University of Hawai‘i at Mānoa
Rehabilitation Counselor Education Program
Student Handbook
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Dear Graduate Student:

On behalf of the faculty and staff of the Rehabilitation Counselor Education (RCE) Program, I would like to welcome you to the University of Hawai‘i at Mānoa! We are delighted that you have been offered admission to graduated 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, disability access,

- **Section 2: Clinical Handbook**: Provides information on fieldwork requirements and process.

- **Section III: 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 kky@hawaii.edu or by phone at (808) 956-4386.

Sincerely,

![Signature]

Kathryn K. Yamamoto, Ph.D., CRC
Associate 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 Catalogs. The RCE Program plans to make annual revisions to the handbook in order to keep current with the latest accreditation requirements and University policy changes. 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.
Section 1

University of Hawai‘i at Mānoa
Rehabilitation Counselor Education Program
Program Handbook
The University of Hawai‘i at Mānoa is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, age, religion, color, national origin, ancestry, disability, marital status, arrest and court record, sexual orientation, and veteran status. This policy covers admission and access to, and participation, treatment and employment in the University's programs, activities, and services. For more information on EEO/AA policies and complaint procedures, contact:

Students: Lori Ideta, Interim Vice Chancellor for Students
Phone: 808-956-3290 (V/T)
Email: vcs@hawaii.edu

Title IX, ADA/504 Coordinator for Employees: Mark Au, Director, EEO/AA Office
Phone: 808-956-7077 (V/T)
Email: eeo@hawaii.edu

Disability Services Access: Ann Ito, Director, KOKUA Program
Phone: 808-956-7511 (V/T)
Email: www.hawaii.edu/kokua

Gender Equity Issues: Jenna Friedman, Gender Equity Specialist,
Phone: 808-956-9499
Email: jenna.h.friedman@hawaii.edu

Civil Rights Counselor: Jill Nunokawa, Civil Rights Specialist
Phone: 808-956-4431
Email: jln@hawaii.edu
COLLEGE OF EDUCATION – VISION, MISSION & CORE VALUES

VISION

A community of educators who provide innovative research, teaching, and leadership in an effort to further the field of education and prepare professionals to contribute to a just, diverse, and democratic society

Our vision guides the direction and work of the College in and beyond Hawai‘i and is informed by a sense of purpose and a sense of place.

MISSION

To achieve this vision, the College of Education has as its mission to work as a diverse, just, and democratic community in three areas:

- **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.

The college also recognizes its responsibility to enhance the well-being of the Native Hawaiian people, and others across the Pacific Basin, through education.

CONCEPTUAL FRAMEWORK & CORE VALUES

The College of Education Conceptual Framework requires candidates to be knowledgeable, effective, and caring. These three standards are a part of all learning experiences in your program.

KNOWLEDGEABLE

The College of Education values inquiry and collaboration in the learning process. We ask critical questions and encourage others to do the same. We draw from and contribute to the knowledge bases of our disciplines, the needs of unique learners, research and development, curriculum, pedagogy, human development, assessment, and evaluation. COE educators must be prepared to respect and engage with the divergent perspectives, wide-ranging backgrounds, and distinct ways of knowing that characterize our learning communities.
EFFECTIVE

The College of Education values active participation in school, community, university, and professional partnerships to enhance reflective practice. Building on a strong grounding in educational research and theory, we share our understandings, compare our experiences, and hone our skills to promote learning. Our aim is to provide and to assist our candidates in learning to provide quality and inclusive learning environments; deeply engaging and challenging learning opportunities; and the guidance and support that all learners need to develop intellectually, emotionally, socially, and physically. COE educators must be prepared to work effectively and responsively with a diversity of students, families, colleagues, and community members from Hawai‘i and around the world. That preparation includes the development of expertise with the full range of technological tools available to educators for teaching and learning.

CARING

College of Education educators care deeply about education and the lives they touch through their profession. The college seeks to help its members act in the best interests of their learning communities, advancing social justice and overcoming both discrimination and oppression, and working toward a sustainable world. The college requires a high level of professionalism demonstrated through ethical behavior, competence, reflection, fairness, respect for diversity, and a commitment to inclusion and social responsibility. We build relationships to nurture safe and positive learning communities in the belief that all individuals can learn.
UHM Rehabilitation Counselor Education Program

MISSION, OBJECTIVES, & GOALS

The University of Hawai‘i at Mānoa offers a distance education program leading to a Master of Science degree in Kinesiology and Rehabilitation Science (Rehabilitation Counseling track). The program is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). Graduates of the program are eligible to take the Certified Rehabilitation Counselor (CRC) examination and the National Certified Counselor (NCC) Examination.

MISSION

The mission of the University of Hawai‘i at Mānoa’s Rehabilitation Counselor Education program is to provide graduate level training that is designed to provide students with the 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:

1. Increase the supply of qualified rehabilitation counselors for employment in a variety of public, non-profit and private employment settings, and
2. Increase the diversity of personnel in vocational rehabilitation to include individuals with disabilities and persons from culturally different backgrounds.

GOALS

Goals that help prepare 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:

1. Establishing and maintaining a comprehensive recruitment plan to attract qualified applicants from culturally diverse groups, in particular individuals with disabilities;
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 Division of 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;
5. Updating the curriculum to ensure it reflects standards of the profession, and
6. Implementing a systematic evaluation of the rehabilitation program outcomes.
PROGRAM ADMINISTRATION

PROGRAM FACULTY

Dr. Kathryn Yamamoto  Program Director/Associate Professor  (808) 956-4386
Dr. Judith Daniels  Professor  (808) 956-5162

DEPARTMENT OF KINESIOLOGY AND REHABILITATION SCIENCE (KRS)

Dr. Christopher Stickley  Department Chair  (808) 956-3798
Ms. Sheila Masuda  Department Secretary  (808) 956-7606

The department’s office hours are: M-F (except State holidays) from 8:00 a.m. – 12:00 p.m. and from 1:00 p.m. – 4:30 p.m.

OFFICE ADDRESS

University of Hawai’i at Mānoa-Rehabilitation Counselor Education Program
1337 Lower Campus Road
PE/A Complex, Room 231
Honolulu, HI  96822

TELEPHONE NUMBERS

KRS Department Office:  (808) 956-7606
KRS Department Fax:  (808) 956-7976

2018 PROGRAM ADVISORY BOARD

Dr. Mark Fridovich, Administrator
Adult Mental Health Division
State of Hawai’i

Alison Lee, M.Ed., CRC
Staff Specialist
State of Hawai’i
Division of Vocational Rehabilitation

Ann Ito, Director
KOKUA Program (Office for Students with Disabilities)

Dr. Timothy Roe, President & CEO
Rehabilitation Hospital of the Pacific

Pina Lemusu, Supervisor
State of Hawai’i

Marian Tsuji, President & CEO
Lanakila Pacific

Evan Nakatsuka (Program Coordinator/RCEP Graduate)
Center on Disability Studies

Dr. Nicole Wright, Staff Psychologist
Waianae Coast Comprehensive Health Ctr.
Director, Malama Recovery Services and the Leeward Kokua Program
ACCREDITATION & LICENSURE

The UH Mānoa Rehabilitation Counselor Education program has the high distinction of being accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) through October 31, 2019 (Website: http://www.cacrep.org/program/rehabilitation-counseling-84/). The program is currently working on steps for reaccreditation.

CACREP Accreditation provides recognition that the content and quality of the program has been evaluated and meets standards set by the profession. The student, as a consumer, can be assured that appropriate knowledge and skill areas are included and that the program is stable, professionally and financially. (CACREP, 2018)

The program’s curriculum prepares eligible graduates to take the Certified Rehabilitation Counselor (CRC) 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 (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.

The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). The University of Hawai‘i at Mānoa is accredited by the Western Association of Schools and Colleges (WASC).
# Rehabilitation Counselor Education
## Master of Science Degree Program

### Curriculum of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KRS 627</td>
<td>Career Development and Vocational Counseling</td>
<td>3</td>
</tr>
<tr>
<td>KRS 605</td>
<td>Human Growth and Development Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>KRS 606</td>
<td>Counseling: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>KRS 628</td>
<td>Research and Evaluation in Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>KRS 629</td>
<td>Counseling: Group Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>KRS 637</td>
<td>Cross-Cultural Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core Courses - Total 18 credit hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KRS 680</td>
<td>Principles and Practice of Rehabilitation Counseling</td>
<td>3</td>
</tr>
<tr>
<td>KRS 681</td>
<td>Medical and Psychosocial Aspects of Disability</td>
<td>3</td>
</tr>
<tr>
<td>KRS 683</td>
<td>Case Management</td>
<td>3</td>
</tr>
<tr>
<td>KRS 685</td>
<td>Ethical Issues for the Helping Professional</td>
<td>3</td>
</tr>
<tr>
<td>KRS 686</td>
<td>Vocational Evaluation and Assessment in Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>KRS 688</td>
<td>Theory and Techniques of Job Placement</td>
<td>3</td>
</tr>
</tbody>
</table>

**Rehabilitation Counseling Specialization Courses - Total: 18 credit hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KRS 703R</td>
<td>Practicum in Rehabilitation Counseling (minimum 150 hours)</td>
<td>1-3</td>
</tr>
<tr>
<td>KRS 733R</td>
<td>Internship I in Rehabilitation Counseling (minimum 300 hours)</td>
<td>3-6</td>
</tr>
<tr>
<td>KRS 734R</td>
<td>Internship II in Rehabilitation Counseling (minimum 300 hours)</td>
<td>3-6</td>
</tr>
<tr>
<td>KRS 781R</td>
<td>Seminar in Rehabilitation Counseling</td>
<td>1-2</td>
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</table>

**Clinical Courses and Seminar - Total: 9 credit hours**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KRS 704</td>
<td>Contemporary Issues in Counseling (Substance Abuse)</td>
<td>(3)</td>
</tr>
<tr>
<td>KRS 684</td>
<td>Psychopathology in Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>KRS 687</td>
<td>Assistive Technology in Rehabilitation Counseling</td>
<td>(3)</td>
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</tbody>
</table>

**Elective - Total: 3 credit hours**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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**Suggested Electives**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

**TOTAL REQUIRED HOURS** 48
Applications to the program are accepted once a year. The deadline is February 1 for Fall semester admissions only. Applicants must follow a two part process:

Part I – Application to the UHM Graduate Division: Admission Requirements & Procedures

Prospective students may apply online or by downloading an application form. Either process should be initiated at the Graduate Division website (http://www.manoa.hawaii.edu/graduate/) which provides detailed instructions on (1) how to access either of the two modes, (2) deadlines, and (3) 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 course work 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
4. Residency Declaration Form (for applicants claiming Hawai‘i residency or statutory exemptions only)

To apply by mail, send application materials to:
University of Hawai‘i at Mānoa- Graduate Division
2540 Maile Way
Spalding Hall, 3rd Floor
Honolulu, HI 96822

To apply online: https://www.sis.hawaii.edu/uhdad/bwsalog.P_DispLoginNon

Part II – KRS - Rehabilitation Counselor Education Program – Application Process & Materials

KRS Application Materials can be found at http://bit.ly/rcphi

1. KRS Specialization Form
2. Recommendation Form (3 total) (*Copy of form can be found on page 16)
3. Statement of Objectives
4. Current Résumé
Mail KRS Application Materials to:
KRS Graduate Chair
1337 Lower Campus Rd., PE/A 231
Honolulu, HI 96822

Note: further information on application process can be found at:
https://coe.hawaii.edu/academics/kinesiology-rehabilitation-science/ms-krs-hawaii-rehabilitation-counseling-hrc/how-to-apply

Completed applications are first screened by the UH Mānoa Office of Graduate Admission Office (OGE). Applications that meet the requirements of the OGE are forwarded to the Department of Kinesiology and Rehabilitation Science’s graduate Rehabilitation Counselor Education Program where applications are subjected to a more comprehensive and intensive review by the graduate faculty (Note: see Program Evaluation Criteria” below). The Rehabilitation Counselor Education program faculty then makes a recommendation to the Department Chair either to admit or deny the applicant.

The final decision to make a formal offer of admission rests with the OGE, which takes into full consideration the recommendation of the graduate program. Admission is valid only for the semester for which a student was accepted. The OGE 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. The selection committee will use program evaluation criteria to select prospective students. The selection committee consists of at least three members from the College of Education, Department of Kinesiology and Rehabilitation Science who participate in the program admission decisions. In the first phase of the process, faculty members conduct a “paper screening” of applications and invite those who meet criteria to the second phase (interview). The second phase includes individual interviews, an assessment using an admission rubric and interview rating scale, and a writing sample.
TO THE APPLICANT: This form is to be completed by an individual who is able to evaluate your academic and/or professional qualifications for the graduate study in the Rehabilitation Counselor Education Program. Please ask the respondent to submit the completed form to: Dr. Kathryn Yamamoto, Program Director, Department of Kinesiology and Rehabilitation Science, University of Hawai‘i at Mānoa, 1337 Lower Campus Road, PE/A222, Honolulu, Hawai‘i 96822.

DEADLINE: The completed forms must reach the department by February 1.

Name of Applicant: __________________________ Email Address: __________________________

Degree sought: Master of Science in Kinesiology and Rehabilitation Science

I (the applicant) understand that federal legislation provides me with a right of access to this recommendation; this right may be waived if I so choose. No one may require that I waive this right.

APPLICANT: Please sign and date on the next line if you decide to waive your right to access, thus making this recommendation a confidential document.

____________________________________________  ______________________
Signature of Applicant                             Date

TO THE RESPONDENT: Please use this form to evaluate the applicant’s professional and personal qualifications for graduate study in the Rehabilitation Counselor Education Program.

1. 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 strength(s) does the applicant have which you feel are strong arguments for admission?

________________________________________________________________
________________________________________________________________
________________________________________________________________
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________________________________________________________________

1. What specific weakness(es) does the applicant have which you feel might interfere with applicant’s academic performance and progress toward the completion of the degree?

________________________________________________________________
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17
5. Please rate this applicant in the terms of each of the following qualifications by placing an “X” in the appropriate column.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Well Above Average (Top 10%)</th>
<th>Above Average (Top Third)</th>
<th>Average (Middle Third)</th>
<th>Below Average (Bottom Third)</th>
<th>No data on which to base judgment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to express self verbally</td>
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<tr>
<td>Ability to express self in writing</td>
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<td>Ability to reason analytically</td>
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<td>Ability to work independently</td>
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<td>Ability to work as member of a group</td>
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<td>Level of creativity</td>
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<td>Level of academic enthusiasm</td>
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<td>Level of perseverance to completed assigned or selected tasks</td>
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<tr>
<td>Motivation to pursue graduate study</td>
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<tr>
<td>Likelihood of postgraduate contribution to the field of counseling</td>
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</table>

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
7. If you feel you’d like to offer additional comments not covered by this form and which you consider relevant to the admission decision, please use and attach a separate page.

Printed Name/Position   Signature   Date

Mailing Address   Email Address

[Note: The faculty members of the University of Hawai‘i, Rehabilitation Counselor Education Program express our collective “thank you” for your assistance.]
Eligibility
UH Mānoa students with permanent documented disabilities, who voluntarily disclose their disability status to KOKUA, are eligible for 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.

Meet with KOKUA Staff
Students with disabilities who are accepted and decide to attend the University of Hawai'i at Mānoa, and wish to request services should call to schedule an appointment. This initial appointment is an opportunity to learn more about KOKUA and the services that they provide.

Documentation
All KOKUA students are required to provide complete disability documentation. This documentation is kept in confidential files at the KOKUA Program office. Documentation will vary depending on the classification of disability. Documentation is reviewed by KOKUA professional staff to determine appropriate accommodations. If documentation is determined to be incomplete, KOKUA may request additional documentation.

Students should retain a copy of their documentation for themselves as KOKUA is not able to indefinitely house originals of disability documentation for future use.

Current Students
Current students should meet with their assigned KOKUA counselor at least once each semester to discuss current and future needs. If services or accommodations are needed for the current or upcoming semester, students must sign a Service Request Form.
TRANSFER PROVISIONS

The OGE policies require that regardless of the number of credits transferred, more than half of the credits used to fulfill master's degree requirements must be earned at UH Mānoa while enrolled as a graduate student. Therefore, up to 23 credit hours of applicable counseling graduate credits from another CORE-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 adviser immediately after admission as a classified student. 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 substitutions must be approved by the Program Director, the Department Chair and the OGE, and made a part of the student's file. The OGE decision is final.

**Transfer of Pre-Admission UH Credits**

Not more than 12 units of degree-applicable course credit earned by the student while in unclassified status at the University of Hawai‘i may be transferred. The transfer must also be approved by the OGE before applicable course(s) may be approved as credits toward fulfillment of advanced degree requirements. A written request by the students to his/her adviser initiates the process. This, too, must be included in the student’s file.

**Note:** 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 professions, please see: [http://www manosahawaii edu/graduate/content/transfer-pbu-credits](http://www.manoa.hawaii.edu/graduate/content/transfer-pbu-credits)
Candidates may elect to follow either Plan A (Thesis) or Plan B (Portfolio) to complete their program of studies.

Students completing the Plan A (Thesis) option must take at least six credits of KRS 700 Thesis. For the Rehabilitation Counselor Education program, the 6 credits of thesis research are all over and above the required 48 credits. Students whose topic (proposal) and committee has been approved may take between one and six credits of KRS 700 Thesis per semester. The committee for the Plan A Thesis is comprised of at least three members of the graduate faculty (two of whom from Kinesiology and Rehabilitation Science), and is approved by the Graduate Chair and the Graduate Dean. Plan A Thesis committees must be formed in accord with OGE Policy.

Thesis topics must be formally approved by the OGE. The deadline imposed for completion of a Thesis is more stringent than for Plan B. The Plan A Thesis option is designed for students who have a strong interest in conducting research or who anticipate applying eventually to a doctoral program. Thesis must be typed according to the prescribed guidelines found at: http://www.manoa.hawaii.edu/graduate/content/thesis-dissertation

Students selecting the Plan B (Portfolio) option must complete 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.
ADDITIONAL REQUIREMENTS & INFORMATION

Technology Requirements
Because all of the Rehabilitation Counselor Education program courses are offered online through the use of computer management systems such as Laulima and Zoom Pro, the 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 23awaii.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:
- Laulima: [https://www.hawaii.edu/talent/laulima_students.htm](https://www.hawaii.edu/talent/laulima_students.htm)

Performance Expectations
The OGE requirement of maintaining a 3.0 (B) average applies to students in the Rehabilitation Counselor Education program. Additionally, the department 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. The current edition of the *University of Hawai‘i at Mānoa Catalog* should be consulted for detailed information on “Academic Policies,” and specifically **Requirements for Continued Registration** at: [http://www.catalog.hawaii.edu/grad-ed/requirements4.htm](http://www.catalog.hawaii.edu/grad-ed/requirements4.htm)

A brief review of the current procedures is as follows:

1. Students and the OGE are notified as soon as student performance indicates (but not later than the last day of classes) that dismissal from the program, based on possible grade below B, is being contemplated.

2. Students may appeal the action through the **Academic Grievance Procedure** which is to be initiated through the Office of the Vice-Chancellor for Students. The details are outlined in **Responsibilities of Faculty and Students and Academic Grievance Procedures for Students, UH Mānoa** (Policy M-4527), available from the Office of the Vice Chancellor for Students or by accessing: [http://studentaffairs.manoa.hawaii.edu/policies/academic_grievance/](http://studentaffairs.manoa.hawaii.edu/policies/academic_grievance/)

3. The decisions of the Academic Grievance Committee are final.
STUDENT RECRUITMENT & RETENTION POLICY

The emphasis on diversity in 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 Kinesiology and Rehabilitation Science is based on ongoing 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. All students are informed of this policy upon entry to the Rehabilitation Counselor Education program. All students are expected to review the policy with the Rehabilitation Counselor Education program Director, sign and submit the attached acknowledgment form prior to beginning his/her program. The signed copy of the acknowledgement form will be placed in the student’s file and retained in the Department.

Program advisers 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. Written results of review actions/interventions will be documented in the student's files.
ACADEMIC PERFORMANCE: As outlined by the University of Hawai‘i Office of Graduate Education, each student is 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 26), which is completed by academic adviser and reviewed with 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 Code of Conduct (http://www.studentaffairs.manoa.hawaii.edu/policies/conduct_code/). Ethical behaviors are further delineated in the attached Professional Development Review Form (see page 26).

STUDENT RETENTION: Students are valued in this program and program faculty take great effort toward student retention. At the new student orientation, students are asked to read the program’s Student Retention Policy and sign the Student Retention Policy Acknowledgement form which attests to their understanding of and commitment to scholarship. A copy of this form can be found on page 27.

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 UHM Office of Graduate Education (OGE) 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) time line 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, the, 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 OGE 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.

An advising tool that is also used to assess students' progress is the “Professional Development Review Form” (p. 30). This form is used by academic advisers to provide an assessment of student progress throughout the program. Students meet with their academic adviser at least 1x/semester to assess student's progress, troubleshoot problems, and discuss next steps in the program. This tool provides students (and faculty) with a strategic means of evaluating and addressing students' progress. A copy of the Professional Development Review Form can be found on page 30 of this document.
I __________________________________ have read and understand the University of Hawai‘i at Mānoa Rehabilitation Counselor Education program’s Student Retention Policy. I have reviewed the Professional Development Review Form and understand the expected performance and conduct requirements necessary for satisfactory completion of this program. Further, I understand that Rehabilitation Counselor Education Program faculty members have the responsibility to monitor my academic performance, professional and ethical conduct while a student in the program. I understand my rights and responsibilities under this policy, and I agree to abide by its conditions.

____________________________________________________________________________

Printed Name/Signature                                      Date
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)*

A. Student course grades meet Program expectations.  4 3 2 1 N/O

B. Student maintains a cumulative grade point average of 3.0 or above.  4 3 2 1 N/O

C. Student progresses appropriately toward the degree.  4 3 2 1 N/O

II. Professional Conduct

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

A. Student demonstrates professionalism in all course-related activities, including practicum (e.g., attends class on time, uses good judgment, professional appearance).  4 3 2 1 N/O

B. Student completes assignments and/or assigned tasks in a timely and responsible manner.  4 3 2 1 N/O

C. Student demonstrates motivation and initiative.  4 3 2 1 N/O

D. Student is responsive to constructive feedback from faculty as evidenced by non-defensiveness and efforts to change relevant behavior.  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)

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

Adviser’s Signature

Comments by student regarding evaluation (optional):

Student Signature
PROCEDURES FOR HANDLING COMPLAINTS

Complaints Involving Other Students

Step 1: The KRS 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 KRS 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. The Department Chair may be contacted at (808) 956-7606.

Step 3: Issues would 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 of Students at (808) 956-7703.

Complaints Involving Faculty

Step 1: The KRS 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 KRS 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 would 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 Dean, College of Education at (808) 956-7703 or a formal grievance is 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 data bases), and inter-library loan capabilities are available for our students. Computers, software and other devices and services are also available for patrons with disabilities. For additional information, see: http://manoa.hawaii.edu/library/

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://www.hawaii.edu/researchcompliance/human-studies

Health Services
University Health Services Mānoa, located at 1710 East-West Road, offers University of Hawai‘i students medical care at little or no cost. Services include emergency first aid, general medical care, pregnancy testing, psychiatric counseling, consultation/referral service, and testing for sexually transmitted diseases. For additional information, see: http://www.hawaii.edu/shs/

Recreation
There are tennis courts, weight rooms, an Olympic-size swimming pool, three gymnasiums, integrated wellness center, men’s and women’s lockers and intramural fields available at the Athletic Complex for University of Hawai‘i students to use. Hours vary for the various facilities; therefore, students should contact the Intramural Sports Office directly. For more information, see the Office of Student Affairs website: http://www.studentaffairs.manoa.hawaii.edu/

Food Service
There are several places around campus to get something to eat; it depends on how far you want to walk. You may want to try Mānoa Gardens, the Campus Center Dining Room, Subway, Pizza Hut, or other vendors on campus including vegetarian and local plate lunch kiosks. For more information, see: http://manoa.hawaii.edu/food/

Commuter Services
Information on various modes of transportation can be found on the Commuter Services website: http://manoa.hawaii.edu/commuter/

Parking
Both on and off campus parking is a major problem for the University of Hawai‘i community. Evening parking passes are available from the Traffic Desk at Auxiliary Services for students who have evening classes. Students wishing to park during the day might want to locate
parking on the streets of Mānoa or try the parking structure: cost is $5-$6 /day and $5.00 after 4 p.m. Parking fees are subject to change. Parking Website: http://manoa.hawaii.edu/commuter/parking.html
Section II
University of Hawai‘i at Mānoa
Rehabilitation Counselor Education Program
Clinical Handbook
For Practicum and Internship Fieldwork Experiences in Vocational Rehabilitation
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 face-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 Department of Kinesiology and Rehabilitation Science at the University of Hawai‘i at Mānoa.

The new policy requires each student enrolling in and participating in the activities of our KRS 703 Practicum, KRS 733 Internship I, and KRS 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.

   Site supervisors will be required to complete a training module on counseling supervision that includes a pre- and post-test component. Site supervisors may earn 1.0 CEUs for completing training and testing.

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 clinician/professor each has 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:

a. Gain admission as a degree-seeking student in the UHM graduate counseling program;

b. Have successfully completed a minimum of 24 semester hours towards the degree (including the prerequisite KRS 683; can be taken concurrently with KRS 703). Students may be concurrently enrolled in coursework that will result with the completion of 24 semester hours;

c. Have consent of his/her adviser for enrollment;

d. Have a minimum overall graduate grade point average of 3.0 in the UHM graduate program;

e. 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 (KRS 683);

f. Students must successfully complete all requirements of their practicum before beginning to accrue hours for their internship, and

g. 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 adviser. 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 course work, 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 adviser, 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:

a. Attend and interview at the appointed time;

b. Dress for the interview in a professional manner;

c. Take a copy of this handbook (Clinical Handbook section) to give to the prospective site supervisor;

d. Take a copy of his/her current résumé, and

e. 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 OGE 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**

<table>
<thead>
<tr>
<th>Current and Past Placement Sites</th>
<th>City, State</th>
</tr>
</thead>
<tbody>
<tr>
<td>State of Hawai‘i – Division of Vocational Rehabilitation-Honolulu (Transition, Adult Services, Employment, Deaf Services)</td>
<td>Honolulu, HI</td>
</tr>
<tr>
<td>State of Hawai‘i – Division of Vocational Rehabilitation-Kapolei</td>
<td>Kapolei, HI</td>
</tr>
<tr>
<td>State of Hawai‘i – Division of Vocational Rehabilitation, Hawaii Branch</td>
<td>Hilo, HI</td>
</tr>
<tr>
<td>State of Hawai‘i – Division of Vocational Rehabilitation, Maui Branch</td>
<td>Kahului, HI</td>
</tr>
<tr>
<td>State of Hawai‘i – Division of Vocational Rehabilitation, Molokai</td>
<td>Kaunakakai, HI</td>
</tr>
<tr>
<td>State of Hawai‘i – Division of Vocational Rehabilitation, Kauai Branch</td>
<td>Lihue, HI</td>
</tr>
<tr>
<td>State of Hawaii - Ho’opono Services for the Blind</td>
<td>Honolulu, HI</td>
</tr>
<tr>
<td>Veteran’s Affairs-Vocational Rehabilitation &amp; Employment</td>
<td>Honolulu, HI</td>
</tr>
<tr>
<td>Vocational Management Consultants (WC)</td>
<td>Honolulu, HI</td>
</tr>
<tr>
<td>PACBLU Hawaii (WC)</td>
<td>Hilo, HI</td>
</tr>
<tr>
<td>Abilities Unlimited</td>
<td>Honolulu, HI</td>
</tr>
<tr>
<td>Easter Seals Hawaii - Kauai</td>
<td>Lihue, HI</td>
</tr>
<tr>
<td>Easter Seals Hawaii - Maui</td>
<td>Kahului, HI</td>
</tr>
<tr>
<td>California Department of Rehabilitation</td>
<td>Pasadena, CA</td>
</tr>
<tr>
<td>Las Vegas District Office: Bureau of Vocational Rehabilitation</td>
<td>Las Vegas, NV</td>
</tr>
<tr>
<td>DHRD Vocational Rehabilitation: Confederated Salish &amp; Kootenai Tribes of the Flathead Reservation</td>
<td>Pablo, Montana</td>
</tr>
<tr>
<td>Florida Counseling and Evaluation Services</td>
<td>Jacksonville, Florida</td>
</tr>
</tbody>
</table>
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 adviser, 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):

<table>
<thead>
<tr>
<th></th>
<th>Practicum (KRS 703R)</th>
<th>Internship I (KRS 733R)</th>
<th>Internship II (KRS 734R)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Total hours on site</td>
<td>100 (minimum)</td>
<td>300 (minimum)</td>
<td>300 (minimum)</td>
</tr>
<tr>
<td>Minimum direct service hours*</td>
<td>40</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Must include group work</td>
<td>Yes, if available</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>10 hrs.</td>
<td>Min. 10 hrs.</td>
<td>Min. 10 hrs.</td>
</tr>
<tr>
<td>Weekly hours on site (approximate)</td>
<td>10</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Weekly individual supervision on site (with site supervisor)</td>
<td>1 hr/wk</td>
<td>1 hr/wk</td>
<td>1 hr/wk</td>
</tr>
<tr>
<td>Weekly UHM seminar/supervision course</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>1.5 hrs/wk</td>
<td>2.5 hrs/wk</td>
<td>2.5 hrs/wk</td>
</tr>
</tbody>
</table>

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 details of 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 understands 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 relationship 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 Assignment 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 she/he 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):

a. Continued skill building in a variety of counseling interventions;
b. The importance of supervision and case management;
c. The development of appropriate peer consultation skills;
d. Ensuring effective functioning in a counseling agency or school setting;
e. Emphasizing confidentiality and other ethical issues in counseling;
f. Other relevant issues which may enhance counseling effectiveness, and
g. 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). A minimum of ten hours should be spent in small group work (e.g., co-facilitating a group with site supervisor). 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 preapproved 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.

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 and are available on the department website:

   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. 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)
2. Orientation of the counselor-in-training to the site and the related professionals on site;
3. 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;
4. Provision of assistance to the practicum/internship student in arranging an array of counseling opportunities;
5. Completion of a written evaluation to discuss the student's progress in the practicum setting and to coordinate training efforts;
6. 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 ongoing 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 trainings/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:

CRCC:
http://www.crccertification.com/
Phone: (847) 944-1325

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

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.
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 Kinesiology and Rehabilitation Science - University of Hawai‘i at Mānoa

Application for Fieldwork Placement

Name: Date:

Please circle one:
Practicum Internship I Internship II

Phone: (Day)
(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 150 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:

Kathryn K. Yamamoto
UHM Rehabilitation Counselor Education Program Director
Rehabilitation Counselor Education Program  
Department of Kinesiology and Rehabilitation Science - 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):
Field Site Phone:
E-mail address:
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 150 clock hours of experience during this semester which must include 60 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 Kinesiology and Rehabilitation Science - University of Hawai‘i at Mānoa

INTERNSHIP CONTRACT

Student's name:  
Student's mailing address: 

Date:  

Student's daytime phone:  
Student's evening phone: 

Placement Site Name:  
Site Address:  
Field Site Supervisor Name (Include Title/Rank):  
Field Site Phone:  
E-mail address: 
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 in neighboring islands 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 Specialty outcomes.

It is expected that students will engage in the following activities as part of their internship 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
- 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 to 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 internship 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

_______________________________________
Internship Instructor's Printed Name/Signature (UHM)
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 Kinesiology and Rehabilitation Science - 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.

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

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 | 2 | 3 | 4 | 5 | N/A |
| I.2. demonstrates general knowledge of disability related laws and regulations (e.g., American’s with Disabilities Act, Rehabilitation Act, etc.) | 1 | 2 | 3 | 4 | 5 | N/A |
| 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 | 2 | 3 | 4 | 5 | N/A |
| I.4. uses and manages time effectively; completes assigned tasks on time | 1 | 2 | 3 | 4 | 5 | N/A |

Comments:

II. Ethical Awareness and Conduct. The student…

<p>| II.1. demonstrates general knowledge of ethical and legal principles, standards and guidelines | 1 | 2 | 3 | 4 | 5 | N/A |
| II.2. observes ethical and professional conduct; demonstrates professional behavior at worksite | 1 | 2 | 3 | 4 | 5 | N/A |</p>
<table>
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<tr>
<th>II.3. demonstrates skill in developing and maintaining confidential counseling relationships with clients using established skills and techniques</th>
<th>1 2 3 4 5 N/A</th>
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<tbody>
<tr>
<td>II.4. consults with site supervisor (and other colleagues) when challenged with ethical issues</td>
<td>1 2 3 4 5 N/A</td>
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Comments:

<table>
<thead>
<tr>
<th>III. Counseling Competencies. The student...</th>
<th>1 2 3 4 5 N/A</th>
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<tbody>
<tr>
<td>III.1. conducts effective intake interviews (i.e., develops rapport, collects necessary and relevant data, answers questions appropriately etc.)</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>III.2. applies appropriate assessment methods to evaluate a client’s vocational, independent living and transferable skills and needs</td>
<td>1 2 3 4 5 N/A</td>
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<tr>
<td>III.3. is able to determine a client’s eligibility for services</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>III.4. is able to develop appropriate Individualized Plans for Employment (IPEs)</td>
<td>1 2 3 4 5 N/A</td>
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<tr>
<td>III.5. applies effective case management techniques</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>III.6. writes clear, accurate, and comprehensive case notes, reports and summaries</td>
<td>1 2 3 4 5 N/A</td>
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<tr>
<td>III.7. demonstrates an understanding of principles of group work and family dynamics</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>III.8. is able to conduct individual counseling</td>
<td>1 2 3 4 5 N/A</td>
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<tr>
<td>III.9. is able to conduct group counseling</td>
<td>1 2 3 4 5 N/A</td>
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<tr>
<td>III.10. demonstrates knowledge of relevant community, state and national resources</td>
<td>1 2 3 4 5 N/A</td>
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<tr>
<td>III.11. is able to coordinate community resources</td>
<td>1 2 3 4 5 N/A</td>
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Comments:

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<tr>
<th>IV. Employment and Career Development Competencies. The student ...</th>
<th>1 2 3 4 5 N/A</th>
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<tbody>
<tr>
<td>IV.1. demonstrates skill in job development, placement and follow-up services</td>
<td>1 2 3 4 5 N/A</td>
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<tr>
<td>IV.2. demonstrates knowledge of labor market and occupational information</td>
<td>1 2 3 4 5 N/A</td>
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<tr>
<td>IV.3. demonstrates basic understanding of necessary job placement/employment accommodations for persons with disabilities</td>
<td>1 2 3 4 5 N/A</td>
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Comments:

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<tr>
<th>V. Interaction with Clients. The student...</th>
<th>1 2 3 4 5 N/A</th>
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<tr>
<td>V.1. communicates effectively with clients</td>
<td>1 2 3 4 5 N/A</td>
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<tr>
<td>V.2. builds rapport and respect with clients</td>
<td>1 2 3 4 5 N/A</td>
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<tr>
<td>V.3. demonstrates sensitivity and responsiveness to clients’ needs</td>
<td>1 2 3 4 5 N/A</td>
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V.4. demonstrates sensitivity and understanding of clients from diverse backgrounds

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Comments:

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

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<tr>
<td>VI.1. actively seeks supervision when necessary</td>
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<td>VI.2. is receptive to feedback and suggestions from supervisor and others</td>
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<td>VI.3. is willing to explore personal strength and weaknesses</td>
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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
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.

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<tr>
<td>Rarely or Never</td>
<td>Sometimes</td>
<td>Always</td>
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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
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<tr>
<td>9. Gives time and energy to processing client and supervision paperwork</td>
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<tr>
<td>10. Encourages supervisee to engage in professional behavior</td>
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<td>11. Aids supervisee in setting goals for supervision</td>
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<tr>
<td>12. Keeps supervision appointments on time</td>
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<tr>
<td>13. Treats supervisee with respect as a person</td>
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<tr>
<td>14. Treats supervisee with respect as a professional</td>
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<td>15. Provides a good balance between didactic teaching, feedback, listening, support, and challenge within a supervision session</td>
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<td>16. Helps supervisee organize relevant case material in planning goals and strategies with clients</td>
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<tr>
<td>17. Uses appropriate didactic material in supervision when needed</td>
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<tr>
<td>18. Aids supervisee in conceptualizing cases</td>
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<td>19. Is able to clearly explain what he/she means when discussing cases or theory</td>
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<tr>
<td>20. Helps supervisee define and maintain ethical behavior in counseling and case management</td>
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<td>21. Explores the appropriate use of various counseling processes (e.g., confrontation, support).</td>
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<td>22. Conveys a sound conceptual grasp of clients and their problems.</td>
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<td>23. Offers constructive suggestions regarding interventions for specific clients</td>
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<td>24. Recognizes own therapeutic limitations and makes appropriate referrals</td>
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25. Supervisor is able to attend to issues in an educational manner as opposed to a voyeuristic or otherwise inappropriate manner

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26. Helps supervisee work within time limited framework

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27. Is knowledgeable about community resources; helps supervisee make appropriate referrals

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28. Gives continuous and constructive feedback

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29. Encourages supervisee to share professional concerns and responds constructively

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30. Provides the freedom to develop flexible and effective counseling styles

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31. Willingly examines supervisee-supervisor relationship issues

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32. Acknowledges supervisee’s competencies and provides positive reinforcement

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33. Encourages independent thinking and action

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34. Frankly and appropriately discusses supervisee’s role and clinical limitations

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35. Allows the use of supervisee’s own orientation to counseling and style without imposing his/her own approach on supervisee

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36. Is appropriate in self-disclosure with clients and supervisee

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37. Is sensitive to supervisee’s level of experience and professional position

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38. Works at hearing and understanding supervisee concerns

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39. Works at conflict resolution between self and supervisee in constructive ways

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40. Works to establish a “climate of trust” to maximize an honest and candid exchange of information and ideas

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Please use this space for additional comments as needed.

Practicum Student/Intern Student’s Printed Name

Practicum Student/Intern Student’s Signature

Date
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.

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<tr>
<td>1. Seems to value supervision and aids in establishing and maintaining the focus of supervision</td>
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<td>2. Is available for consultation when needed outside of regularly scheduled class time</td>
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<td>3. Notifies supervisee in advance when unable to keep scheduled supervision time</td>
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<td>4. Attempts to be flexible in scheduling supervision time</td>
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<td>5. Places high priority on uninterrupted supervision time</td>
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<td>6. Has tolerance for personal differences between supervisor and supervisee</td>
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<td>7. Serves as an advocate for (is supportive of) supervisee within organizational system</td>
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<tr>
<td>8. Helps supervisee select appropriate (professional and training) goals, tasks, and experiences within available options</td>
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<td>9. Gives time and energy to processing client and supervision paperwork</td>
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<tr>
<td>10. Encourages supervisee to engage in professional behavior</td>
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<td>11. Aids supervisee in setting goals for supervision</td>
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<td>12. Keeps supervision appointments on time</td>
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<td>13. Treats supervisee with respect as a person</td>
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<tr>
<td>14. Treats supervisee with respect as a professional</td>
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<td>15. Provides a good balance between didactic teaching, feedback, listening, support, and challenge within a supervision session</td>
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<td>16. Helps supervisee organize relevant case material in planning goals and strategies with clients</td>
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<td>17. Uses appropriate didactic material in supervision when needed</td>
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<td>18. Aids supervisee in conceptualizing cases</td>
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<td>19. Is able to clearly explain what he/she means when discussing cases or theory</td>
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<td>20. Helps supervisee define and maintain ethical behavior in counseling and case management</td>
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<td>21. Explores the appropriate use of various counseling processes (e.g., confrontation, support)</td>
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<td>22. Conveys a sound conceptual grasp of clients and their problems.</td>
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<td>23. Offers constructive suggestions regarding interventions for specific clients</td>
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<td>24. Recognizes own therapeutic limitations and makes appropriate referrals</td>
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<td>25. Supervisor is able to attend to issues in an educational manner as opposed to a voyeuristic or otherwise inappropriate manner</td>
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<td>26. Helps supervisee work within time limited framework</td>
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<td>27.</td>
<td>Is knowledgeable about community resources; helps supervisee make appropriate referrals</td>
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<td>28.</td>
<td>Gives continuous and constructive feedback</td>
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<td>29.</td>
<td>Encourages supervisee to share professional concerns and responds constructively</td>
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<td>30.</td>
<td>Provides the freedom to develop flexible and effective counseling styles</td>
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<td>31.</td>
<td>Willingly examines supervisee-supervisor relationship issues</td>
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<td>32.</td>
<td>Acknowledges supervisee’s competencies and provides positive reinforcement</td>
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<td>33.</td>
<td>Encourages independent thinking and action</td>
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<td>34.</td>
<td>Frankly and appropriately discusses supervisee’s role and clinical limitations</td>
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<td>Allows the use of supervisee’s own orientation to counseling and style without imposing his/her own approach on supervisee</td>
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<td>37.</td>
<td>Is sensitive to supervisee’s level of experience and professional position</td>
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<td>40.</td>
<td>Works to establish a “climate of trust” to maximize an honest and candid exchange of information and ideas</td>
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Please use this space for additional comments as needed.

Practicum/Intern Student’s Printed Name

Practicum/Intern Student’s Signature

Date
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 Kinesiology and Rehabilitation Science - 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.

Site Supervisor’s Printed Name Practicum Instructor’s Printed Name

Site Supervisor’s Signature Practicum Instructor’s Signature

Date Date
Rehabilitation Counselor Education Program
Department of Kinesiology and Rehabilitation Science - 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

______________________________________________________________

Site Supervisor’s Printed Name

Internship Instructor’s Printed Name

Site Supervisor’s Signature

Internship Instructor’s Signature

Date

Date

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.
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 III

University of Hawai‘i at Mānoa
Rehabilitation Counselor Education Program

RSA Scholar Handbook
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 Kinesiology and Rehabilitation Science (Rehabilitation Counselor Education Program) are eligible to apply for a RSA Scholarship. See the Department Website for specific criteria at: http://bit.ly/1b1EipE

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.** The statement of financial need should state WHY help is needed, 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: http://www.hawaii.edu/admissions/docs/wh1form.pdf

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

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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.
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]

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 in §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 2015 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; and

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.
RSA Scholarship Application

Name:

Address:

Telephone:

Email Address:

Attachments:

1. **Copy of your UH Graduate School Acceptance Letter**

2. **Letter of Intent** - 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.

3. **Statement of Financial Need** - State why help is needed. Describe the individual or family’s situation that precludes pursuit of a graduate degree, and discuss why this scholarship will benefit the applicant.

4. **Completion of WH-1** - Statement of Citizenship and Federal Tax Status

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 Kinesiology and Rehabilitation Science, 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 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 no later than June 30 for the Fall Semester and mailed to:

Dr. Kathryn Yamamoto, Ph.D., CRC
Associate Professor/Rehabilitation Counselor Education Program Director
University of Hawai‘i at Mānoa
Department of Kinesiology and Rehabilitation Science
1337 Lower Campus Road, PE/A23
Honolulu, HI 96822
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 Kinesiology and Rehabilitation Science, 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 CFR 386.43; 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.)

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**Printed Name/ Signature of Scholar**

**Scholar’s Current Address**

**Phone/Email**

**SSN**

**Signature of Program Director or Other Grantee Official**

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

**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:**

<table>
<thead>
<tr>
<th>UNITED STATES (US) CITIZENS:</th>
<th>1. Complete Sections A and E only.</th>
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<tbody>
<tr>
<td>PERMANENT RESIDENT ALIENS:</td>
<td>2. Attach a photocopy (front and back) of your Alien Registration Card.</td>
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<td>4. Submit IRS Form W-8-BEN for foreign status.</td>
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<td>5. For J-1 visa holders, submit copy of DS-2019.</td>
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<td>6. For B visa holders, submit DSIB-45.</td>
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<td>7. For F-1 visa holders, submit copy of I-20.</td>
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<td></td>
<td>8. Submit IRS Form 8233 if performing services as independent contractor (Treaty only).</td>
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**Section A. PERSONAL INFORMATION**

1. **General Information**

<table>
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<tr>
<th>Last Name</th>
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<th>Middle</th>
<th>US Social Security Number or ITIN Number</th>
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<td>E-Mail Address</td>
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<td>If you answered &quot;YES&quot;, please provide your employer's information:</td>
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<td>Employer's Name Number &amp; Street</td>
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2. **US Residence Address**

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<tr>
<th>Number and Street</th>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
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3. **Foreign Residence Address**

| Number and Street | City/Province | Country | Postal Code |

**Section B. US IMMIGRATION ACTIVITY**

1. **Current Visa Status**

<table>
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<tr>
<th>Current Visa Type (check appropriate box):</th>
<th>Expiration Date of Current Visa</th>
<th>Intended Length of Stay (Days)</th>
<th>Anticipated Departure Date</th>
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<td>[ ] J-1 Visitor (Non-Student)</td>
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<td>[ ] B-1/W8 Visitor for Business</td>
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<td>[ ] B-2/W8 Visitor for Pleasure (Tourist)</td>
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2. **Is this the first time you have entered the United States?**

| [ ] YES | [ ] NO |

3. **Past Visa History**

Provide the number of days you were physically present in the United States. Note: Calendar year refers to the period January 1 - December 31.

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>Enter Visa Type/INS classification held while present in the US during the listed calendar year</th>
<th>Enter period(s) when you were physically present in the US during the listed calendar year, e.g., 01/01/12 - 12/31/12</th>
<th>Number of days present in the United States?</th>
<th>Are you leaving the US this year?</th>
<th>Have you taken any treaty benefits during the listed year?</th>
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<td>2014</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>2013</td>
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<tr>
<td>2012</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section C. Tax Status Determination

**STEP 1:** Complete the Substantial Presence Test (SPT) by completing the table below.

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

<table>
<thead>
<tr>
<th>CALENDAR YEAR</th>
<th>ENTER TOTAL NUMBER OF DAYS PRESENT IN THE UNITED STATES FOR EACH YEAR (A)</th>
<th>RATIO (B)</th>
<th>CALCULATE TOTAL NUMBER OF DAYS TO COUNT FOR EACH YEAR (A X B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td></td>
<td>1/3</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td></td>
<td>1/6</td>
<td></td>
</tr>
</tbody>
</table>

**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](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, and Stipend 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](http://www.irs.gov/formspubs/index.html))
   - IRS Form 8233 for Fee for Services, Honoraria, and Reportable Travel payments.
   - OR
   - IRS Form W-8-BEN for Scholarship, Fellowship, Traineeship, Stipend, 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, Traineeship, or Stipend) 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, Traineeship, or Stipend) 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: ____________

Disturbing Office Use Only

<table>
<thead>
<tr>
<th>Tax Status</th>
<th>Permanent Resident Alien</th>
<th>Nonresident Alien</th>
<th>Vendor Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] US Citizen</td>
<td>[ ] Resident Alien for Tax Purposes (SPT exp 12/31)</td>
<td>[ ] Nonresident Alien</td>
<td>1099/1042 &amp; WH Ind: 1096/1042 &amp; WH Ind:</td>
</tr>
</tbody>
</table>

Nonresident Withholding:

- [ ] Statutory Rate of 30%
- [ ] Reduced Rate of 14% or ___% Exempt
- [ ] Reduced Rate of 14% or ____% Exempt

Expiration Date: ___________________________

Initials: ______________________ Date: ____________

EXIT CERTIFICATION FORM

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:

<table>
<thead>
<tr>
<th>Grant #</th>
<th>Total amount of scholarship assistance received</th>
<th>Date work must begin</th>
<th>Number of years owed</th>
<th>Date by which work must be completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>H129B140027</td>
<td>$29,855</td>
<td>5/14/2018</td>
<td>6.0</td>
<td>5/13/2024</td>
</tr>
</tbody>
</table>

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 May 14, 2018;

(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 Project Director or Other Grantee Official  Date

EXAMPLE ONLY