFR 386.43]

26. What recourse will a scholar have to appeal a finding of non-compliance with the regulations for the payback provision?

Appeals should be directed to the Commissioner, RSA, U.S. Department of Education, 600 Independence Avenue, S.W., Washington, D.C. 20202. The Commissioner will acknowledge all such appeals in writing.

Effectively Managing Your Payback Service Obligation Guide for RSA Scholars

What do I need to know before I become an RSA Scholar in the Long-Term Training Grant Program?

1. Prior to signing the Payback Agreement Form, individuals interested in receiving an RSA scholarship should meet with the Project Director of the Long-Term Training grant(s) and fully understand the terms and conditions of the Payback Service Obligation and what is meant by “a qualifying employment setting.” In addition, the individual should carefully review the Payback Regulations [see §34 CFR (Code of Federal Regulations) Part 386].
2. Individuals should not be officially admitted as RSA scholars into the Long-Term Training Grant program without a signed Payback Agreement. All RSA scholars should receive a copy of this signed Payback Agreement and maintain this copy for their records. Payback agreements will be signed by RSA Scholar and filed in official student file on an annual basis.
3. RSA scholars should be aware of the type/focus of the Long-Term Training Grant that is providing the scholarship funds. In other words, RSA scholars should be aware of their degree and specialty (i.e., Master’s Program, certificate, Vocational Evaluation, rehabilitation of the blind).
4. RSA scholars should be aware of the following: 1) total scholarship amount received; 2) service obligation owed (two years for every year of funding); 3) timeframe when service obligation must begin (no later than two years after exiting from the program, i.e., sometime within the two-year grace period); 4) timeframe when the service obligation must be completed; and 5) that the service obligation must be performed in the area in which the training was provided.

What do I need to know if I am an RSA Scholar in the Long-Term Training Grant Program funded with FY 2019 grant funds?

Scholars should be aware of the following:

1. Scholars must be provided with a copy of the assessment and all relevant rubrics prior to the beginning of their internship;
2. Scholars must receive a copy of the results of the assessment within 90 days of the end of the internship.
3. Scholars must complete an internship at the State VR agency. In such cases where the sponsoring agency can provide sufficient justification to meet this requirement, the sponsoring agency may require scholars to complete an internship in a State VR agency or related agency as defined in §34 CFR 386.4. **The sponsoring agency must provide RSA written justification for review and approval by the appropriate RSA Project Officer no later than 30 days prior to the scholar beginning an internship in a related agency.**

What scholars can expect:

1. Curriculum that...

- Provides a breadth of knowledge, experience, and rigor that will adequately prepare them to meet the current demands and emerging trends in the labor market including employment needs and goals of VR consumers;
- Prepares them to meet all applicable certification standards;
- Includes new or emerging consumer employment needs or trends at the national, State, and regional levels;
- Teaches them to address the needs of individuals with a range of disabilities who are from diverse cultural backgrounds;
- Trains them to recognize the assistive technology needs of consumers throughout the rehabilitation process so that they will be able to better coordinate the provision of appropriate assistive technology services and devices in order to assist the consumer to obtain and retain employment; and
- Teaches them to work effectively with employers in today's economy, including strategies for developing relationships with employers in their State and local areas, identifying employer needs and skill demands, making initial employer contacts, presenting job-ready clients to potential employers, and conducting follow-up with employers.

2. Academic support and counseling throughout the course of the program to ensure successful completion
3. Assistance if they are not meeting academic standards or performing poorly in a practicum or internship setting
4. Career counseling, including professional contacts and networks, job leads, and other necessary resources and information to support scholars in successfully obtaining and retaining qualifying employment
5. Regular contact from the Sponsoring Agency upon successful program completion in order to maintain contact information and to ensure that documentation of employment is accurate and meets the regulatory requirements for qualifying employment

What are some common mistakes an RSA Scholar should AVOID

- Failure to communicate with the grant Project Director on a regular basis as a current scholar, and at a minimum, annually upon completion of the degree. Failure to alert the Project Director in a timely manner to any issues or concerns regarding your ability to successfully complete the program.
- Dropping out of the program without providing any notice to the Project Director.
- Failure to discuss options/plans for pursuing qualifying employment and failure to provide the Project Director with documentation to justify qualifying employment. **RSA scholars should never assume that employment meets the qualifications established in the Payback Regulations without first discussing the employment opportunity with the Project Director.**

- Failure to provide the Project Director with required documentation such as annual verification of qualifying employment or a transcript to verify full-time course of study if in a deferral status.
- Failure to update the Project Director on changes to contact information such as current address, email address, telephone number, etc.
- Failure to maintain documentation from the Project Director such as: 1) signed Payback Agreement, 2) signed Exit Form, and 3) documentation submitted to the Project Director at his or her request.

What do I need to understand about obtaining qualifying employment to meet my service obligation?

RSA scholars should review the Payback Regulations in §34 CFR Part 386. As of June 1, 1992, the student must satisfy the following employment obligation:

- The student must work in the field in which the training was provided or where the job functions are directly relevant to the field of study in which the training was received (i.e., The student must work in a State vocational rehabilitation agency, a non-profit rehabilitation (VR) agency, or a related agency, including a professional practice group through which the individual has a service agreement with the State VR agency).
- State-Federal programs of VR, supported employment, and independent living are the programs intended to benefit from the payback provision.
- The employer of the scholar should be able to provide information regarding whether the program, agency, or facility provides services to clients of the State VR agency, or whether it has a cooperative working agreement regarding the referral or provision of services to VR clients.
- The employment obligation may also be met by obtaining and maintaining employment in the field in which the scholar was trained in a non-profit or related agency providing services under an agreement with the State VR agency. Based on §34 CFR 386.4 (b), a for-profit organization may qualify as a professional corporation or professional practice group provided it meets the acceptable definition in the Federal regulations (i.e., provides services to State VR agency clients).

Under what circumstances am I responsible for repayment of my scholarship?

There are two instances in which scholar repayment must be submitted:

1. Scholar drops out, is dismissed or removed from the program, or voluntarily leaves the program:
 - Two-year grace period does not apply.
 - Scholar may obtain qualifying employment and must supply documentation to support employment OR provide repayment of the scholarship.
2. Two-year grace period has passed:
 - If a scholar has not obtained qualifying employment within the two-year grace period, he or she must be submitted for repayment.

- Failure to obtain qualifying employment does not qualify the scholar for an extension of the grace period or a deferral of the service obligation.

What can I expect to receive if I am to repay my scholarship?

- Scholars can expect to receive an official Repayment Letter from the Rehabilitation Services Administration, which will include supporting documentation (i.e., signed Payback Agreement Form, Exit Form, and any other relevant documentation) via U.S. Postal mail and or email.
- The Repayment Letter establishes the amount owed by the scholar and provides the rationale for why the scholar was submitted for repayment. RSA also cites 34 CFR Part 386 where necessary to remind the scholar of his or her Payback obligation.

What is the established process for scholar repayment?

- Upon receipt of the Repayment Letter, the Scholar is expected to contact the assigned RSA Project Officer within 15 days from the date stamped on the letter to confirm whether the debt is owed or if there other circumstances to be considered.
- Once the timeframe in which the Scholar is given to respond expires, the debt, along with all supporting documentation, is transferred to the Department's Debt and Payment Management Group (DPMG) to establish billing.
- After billing is established, the Scholar is expected to pay the amount in full or set up payment arrangements (plus interest to be determined at the time of entering into repayment arrangements) and adhere to the terms and conditions until the obligation is fulfilled.
- If the Scholar does not contact the RSA Project Officer as requested or fails to pay the amount in full or to comply with the established payment arrangements once billing is established, the debt is ultimately transferred to the U.S. Department of Treasury for collection.

What if I fail to respond to the DPMG?

- Once the debt is officially transferred to the Treasury, the following actions will be taken:
 - The debt will be placed in the Treasury's Tax Offset Program. As a result, any income tax refund due to the scholar will be offset and applied to the debt.
 - The Treasury will assess additional fees and penalties up to 28%.
 - Debts will be reported to the Credit Bureaus.
 - If the debtor is employed, the Treasury may initiate wage garnishment in order to repay the debt.

What other information, processes and procedures should I be aware of?

Important Information

For reiteration purposes, RSA scholars should be aware that the service obligation must be performed in the area in which the training was provided.

RSA scholars, who may have received financial support under more than one grant, should be mindful that there is only one grace period. Similarly, RSA scholars supported with funds from a 2014 grant should be aware of the new requirements established in FY 2014 when it comes to satisfying the service obligation. It is recommended that RSA scholars not receive funds from multiple RSA grants.

Deferral Requests

Deferrals must be formally requested and are approved by RSA. Please note that there are no guarantees of approval.

Step 1: The Project Director reviews 34 CFR 386.41 (b) with the scholar to confirm that the scholar's request for a deferral is an acceptable circumstance. **In addition, the Project Director and the scholar will also discuss the scholar's intent to obtain qualifying employment after the period of deferment.**

Step 2: If the request is an acceptable circumstance, the Project Director will email the deferral request to the RSA Project Officer and include the following:

- Completed Deferral Request Form.
- Copy of the signed Payback Agreement Form. Supporting documentation, as necessary. For example, if a scholar is requesting a deferral to pursue additional education, a copy of the scholar's transcript, to verify full-time course of study is required for the request and on an annual basis until the additional education is complete.
- Other documentation, as applicable, depending on the circumstances.

If the deferral request is approved, there is only one two-year grace period.

Exceptions

Exception requests are reviewed and approved by the RSA Commissioner.

Note: Do not send exception requests directly to the RSA Commissioner. These requests are submitted to RSA from your Project Director.

Step 1: The Project Director determines if the scholar's request for an exception meets the requirements in 34 CFR 386.41 (a).

Step 2: The Project Director communicates directly with the scholar to ensure that the scholar is aware of the exception review and approval process and that the scholar provides the Project Director with the following required documentation:

- **Current letter from physician documenting the severe disability that is expected to continue indefinitely and prohibits the scholar from obtaining or retaining employment.**

Step 3: The Project Director will submit to the RSA Project Officer the following:

- Signed Payback Agreement Form;
- Signed Exit Form, if applicable;
- Physician documentation; and
- Letter from the scholar (optional) providing rationale for exception request.

Note: There are no guarantees that an exception request will be approved by RSA.

Rehabilitation Counselor Education Program
Department of Educational Psychology - University of Hawai'i at Mānoa

RSA Scholarship

Name: _____ Date: _____

Address: _____

Telephone: _____ Email Address: _____

Attachments:

1. **Letter of Intent.** The letter of intent should state the reasons for pursuing a career in rehabilitation; describe the career goal/objectives after graduation and intended employment setting; include relevant experiences (paid and/or volunteer), and address interest and commitment to working with individuals with disabilities.
2. **Statement of Financial Need.** Describe WHY financial assistance is needed. For example, describe the individual or family's situation that precludes pursuit of a graduate degree, and discuss why this scholarship will benefit the applicant (See Appendices). All materials must be postmarked by a certain date for enrollment into the Fall Semester, consult with the program director for this deadline date.
3. **WH-1 Form.** Students must submit a Statement of Citizenship and Federal Tax Status (WH-1) with an original signature to the Program Coordinator. No faxed copies will be accepted. This form can be downloaded from:
<http://www.hawaii.edu/admissions/docs/wh1form.pdf>
4. **Certification of Eligibility for Federal Assistance in Certain Programs.** Agreement to make specific certifications of eligibility to the US DOE as a condition for applying for federal funds.

I agree to the provisions contained in this document and application regarding my obligations should I be awarded an RSA scholarship. If I am a recipient of an RSA Scholarship from the Department of Educational Psychology, Rehabilitation Counselor Education Program at the University of Hawai'i, I hereby state my intent to pursue a career with an agency that meets payback requirements upon completion of a Master of Science degree (concentration in Rehabilitation Counseling) at UHM or upon my leave from the program.

Printed Name/Signature of Applicant

Date

Completed scholarship application packets must be postmarked by a pre-established deadline date (consult with the director for the date) for the Fall semester and mailed to:

Dr. Judy Daniels, Ed.D., CRC
Professor/RCEP Director
University of Hawai'i at Mānoa
Department of Educational Psychology
1337 Lower Campus Road, PE/A 229
Honolulu, HI 96822

Rehabilitation Counselor Education Program
Department of Educational Psychology - University of Hawai'i at Mānoa
RSA SCHOLARSHIP PAYBACK AGREEMENT

I, _____, agree to abide by the stipulations noted below as conditions of receipt of the scholarship for training in the Rehabilitation Counselor Education Program, Department of Educational Psychology, College of Education at the University of Hawai'i at Mānoa.

My receipt of these scholarship funds is predicated upon the expectation that I will maintain or seek employment in a designated State rehabilitation agency or in a nonprofit rehabilitation agency, professional corporation, professional practice group, or related agency providing services to individuals with disabilities under an agreement with a designated State agency. Under the terms of the Long-Term Training Program, "scholarship" funds include all disbursements or credits for student stipends, tuition and fees, and student travel in conjunction with training assignments.

Therefore, as a designated RSA Long-Term Training scholar, I understand that I must satisfy the following employment obligation in the Payback Regulations, which are found in 34 CFR Part 386:

- The scholar **MUST work in the field in which the training was provided or where the job functions are directly relevant to the field of study in which the training was received.** §386.33 In other words, work in a State vocational rehabilitation (VR) agency, a non-profit rehabilitation agency, or a related agency, including a professional practice group through which the individual has a service agreement with the State VR agency.
- Employment in a State VR agency may include employment in VR, supported employment, or independent living programs administered by the State VR agency.
- Employment in a related agency may include employment in Native American Indian VR services program or in any of the following agencies that provide services to individuals with disabilities under an agreement with a State VR agency in the area of specialty for which training is provided:
 - A Federal, State, or local agency;
 - Nonprofit organization; or
 - A professional corporation or professional practice group.

Based on §34 CFR 386.4 (b), a for-profit organization may qualify as a professional corporation or professional practice group provided it meets the above-stated requirements.

If a scholar is unable to secure qualifying employment within the timeframe outlined in the regulations, absent obtaining a deferral or an exception as provided in §34 CFR 386.41, the scholar **MUST REPAY** the scholarship.

If a scholar, who received funds under a Comprehensive System of Personnel Development (CSPD) grant, resigns or is terminated from employment prior to completion of his/her program of study and does not obtain qualifying employment to satisfy the required service obligation, the scholar will be **required to repay** the scholarship.

In addition, as an RSA Scholar I understand that I must meet the following conditions: **(Please read and initial indicating that you have read each item.)**

_____ Obtain qualifying employment in the area in which the financial assistance was provided. For example, if financial support was provided in the specialty area of Rehabilitation of Individuals Who are Deaf or Hard of Hearing, the scholar must seek and obtain qualifying employment in this specialty area to satisfy the service obligation; and

_____ Maintain employment on a full - or part-time basis; and

_____ Maintain employment for a period of not less than the full-time equivalent of two years for each academic year for which scholarship assistance was received, within a period, beginning after I complete the training for which the scholarship was awarded, of not more than the sum of the number of years required in this paragraph and two additional years; and

_____ Inform the institution (i.e., UHM Rehabilitation Counselor Education Program) which awarded the scholarship of any change of name, address, or employment status and will document employment satisfying the terms of the agreement until I have satisfied the employment obligation described above; and

_____ Subject to the provisions in §34 CFR 386.41 of the Federal regulations, regarding a deferral or exception, if I enter repayment status under §34 CFR 386.43(e), the amount of the scholarship that has not been retired through eligible employment will constitute a debt owed to the United States that:

- a. will be repaid by me, including interest and costs of collection as provided in §34 CFR386.43; and
- b. may be collected by the Secretary of Education in accordance with §34 CFR Part 30, in the case of a failure to meet the obligation of §34 CFR 386.43. (The employment obligations as applied to a part time scholar will be based on the accumulated academic years of training for which the scholarship is received.)

Printed Name/ Signature of Scholar Date

Scholar's Current Address Phone/Email SSN

Signature of RCE Director or Other Grantee Official Date

In conjunction with participating agencies in the local community, students are placed in a variety of public, non-profit, and private rehabilitation and

The form below is an example. The current form can be found at : <https://go.hawaii.edu/Zgn>

DISB WH-1
(REV 120124 ADA)

**UNIVERSITY OF HAWAII
STATEMENT OF CITIZENSHIP AND FEDERAL TAX STATUS**

Reset Form

PURPOSE: This form is for individuals. To comply with applicable tax provisions of the Internal Revenue Service(IRS) regulations, the information requested on this form is **required** to determine the appropriate federal tax withholding and is required for each calendar year. (Business entities should use IRS Form W-9)

DIRECTIONS:	UNITED STATES (US) CITIZENS:	1. Complete Sections A and E only.								
	PERMANENT RESIDENT ALIENS:	1. Complete Sections A and E only. 2. Attach a photocopy (front and back) of your Alien Registration Card.								
	ALL OTHERS:	<table border="0"> <tr> <td>1. Complete Sections A, B, C, and E.</td> <td>5. For J-1 visaholders, submit copy of DS-2019.</td> </tr> <tr> <td>2. Complete Section D if applicable.</td> <td>6. For B visaholders, submit DISB-45.</td> </tr> <tr> <td>3. Submit copy of your electronic I-94 Passport ID Page and Visa page.</td> <td>7. For F-1 visaholders, submit copy of I-20.</td> </tr> <tr> <td>4. Submit IRS Form W8-BEN for foreign status.</td> <td>8. Submit IRS Form 8233 if performing services as independent contractor (Treaty only).</td> </tr> </table>	1. Complete Sections A, B, C, and E.	5. For J-1 visaholders, submit copy of DS-2019.	2. Complete Section D if applicable.	6. For B visaholders, submit DISB-45.	3. Submit copy of your electronic I-94 Passport ID Page and Visa page.	7. For F-1 visaholders, submit copy of I-20.	4. Submit IRS Form W8-BEN for foreign status.	8. Submit IRS Form 8233 if performing services as independent contractor (Treaty only).
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4. Submit IRS Form W8-BEN for foreign status.	8. Submit IRS Form 8233 if performing services as independent contractor (Treaty only).									

Section A. PERSONAL INFORMATION

1. General Information			
Last Name	First	Middle	US Social Security Number or ITIN
Country of Citizenship		Country of Residence for Tax Purpose	E-Mail Address
[FOR NON-UH PERSONNEL]			
Are you a PostDoc ? <input type="checkbox"/> YES <input type="checkbox"/> NO			
Are you employed anywhere? <input type="checkbox"/> YES <input type="checkbox"/> NO If you answered "YES", please provide your employer's information:			
Employer's Name	Number & Street	City / Province	State Postal Code
2. US Mailing Address			
Number and Street		City	State Zip Code
3. Foreign Mailing Address			
Number and Street		City/Province	Country Postal Code

Section B. US IMMIGRATION ACTIVITY

1. Current Visa Status				
Date of US Entry	Expiration Date of Current Visa	Intended Length of Stay (Days)	Anticipated Departure Date	
Current Visa Type (check appropriate box):		What is the primary purpose of the visit? (check appropriate box)		
<input type="checkbox"/> F-1 Student		<input type="checkbox"/> Studying/Training/Research in a Degree Program		
<input type="checkbox"/> J-1 Student		<input type="checkbox"/> Studying/Training/Research in a Non-Degree Program		
<input type="checkbox"/> J-1 Visitor (Non-Student)		<input type="checkbox"/> Training/Research as a Post-Doctoral Associate/Fellow		
<input type="checkbox"/> B-1/WB Visitor for Business		<input type="checkbox"/> Providing Service as an Independent Contractor (e.g., consulting, conducting a workshop, etc.)		
<input type="checkbox"/> B-2/WT Visitor for Pleasure (Tourist)		<input type="checkbox"/> Other:		
<input type="checkbox"/> Other INS Classification (list status):				
2. Is this the first time you have entered the United States? <input type="checkbox"/> YES <input type="checkbox"/> NO				
3. Past Visa History Provide the number of days you were or will be physically present in the United States. Note: Calendar year refers to the period January 1 - December 31.				
Calendar Year	Enter Visa Type/INS classification held while present in the US during the listed calendar year	Enter period(s) when you were or will be physically present in the US during the listed calendar year. (list dates as mm/dd/yy, e.g., 01/01/12 – 12/31/12)	Number of days present in the United States	Are you leaving the US this year?
				<input type="checkbox"/> YES <input type="checkbox"/> NO

4. Please list all F, J, M or Q Visas since January 1, 1985 not listed in Section B,3.			
Calendar Year	Enter Visa Type/INS classification held while present in the US during the listed calendar year	Enter period(s) when you were physically present in the US during the listed calendar year. (list dates as mm/dd/yy, e.g., 01/01/12 – 12/31/12)	Number of days present in the United States?

Section C. Tax Status Determination

STEP 1: Complete the Substantial Presence Test (SPT) by completing the table below. For F, J, M or Q Visa holders, please note the following:

- For F, J, or M **Student** Visa holders: Do NOT count any days during your first 5 calendar years in the United States in which you held an F, J, or M student visa.
- For J or Q **Non-Student** Visa holders: Do NOT count any days during your first 2 calendar years in the current and previous 6 calendar years in the United States in which you held a J or Q Non-Student visa.

CALENDAR YEAR	ENTER TOTAL NUMBER OF DAYS YOU WERE OR WILL BE PRESENT IN THE UNITED STATES FOR EACH YEAR (A)	RATIO (B)	CALCULATE TOTAL NUMBER OF DAYS TO COUNT FOR EACH YEAR (A X B)
		1	
		1/3	
		1/6	
TOTAL # OF DAYS			

STEP 2: Please answer the following questions:

A. Does the TOTAL NUMBER OF DAYS TO COUNT for the current calendar year equal to 31 days or more? YES NO

B. Does the TOTAL # OF DAYS for all three years equal to 183 days or more? YES NO

STEP 3: Determine your tax status:

- If you marked "YES" to both questions A and B, then you passed the Substantial Presence Test and will be treated as a **RESIDENT ALIEN (RA) FOR TAX PURPOSES** for this calendar year. **Go to and sign Section E below.**
- If you marked "No" to one or both questions, then you did not pass the Substantial Presence Test and will be treated as a **NONRESIDENT ALIEN FOR TAX PURPOSES** for this calendar year. **Go to Section D below.**

Section D. EXEMPTION FROM WITHHOLDING FOR THE NONRESIDENT ALIEN

1. All Payments made to Nonresident Aliens are subject to US federal tax withholding at a statutory rate of 30%.
However, you may claim an exemption from withholding or reduced rate via a US Tax Treaty if you meet the following requirements:

a. You must be a resident of a country that has a tax treaty with the US. (Consult IRS Publication 901, US Tax Treaties, at <http://www.irs.gov/pub/irs-pdf/p901.pdf>. The tax treaty must have a treaty article applicable to the type of payment you'll be receiving:

- Scholarship or Fellowship Article for Scholarship, Fellowship, Traineeship Payments.
- OR**
- Independent Personal Services Article for Fee for Services, Honoraria, and Reportable Travel payments.

b. You must meet all requirements regarding residency, time, and dollar limitations described in the tax treaty.

c. You must have a Social Security Number (SSN) or Individual Taxpayer Identification Number (ITIN) to claim a treaty exemption.

2. Do you want to claim a treaty exemption from US federal tax withholding? (Check one box only.)

YES I am a resident of a country that has a tax treaty with the US and has an applicable tax treaty article. Therefore, I claim exemption from US tax withholding via a US Tax Treaty with _____, my country of residence. I have attached one of the following IRS forms:(Consult IRS website for Forms and Instructions at <http://www.irs.gov/formspubs/index.html>)

- IRS Form 8233 for Fee for Services, Honoraria, and Reportable Travel payments **OR**
- IRS Form W8-BEN for Scholarship, Fellowship, Traineeship, and Royalty payments.

NO I choose not to claim a treaty exemption from US tax withholding, even though I am a resident of a country that has a tax treaty with the US and an applicable treaty article. I understand taxes will be withheld at 14% (Scholarships, Fellowship, or Traineeship) or 30% (All other payments.).

NO I cannot claim a treaty exemption from US tax withholding because I do not meet the requirements stated in Part 1 above. I understand taxes will be withheld at 14% (Scholarships, Fellowship, or Traineeship) or 30% (All other payments).

Section E. CERTIFICATION OF INFORMATION PROVIDED ON THIS FORM

Under penalties of perjury, I certify the information entered above is correct; and if a reduced rate of exemption from tax applies, I further certify that I have complied with all tax treaty requirements to qualify for the reduced rate. (For Resident Aliens, IRS has not notified me of backup withholding.)

Signature: _____ Date: _____



Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education (ED) as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that ED imposes under program regulations. Under 34 CFR 75.60 – 75.62:

I. I certify that:

A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a debt:

1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:

- Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
- Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
- State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
- Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
- Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
- Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
- William D. Ford Federal Direct Loan Program (20 U.S.C. 1087a, et seq.);
- Cuban Student Loan Program (20 U.S.C. 2601, et seq.);
- Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
- Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134l);
- Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
- Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105i);
- Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
- Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
- Paul Douglas Teacher Scholarship Program (20 U.S.C. 1104, et seq.);
- Law Enforcement Education Program (42 U.S.C. 3775);
- Indian Fellowship Program (29 U.S.C. 774(b));
- Teacher Quality Enhancement Grants Program (20 U.S.C. 1021, et seq.);

OR

B. I have made arrangements satisfactory to ED to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to ED for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.

(Signature)

(Date)

(Typed or Printed Name)

Name or number of ED program under which this certification is being made: _____

Rehabilitation Counselor Education Program
Department of Educational Psychology - University of Hawai'i at Mānoa
EXIT CERTIFICATION FORM (Example Only!)

As a training scholarship recipient, I **NAME**, Social Security **xxx-xx-xxx**, acknowledge the following information as being true and accurate:

I received scholarship funds from the University of Hawai'i at Mānoa under U.S. Department of Education Grant # **H129B140027** for training received in the Rehabilitation Counseling field. The total amount of scholarship assistance received from this institution, under the Grant number(s) above that is/are subject to the work-or-repay provisions of Federal statutes and regulations can be found below:

Grant #	Total amount of scholarship assistance received	Date work must begin	Number of years owed	Date by which work must be completed
H129B140027	\$XX,XXX	M/D/YEAR	6.0	M/D/YEAR

I understand that:

1. I must work a total of **6 years** in order to satisfy the work requirements of the RSA Scholarship Agreement;
2. I must be employed in **Appropriate Employment*** and that **employment must be obtained within two years of graduation date**** or after exiting the program; whichever comes first, but no later than **M/D/YEAR**;
3. If I received funds from more than one grant, I must complete the number of years owed on the first grant (as listed above) before initiating completion of the obligation of years owed on the second grant (as listed above);
4. I must repay all or part of any scholarship received, plus interest, if the I do not fulfill the requirements of this section, except as provided for in §386.41 for exceptions and deferrals; and
5. I must provide the UHM Rehabilitation Counselor Education Program with all requested information necessary for the program (e.g., changes to name, address, employment status etc.) to meet the exit certification requirements in §386.34(f) and, as necessary, thereafter for any changes necessary for the program to monitor the my service obligation under this section.

Printed Name and Signature of Scholar

Date

Printed Name and Signature of RCEP Director or Other Grantee Official

Date

Section 4

University of Hawai'i at Mānoa
Rehabilitation Counselor Education Program

Resources

Resources

PROGRAM ACCREDITATION

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

1001 North Fairfax Street, Suite 510; Alexandria, VA 22314 <https://www.cacrep.org>

The UHM RCEP is accredited by CACREP. CACREP provides accreditation for rehabilitation counseling and other counseling programs that are offered by colleges and universities throughout the United States. CACREP's vision is to provide leadership and to promote excellence in professional preparation through the accreditation of counseling and related educational programs. As an accrediting body, CACREP is committed to the development of standards and procedures that reflect the needs of a dynamic, diverse, and complex society. CACREP is dedicated to

1. encouraging and promoting the continuing development and improvement of preparation programs; and
2. preparing counseling and related professionals to provide services consistent with the ideal of optimal human development.

NATIONAL CERTIFICATIONS AND LICENSURE

Commission on Rehabilitation Counselor Certification (CRCC)

The Commission on Rehabilitation Counselor Certification (CRCC) is the world's largest rehabilitation counseling organization dedicated to improving the lives of individuals with disabilities. CRCC sets the standard for competent delivery of quality rehabilitation counseling services through its nationally accredited and internationally recognized Certified Rehabilitation Counselor (CRC) certification program and serves all rehabilitation counseling professionals through the CRCC community.

Website: <http://www.crccertification.com/> Phone: (847) 944-1325

National Board for Certified Counselors (NBCC)

Designation as a National Certified Counselor (NCC) shows colleagues and the public that you have voluntarily met high national standards for the general practice of counseling by becoming board certified with NBCC. In addition to resources NBCC provides to the counseling profession and to the public, a number of resources are made available for applicants, including specific information for student applicants and for department faculty interested in offering the NCC application opportunity to their well-advanced master's-level students.

Website: <http://www.nbcc.org/Exams/NCE> Phone: (336) 547-0607

Licensed Mental Health Counselor

Graduates of the UHM Rehabilitation Counselor Education Program may also apply for State of Hawai'i licensure as a Mental Health Counselor, provided they complete the required post-graduate direct counseling work, face to face clinical supervision within a two year period, and pass the National Certified Counselor Examination. For more information, visit the Hawaii Department of Commerce & Consumer Affairs website:

<http://hawaii.gov/dcca/pvl/programs/mental/> or phone the DCCA at (808) 586-3000. Students from other states should check with their own state's licensure programs.

PROFESSIONAL COUNSELING ORGANIZATIONS

American Rehabilitation Counseling Association (ARCA) (A division of the ACA)

ARCA is an organization of rehabilitation counseling practitioners, educators, and students who are concerned with improving the lives of people with disabilities.

5999 Stevenson Avenue; Alexandria, VA 22314

<http://www.arcaweb.org/>

Employer Assistance and Resource Network on Disability Inclusion (EARN) Website

provides listing of all state vocational rehabilitation agencies.

<http://www.askearn.org/state-vocational-rehabilitation-agencies/>

National Council on Rehabilitation Education (NCRE)

The NCRE is the premier professional organization of educators dedicated to quality services for persons with disabilities through education and research. NCRE advocates up-to-date education and training and the maintenance of professional standards in the field of rehabilitation.

1099 E. Champlain Drive, Suite A, PMB # 137; Fresno, CA 93720

Phone:(559) 906-0787; Fax:(559) 412-2550

<http://www.ncre.org/>

National Rehabilitation Association(NRA)

The National Rehabilitation Association is the oldest professional member organization in the United States that advocates for the rights of individuals with disabilities while also promoting high quality, ethical, and collaborative practice across the rehabilitation profession. The NRA, comprised of counselors, educators, researchers, and diverse agents of community integration, is committed to continuously impacting and improving upon the multifaceted conditions across our society, necessary to enhance quality of life of individuals with disabilities, their families and, communities.

633 South Washington Street; Alexandria, VA 22314-4193 Phone: (703) 836-0850

<http://www.nationalrehab.org/>

National Rehabilitation Counseling Association (NRCA)

Membership includes rehabilitation counselors working with people with physical, sensory, mental, developmental, intellectual and emotional disabilities to overcome functional and social barriers to employment, independent living and social integration.

P.O. Box 4480, Manassas, VA 20108

Phone: 703-361-2077 (voice); Fax: 703-361-2489 (fax)

<https://www.nationalrehab.org/shop/product/nrca-professional-national-rehabilitation-counseling-association-nrca-60>

State of Hawai'i Division of Vocational Rehabilitation

The state-federal rehabilitation agency has historically been the work setting for the majority of graduates from the State of Hawai'i . Vocational Rehabilitation Counselor positions can be found on the islands of Oahu, Kauai, Maui, Molokai, and the Big Island of Hawaii. Since state rehabilitation agencies follow the same general procedures for providing services, a rehabilitation counselor is able to find employment throughout the United States and its Territories.

Phone: (808) 586-9745

<http://humanservices.hawaii.gov/vocationalrehab/>

POSTSECONDARY EDUCATION

Association on Higher Education and Disability (AHEAD)

AHEAD is the leading professional membership association for individuals committed to equity for persons with disabilities in higher education. Since 1977, AHEAD has offered an unparalleled member experience to disability resource professionals, student affairs personnel, ADA coordinators, diversity officers, AT/IT staff, faculty and other instructional personnel, and colleagues who are invested in creating welcoming higher education experiences for disabled individuals.

8015 West Kenton Circle, Suite 230; Huntersville, NC 28078

Voice and text: (704) 947-7779; Fax: (704) 948-7779

<http://www.ahead.org/>

PRIVATE REHABILITATION

International Association of Rehabilitation Professionals (IARP)

IARP is the only organization focused on and committed to comprehensively serving the professional private rehabilitation industry, be it for the private practitioner or the professional employed in the private-for-profit sector. IARP has four specialty practice sections – Rehabilitation and Disability Case Management, Forensic Rehabilitation, Life Care Planning, and Social Security Vocational Expert. There are 30 chapters across the North America and internationally.

1926 Waukegan Road, Suite 1; Glenview, IL 60025-177

Phone: (888) 477-7722; Fax: (847) 657-6963

<http://www.rehabpro.org/>

DEAF, HARD-OF-HEARING, AND LATE-DEAFENED

American Deafness and Rehabilitation Association (ADARA)

A national organization that brings together professionals from vocational rehabilitation, mental health, chemical health, education, interpreting, and related fields to share best practices in working with individuals who are Deaf and Hard of Hearing, to address policy and program concerns, and to network. Their goal is to improve the lives of those they serve while growing professionally.

PO Box 480; Myersville, MD 21773

Phone: (501) 868-8850 V/TTY; Fax: (501) 868-8812

<http://www.adara.org/>

Self Help for the Hard-of-Hearing People, Inc. (SHHH)

A nationally-based, non-profit educational organization devoted to the interests of those who although not deaf, cannot hear well

7910 Woodmont Ave, Suite 1200; Bethesda, MD 20814

Phone: (301) 657-2248; TDD: (301) 657-2249

<http://www.shhh.org/>

Association of Late-Deafened Adults (ALDA)

8038 MacIntosh Lane; Rockford, IL 61107

Phone: (815) 332-1515 (V/TTY for the Rockford, IL area); Toll Free: (866) 402-ALDA

(or 866.402.2532) (V/TTY for rest of USA)

http://www.alda.org

MENTAL HEALTH ORGANIZATIONS

American Psychiatric Association

Phone: (888) 357-7924

<http://www.psych.org/>

American Psychological Association

Phone: (800) 374-2721; (202) 336-5500; TDD/TTY: 202-336-6123

<http://www.apa.org/>

National Institute of Mental Health

Phone: (866) 615-6464 (toll-free); (301) 443-8431(TTY); (866) 415-8051 (TTY toll-free)

<http://www.nimh.nih.gov/>

National Alliance for Mentally Ill

Phone: (703) 524-7600; Fax: (703) 524-9094; TDD: (703) 516-7227

<http://www.nami.org/>

United States Psychiatric Rehabilitation Association (USPRA)

Phone: (410)789-7054; Fax: (410) 789.7675

<http://www.uspra.org>

EMERGENCY PREPAREDNESS

Centers for Disease Control and Prevention: Resources for Emergency Health Professionals

<https://www.cdc.gov/emergency/index.html>

Federal Emergency Management Agency (FEMA)

<https://www.fema.gov>

Ready. Plan Ahead for Disasters

<https://www.ready.gov/>

USDA Disaster Resource Center

<https://www.usda.gov/topics/disaster>

OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT

Throughout the student's enrollment in the UHM RCEP (and even following graduation), students are provided numerous opportunities for professional development. Here we provide a select list of professional development opportunities including access to and training in assistive technology.

Opportunities to Attend/Participate in Professional Activities

- International Association of Rehabilitation Professionals webinars (student members allowed to participate)
- "Forgive for Good" training by Dr. Fred Luskin (IARP webinar)
- National Council on Rehabilitation Education – Poster Presentation & Conference
- Spring 2018 National Council on Rehabilitation Education – Poster Presentation & Conference
- Tour of Rehabilitation Hospital of the Pacific, Honolulu, Hawaii
- Tour of Ho'opono Services for the Blind, Honolulu, Hawaii
- Tour of Lanakila Pacific; Honolulu, Hawaii
- Healthy Living for Mental Wellness (3/23/18)
- Youth Suicide Prevention Educational Forum "Let's Talk About 13 Reasons Why" (3/29/18)
- "Forgive for Good" Workshop (5/2/18)
- Social Security Offsets Webinar (5/16/18)
- 2018 Worker's Compensation Summit (9/28/18)
- Think College Webinars

Assistive Technology

- Assistive Technology Resource Centers of Hawaii (ATRC): Faculty and students invited to attend professional development activities including workshop entitled "The Power of Independence Through Assistive Technology" sponsored by ATRC (9.11.18)
- UbiDuo Wireless Communication Device (used with Person with Hearing Impairment during Internship I)
- Presentation by Martha Rust, M.S., CRC, ATP – AMAC Accessibility Solutions and Research Center
- Assistive Technology Resource Centers (ATRC) of Hawaii: "The Power of Independence Through Assistive Technology" workshop on 9/11/18)
- Learned how to use a Perkins Braille (braille typewriter)
- Learned how to use BrailleNote (computer with refreshable braille) at New Visions Program (3 weeks)
- Demonstrated iPhone accessible technology such as VoiceOver and iPhone apps like SeeingAI to social workers at Kaiser and nurses, case managers and social workers at Queens Hospital;
- Learned about assistive technology during National Federation of the Blind Hawaii conference, such as using accessible voter registration machines, CCTVs, digital handheld magnifiers
- BrailleNote
- HD magnifier (electronic magnifier with different background settings)
- JAWS reading software
- Dragon Naturally Speaking

Training Certificates of Completion

- Privacy and HIPAA Training (12/15/16 during Practicum with VA VR&E)
- VA Privacy and Information Security Awareness & Rules of Behavior (12/14/16 during Practicum with VA VR&E)