

# INTERNSHIP MANUAL

**591 INTERNSHIP I    FALL  
592 INTERNSHIP II    SPRING**

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## **MISSION AND OBJECTIVES**

The mission of the program is to educate and train individuals at the baccalaureate and masters levels to meet the qualified personnel needs of the rehabilitation profession and enhance quality of services to unserved and underserved populations with disabilities.

### **Objective 1:**

The rehabilitation counselor education program emphasizes development of skills, knowledge, and competencies required to:

- A. provide quality services to persons with disabilities,
- B. perform rehabilitation research and scholarly activities, and
- C. become effective advocates.

### **Objective 2:**

To provide continuing education to the personnel of Louisiana Rehabilitation Services (LRS) and Community Rehabilitation Programs (CRP). This will enable LRS to meet the Comprehensive System of Personnel Development (CSPD) requirements and provide opportunities for local rehabilitation service workers to gain further skill development, attainment/maintenance of national certification/state licensure, and/or completion of a master's level degree.

### **Objectives 3:**

To develop a doctoral program in rehabilitation geared to prepare qualified students to become educators, researchers, scholars, policy makers, and leaders.

The acquisition of skills is accomplished through a combination of didactic and practical experiences which should include, but are not limited to, the following areas:

- a. history, philosophy, legislation, and ethics in rehabilitation;

- b. individual and group counseling with focus on multiculturalism;
- c. vocational assessment and evaluation;
- d. occupational information and placement;
- e. medical and psychosocial aspects of disability;
- f. independent living, advocacy, architectural and other barriers;
- g. rehabilitation caseload management and reporting;
- h. utilization of community resources; and
- i. field visits, practicum and internship experiences.

The acquisition of research skills and the ability to interpret research findings and incorporate these findings into rehabilitation practice is an integral part of the skill development required of students. The program will prepare students who are interested in seeking further educational opportunities in rehabilitation at the doctoral level.

## **CURRICULUM**

The Rehabilitation Counseling Program (RCP) is accredited by the Council on Rehabilitation Education (CORE) and is a member of the National Commission of Rehabilitation Education (NCRE). The RCP is structured to prepare students for effective and efficient service delivery to persons with disabilities, especially those from culturally diverse backgrounds. A minimum of 48 semester hour master's degree curriculum requires completion of 27 hours of core courses, 3 hours of practicum (100 clock hours), 6 hours of internship (600 clock hours), 9 hours of specialization, and and passing a comprehensive examination.

Graduation requirement:

Option A: A minimum of 48 hours and pass comprehensive examination.

Option B: A minimum of 48 hours (including REHB 599), complete a research paper/ project and pass comprehensive examination.

Option C: A minimum of 48 hours (including REHB 599 and REHB 600), complete a thesis and not take comprehensive examination.

The acquisition of required competencies will be achieved through a combination of didactic and practical experiences following the curriculum below:

### A MODEL TWO-YEAR CURRICULUM

Course Number	Course Title	Credit Hours
<b>First Semester: Fall</b>		
REHB 501	Introduction to Rehabilitation Counseling	3
REHB 510	Theories of Counseling	3
REHB 564	Rehabilitation Assessment & Evaluation	3
REHB 580	Medical & Psychosocial Aspects of Disability I	3
<b>Second Semester: Spring</b>		
REHB 565	Research Methods & Statistics	3
REHB 570	Occupational Information & Vocational Analysis	3
REHB 581	Medical & Psychosocial Aspects of Disability II	3
	One Course on Specialization	3
<b>Third Semester: Summer</b>		
REHB 504	Rehabilitation Caseload Management & Reporting	3
REHB 575	Applications of Assistive Technology in VR	3
REHB 590	Practicum	3
<b>Fourth Semester: Fall</b>		
REHB 571	Job Development & Placement	3
REHB 591	Internship I	3
REHB 599	Special Project/Thesis or one course in other specialization	3
	One course on Specialization	3
<b>Fifth Semester: Spring</b>		
REHB 592	Internship II	3
REHB 600	Thesis	3
	One course on Specialization	3
	One course on other Specialization	3

**SPECIALIZATION: ASSISTIVE TECHNOLOGY**

REHB 575	Applications of Assistive Technology in VR	3
REHB 576	Clinical Observations in Assistive Technology	3
REHB 577	Assistive Technology Access for Racial and Ethnic Minorities	3

**SPECIALIZATION: REHABILITATION OF ETHNIC MINORITIES (REM)**

REHB 511	Counseling Culturally Diverse Population with Disabilities	3
REHB 512	Rehabilitation of Ethnic Minorities	3
REHB 513	Advocacy, Empowerment, and Ethics in Rehab.of Minorities	3

**SPECIALIZATION: VOCATIONAL EVALUATION AND WORK ADJUSTMENT (VEWA)**

REHB 572	Theories and Practices of Vocational Evaluation	3
REHB 573	Principles and Practices of Work Adjustment	3
REHB 574	Seminar in VEWA	3

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**NATURE AND PURPOSE OF INTERNSHIP**

The Clinical Internship involves the students, RCP, and rehabilitation agencies.

**Student Learning Outcomes:**

Upon completion of the internship, the student will be able:

- a. To gain first-hand experience in a rehabilitation setting and direct contact with persons with disabilities, including consumers of diverse ethnicity;
- b. To understand the roles and functions of the rehabilitation counselor;
- c. To understand the structure and functions of a rehabilitation agency;
- d. To gain direct experience regarding the dimensions of the counselor-client relationship;
- e. To merge academic training with practical experience;
- f. To gain experience as a professional individual;
- g. To gain confidence in application of skills;

- h. To obtain means of evaluating strengths and weaknesses as a professional;
- i. To gain knowledge on the utilization and integration of community resources in case development; and
- j. To work in an environment in which he or she may practice skills while receiving feedback from trained practitioners.

**Objectives for the Rehabilitation Counseling Program:**

- a. To acquire feedback from internship sites regarding student competencies;
- b. To help evaluate the appropriateness and effectiveness of classroom instruction as it translates to the acquisition of skills;
- c. To establish a mutually beneficial relationship between the rehabilitation program and community agencies, so that each may contribute to and enhance the other; and
- d. To stimulate the formulation of research ideas based on the current state of the profession;

**Objectives for the Rehabilitation Agencies:**

- a. To acquire student assistance in carrying out its functions;
- b. To acquaint the agency with potential employees;
- c. To acquire an additional source of creative ideas and methodology for the agency;
- d. To provide means for mutual exchange of information that benefits both parties; and
- e. To serve as a vehicle for encouraging agency personnel to seek additional professional training.

**Prerequisites to Internship Placement:**

The following courses must be successfully completed before a student may enroll in internship:

- 501 Introduction to Rehabilitation Counseling
- 510 Theories and Process of Counseling
- 564 Rehabilitation Assessment and Evaluation
- 570 Occupational Information and Vocational Analysis
- 580 Medical and Psychosocial Aspects of Disability I
- 581 Medical and Psychosocial Aspects of Disability II
- 590 Practicum

**Internship Requirements:**

The student will complete six credit hours of internship in two semesters. The student will spend a total of 600 clock hours at approved internship sites. The internship experience will consist of an orientation, an observation, and a participation period. The majority of the time will be spent providing services to rehabilitation consumers, especially those from unserved/underserved populations. For every 40 clock hours of internship, the student will receive a minimum of two to four hours of supervision from a Certified Rehabilitation Counselor (either agency staff or university faculty). The intern will be required to maintain a daily log of activities and write reports pertaining to the experience. Other requirements will be discussed in subsequent sections of this manual.



**Selection of Training Sites:**

Any licensed/certified community agency having a program of rehabilitation services designed to provide assistance to individuals with disabilities may qualify as a training site. Accreditation Standards of the CORE, the national accrediting agency, will be utilized in establishing approved sites for clinical experience. The suitability of the sites will be determined on the following basis:

1. The adult population serviced must have a disability and may include but not be limited to the following: people with physical, developmental, and mental disabilities, those with a record of substance abuse, ex-offenders, youth offenders, transition students, the elderly, and populations with socio-economic disadvantages.
2. The program should be sufficiently broad in scope so as to provide a wide range of experience to the student.
3. The staff should have training and experience appropriate to the population being serviced. It is desirable for the agency supervisors to possess certification as rehabilitation counselors (CRC). If a CRC is not available at the agency, the faculty supervisor who is a CRC will work closely with the on-site supervisor. Any agency wishing to become an internship site must submit a description of the services provided, qualifications of the training/treatment staff, certification and licensure of the agency and personnel, physical facility, and areas of training opportunity for evaluation. The faculty supervisor should make an on-site visit to ensure appropriateness of the site.

**Student Selection of Placement:**

It is the student's responsibility to select the placement site. A semester prior to the intended internship, the student should submit rationales to obtain practical experience with at least three types of populations with disabilities and settings in which training experiences are desired. The selection should preferably relate to the population the student intends to address in the master's thesis/research project and with which he/she plans to work upon completion of the degree. If more students select a site than there are slots available, the faculty supervisor will assist in matching the intern with an agency based on the student's academic performance, expressed interest, and other relevant variables.

## **The Internship Experience**

**Student-Agency Relationship:**

Prior to the student's placement at an agency, the faculty and agency supervisors will discuss and agree upon the expectations they have for the student. It is important that both parties realize that the student in training will receive maximum benefit from the experience if treated as a professional. The student, likewise, should behave in a professional manner. In this regard, the student is expected to adhere to the schedule, conform to agency procedures, maintain high ethical standards, and complete all assigned tasks promptly. The student whose performance is either unsatisfactory or unethical will be withdrawn immediately from the internship and terminated from the RCP.

**Duties and Responsibilities of an Intern:**

The intern's behavior will be guided by a number of factors:

- a. Maintenance of a schedule mutually agreed upon by the intern and agency supervisor;
- b. Adherence to agency regulations, policies, and procedures;
- c. Compliance with professional standards of conduct (ethical behavior, cooperation with agency personnel, responsible performance of duties, and appropriate attire);
- d. Maintenance and assessment of daily activities, logs, and weekly summaries;
- e. Adherence to appropriate testing, audio and video taping; and
- f. Consistency in meeting with supervisors.

**Supervision:**

Supervision will be a joint function of both the agency and faculty (internship) supervisors. Before internship placement commences, the agency and internship supervisors will discuss the student's strengths and weaknesses and the goals they expect to accomplish with the prospective intern. Once these goals have been established, a caseload will be developed for each intern consistent with these goals.

Each intern will be supervised on-site as well as by a faculty supervisor in the RCP. The student will meet with the agency supervisor for at least one to two hours per week and with the faculty supervisor for at least one hour per week. Students serving an out-of-town internship will be supervised by the agency supervisor and will be expected to submit weekly summaries to the internship supervisor. If the internship agency allows taping of sessions, the student will tape at least one counseling session per week during the

participation phase and these tapes will be made available during supervision sessions.

As needed, the internship supervisor will visit each internship site at least twice a semester, once near the beginning and again at the end of the semester. During these visits or contacts, the agency supervisor will review the student's progress and determine any additional experience that may be helpful. Feedback from these discussions will be shared with the student.

### **Evaluation of Internship Performance:**

The intern will be evaluated by both the faculty and agency supervisors. The internship supervisor will base the evaluation on a combination of the contents of supervision sessions, internship diary, and weekly summaries. The agency supervisor will complete the internship evaluation form during the mid-semester and final examination weeks. The supervisor will assess the student's performance on a number of dimensions including work habits, diagnostic abilities, case management, counseling (personal and vocational), job development skills, utilization of community resources, and professionalism. This evaluation will serve both to give feedback to the students and as a basis for mid-semester and final grades in internship.

### **Evaluation of Internship Placement:**

At the conclusion of the internship experience, the student will be required to critique the internship placement. The critique will include strengths and weaknesses of the placement experience, and suggestions on how this experience can be made more meaningful. This will be done to provide feedback to the agency and serve as a basis for the development of subsequent sites for internship experiences.

## **PHASES OF CLINICAL INTERNSHIP TRAINING**

The internship experience will be divided into three overlapping phases: Orientation, Observation, and Participation. It is anticipated that the orientation and observation phases will be fairly brief compared to the participation phase. However, before entering the participation phase, students must clearly demonstrate readiness to provide direct service to clients. Past experience has shown that devoting approximately part of the first week to orientation, the first through the third week to observation, and the remaining time to participation is a reasonable schedule. The participation phase will primarily depend upon the readiness of the intern. The activities involved in each of these three phases should include, but not be limited to, the components listed.

### **PHASE I: ORIENTATION**

Most of the activities in this phase are to be covered by the first week of internship.

- A. Agency Functions and Services:
  - a. Historical Overview
  - b. Goals and Objectives
  - c. Overview of Services Provided
  - d. Administrative Structures and Organizations
  - e. Inter- and Intra-Agency Program Relationships
  - f. Source(s) of Income or Support Structure
  - g. Target Population(s)
  - h. Referral Sources/Network
  - i. Reporting and Statistical Procedures
  - j. Professionalism, Confidentiality, and Ethical Policies
  
- B. Staff Orientation:

- a. Administrative
- b. Managerial
- c. Supervisory
- d. Professional Counseling Services
- e. Secretarial and/or Clinical Staff
- f. Other Agency Professionals
- g. Personal interviews with administrative and department heads if necessary and feasible, for example: Disability Determination, Social Welfare, Social Services, Occupational Therapy, Physical Therapy, Speech Therapy, Nursing, Vocational Evaluation, Work Adjustment, Medicine, Psychology, Independent Living, Dormitory Supervision, Recreation, etc.

C. Clients:

Study and analysis of the following:

- a. An overview of the Agency function
- b. Clients Served
- c. The Rehabilitation Counselor's Role in:
  - Typical Cases
  - Cases involving persons with significant disabilities
  - Current Cases
  - Closed Cases
- d. Case Records and Case Files

D. Physical Facilities:

- a. Tour of the Facilities
- b. Supply Room: supplies, equipment, forms, resources, etc.
- c. Record Room and Storage Area
- d. Reference Materials: state-federal manuals, agency manuals, library or resource materials, vocational testing materials, Physician Desk Reference (PDR), Dictionary of Occupational Titles (DOT)/O'NET, etc.
- e. Accessibility

E. Routine and Office Regulations:

- a. Hours of Work
- b. Lunch Time
- c. Break Times
- d. Holidays
- e. Signing In and Signing Out Procedures
- f. Use of computer and the Internet
- g. Use of Telephone and Fax, local and long distance
- h. Use of Copy Machine
- i. Use of Secretaries and Clerical Personnel
- i. Use of other Equipment
- j. Use of Cars (if available)
- k. Accommodations
- l. Travel Expenses (if available)

- m. Agency Report Schedules and their significance in Agency administrative goals and objectives

## **PHASE II: OBSERVATION**

Observation of appropriate role models not only helps the intern emulate but also strengthens and facilitates a positive learning experience. The duration of the observation period may depend on the amount of time the student is at the agency, previous exposure to rehabilitation settings, and readiness to provide direct services. During this phase, the student will be exposed to the following range of activities:

### A. Interviewing:

- a. Intake or Screening Interviews
- b. Counseling interviews - individual or group
- c. Interviews with clients with differing characteristics, e.g. types of disability, socio-economic background, etc.

### B. Procedures Involved in Evaluation Services:

- a. General Medical
- b. Special Medical
- c. Psychological
- d. Educational
- e. Vocational
- f. Social
- g. Economic/Financial
- h. Environmental



- i. Assistive Technology
- C. Case or Team Conferences:
  - a. Inter-Agency Conferences
  - b. Intra-Agency Conferences
- D. Staff Meetings:
  - a. Administrative/Supervisory Meetings
  - b. Team Meetings
  - c. Continuing Education/In-Service Training
- E. Consultation:
  - a. Medical
  - b. Psychological and/or Psychiatric
  - c. Other
- F. Case Recording:
  - a. Individual Client Record(s)
  - b. Case Reports and Monitoring System(s)
  - c. Case Load Management System(s)
  - d. Time Management System(s)
- G. Counselor Field Rounds:
  - a. Home Visits
  - b. Employer Visits: Employer Contacts, Job Development, Job Analysis, Job Structuring or Modification, Placement, Job Coaching/Mentoring, Follow-up, and Follow-along Services
  - c. Community Resources: Hospitals, Independent Living Centers,

Schools, Vocational Evaluation Centers, Community Rehabilitation Programs, On-the-Job Training Sites, State Employment Services, Workforce Development, One Stop Centers, Mental Health Centers, etc.

H. Treatment and Programming Services:

- a. Occupational Therapy
- b. Physical Therapy
- c. Speech Therapy
- d. Vocational Evaluation
- e. Individual Counseling
- f. Family Counseling
- g. Group Counseling
- h. Physical Medicine Services
- i. Recreation
- j. Other

**PHASE III: PARTICIPATION**

The goal of this phase is to bring the student to the point where he/she will function independently as both a direct service provider to persons with disabilities and a fully functioning member of the rehabilitation team. In order to accomplish this, the student will initially be assigned less complex cases that are well within his/her capabilities to handle competently. This will ensure early success experiences and help to build confidence levels. As the student progresses, he/she will be given cases of increasing complexity building on the skills developed previously. Caseloads will be sufficiently varied so that the

student will have an opportunity to work with a wide variety of clients, to maximize their skills, and to enhance their knowledge. At least a proportion of the cases should require collateral services so that the student has the chance to interact with other personnel within the agency and support services within the community. It is further expected that during the course of the internship, the student will have a chance to go through all phases of the treatment process from intake interviews through the evaluation process to eventual placement and follow-up.

The Intern should be permitted to engage in as many client activities and agency services as possible. The intern is expected to show improvement during the clinical practice and upon completion of the internship experience, should be ready for an entry level Rehabilitation Counselor position.

Ethical Considerations: The primary responsibility of the rehabilitation counselor is to his/her clients. Any information divulged during the counseling session is considered strictly confidential. No information is to be released without the written consent of the consumer.

- A. Participation With Clients:
  - a. Screening Interviews
  - b. Intake Interviews
  - c. Counseling Interviews focusing on:
    - Vocational Goals
    - Decision-Making
    - Individualized Plan of Employment (IPE)
    - Vocational Evaluation and Preparation

- Work Adjustment
  - Assistive Technology
  - Job Placement
  - Follow-ups on Training or Placement
  - Follow-ups on Support Services
  - d. Counseling Interviews focusing on:
    - Personal and Social Adjustment
    - Independent Living
    - Problem Solving
    - Follow-ups on Training or Placement
    - Follow-ups on Support Services
- B. Participation With Facilitating Personnel and Agencies:
- a. Individual consultation concerning an assigned case with other professionals (physician, psychologist, psychiatrist, vocational evaluator, work adjustment specialist, therapist, social case worker, employer, assistive technologist, other relevant community resource personnel) either intra-agency or inter-agency.
  - b. Intra-Agency team conferences with the above personnel.
  - c. Inter-Agency team conference including educational and training agencies; departments of health, mental health, and family-service agencies; state employment services, etc.
- C. Guidelines For Case Selection (a minimum of 12 cases):
- a. Typical or representative of cases served by the agency
  - b. Representing the different types of services rendered by the agency

- c. Reasonably clear responsibility for the intern
- d. Balance of new and old cases
- e. Balance of easy and difficult cases
- f. Reasonably communicative clients
- g. A reasonable expectation that the intern will be able to see the client several times during the internship
- h. Signed agreement of participation by the client
- i. Cases which are useful as instructional examples of more common problems
- j. Cases of increasing complexity will be assigned as intern's growth, capacity, and efficiency increases
- k. Cases that are in various rehabilitation phases such as Evaluation, Service Delivery, Treatment, and Termination/Closure
- l. Cases which are professionally challenging and rewarding to the intern

### **CLINICAL INTERNSHIP DIARY**

The intern must maintain a diary throughout the internship period. The diary may be maintained in a student notebook recording day-to-day activities and events that occurred at the internship site. Each day's activities should be recorded at the end of that working day. Periodic review of this record can give insight on the kind of experiences gained, those to be acquired, and the changes needed on the part of the intern to enhance counseling skills.

### **CLINICAL INTERNSHIP DAILY TIME LOG**

The intern is required to keep a daily time log as a part of the internship experience. The Clinical Internship Daily Time Log Form provides a breakdown of major activities that are typically performed in an agency. The intern will record the actual time spent engaged in a particular activity, in 15 minute time segments. For example, the intern conducted an intake interview with a client for 45 minutes and then spent 15 minutes in case recording. The intern will record 45 minutes in "A. Client Contact: I. Individual a. Face to Face Counseling" and 15 minutes in "L. Case Recording." Another example: For Client X, the intern contacted an employer and briefed the employer about the client and the services the agency can provide. This activity required 15 minutes to complete. The intern will write 15 minutes in "H. Placement Activities I. Employer Contact."

The intern will complete the time log at the end of each working day. Experience suggests that if an intern fails to record for two days, by the third day it is difficult to remember exactly how much time he/she spent in a particular activity. This is due to the fact that similar activities are performed daily with various lengths of time being spent on each.

The benefits of keeping the log are as follows:

- a. It provides an on-going evaluation for the intern's development as an effective counselor.
- b. It provides a record of the personal and professional goals that have been met.
- c. It provides an assessment as to whether the goals of the agency providing internship experiences are met.
- d. It is an assessment tool for accountability.
- e. It provides a balance sheet approach to determine which activities are performed more often and which activities need attention to provide an all

around experience.

- f. It is evidence that an intern met the required hours of internship, a critical criterion for determining the course grade.

## **CLINICAL INTERNSHIP EXPERIENCE:**

### **WEEKLY SUMMARY**

The intern will describe the major activities of the week, experiences gained, and any expectations that have not been fulfilled. The summary will include his or her performance, counseling behaviors, feelings and reactions, drawbacks and achievements, and interactions with clients. It will provide an assessment of the intern's current work characteristics and behaviors, and provide a plan for improvement including methods for reducing undesirable behaviors. This weekly concise summary becomes another vehicle of communication with the agency supervisor and faculty supervisor. Both supervisors can lend a helping hand by giving suggestions or providing cues to help alleviate problems encountered during the internship. This is a place for the intern to voice any concerns. Often many questions that arise may not be adequately answered. Noting them will prevent them from being forgotten and give the supervisors a chance to respond. A well kept summary has many lasting effects for an intern as well as professional-to-be. It is a personal record of the proceedings of the week.

It is the responsibility of the intern to have completed Daily Log forms signed by the agency supervisor, preferably at the end of the work week. The completed Daily Log will assist in writing the Weekly Summary of Major Activities and Experiences. Both these forms may be signed by the Agency Supervisor at his or her convenience on the first work day

of the next week. After the original is signed, three copies will be made. One will be given to the agency supervisor, one will be turned in to the faculty supervisor, and one will be kept by the intern. At the end of the internship, the summary of the total time log will provide a record of the type of activities performed, percentage of time spent in each activity and can be used to compare with the research findings of professional counselors' performance as studied in Case Management class. Weekly Summary Reports will be of assistance when the intern writes the final Summary of Clinical Internship Experience paper, a requirement for the completion of internship.



**REHABILITATION COUNSELING**  
**SOUTHERN UNIVERSITY**

**CLINICAL INTERNSHIP: WEEKLY SUMMARY**

Student's Name: \_\_\_\_\_ Week of: \_\_\_\_\_

Agency: \_\_\_\_\_ No. of hours worked: \_\_\_\_\_

Cumulative hours worked: \_\_\_\_\_

Major activities and experiences:

Student's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Agency Supervisor's signature: \_\_\_\_\_

Date: \_\_\_\_\_

**REHABILITATION COUNSELING  
SOUTHERN UNIVERSITY**

**CLINICAL INTERNSHIP DAILY TIME LOG**

Student's Name \_\_\_\_\_

Agency \_\_\_\_\_ Week of \_\_\_\_\_

Activities	M	Tu	W	Th	F
<b>A. Client Contact:</b> 1. Individual a. Face-to-face Counseling b. On Telephone 2. Group Counseling					
<b>B. Consultation:</b> 1. Professional (e.g., Physicians, Psychologists, Assistive Technologists, Attorney's, etc.) 2. Colleagues 3. Supervisor					
<b>C. Case Finding</b>					
<b>D. Processing Referral</b>					
<b>E. Review of Case Material</b>					
<b>F. Referring Client For Evaluation: Medical, Psychological, and vocational</b>					
<b>G. Vocational Planning - IPE, IPP, Goal Setting, etc.</b>					
<b>H. Placement Activities:</b> 1. Employer Contact 2. J.S.S. Training 3. Job Development, Job Analysis, etc.					
<b>I. Staff Meeting</b>					
<b>J. Supervisory Meeting</b>					
<b>K. In-Service Training, Continuing Education, Staff Development</b>					
<b>L. Case Recording</b>					
<b>M. Paper Work - Clerical</b>					
<b>N. Travel:</b> 1. Placement Activities 2. Client Contact (Home Visits) 3. Professional Consultation					
<b>O. Lunch/Break Time (Not a part of total hours)</b>					

<b>P. Other Major Activities (List)</b>					
<b>Total Hours</b>					

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Agency Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**REHABILITATION COUNSELING**  
**SOUTHERN UNIVERSITY**

**CLINICAL INTERNSHIP EVALUATION**

Intern's Name \_\_\_\_\_ Semester \_\_\_\_\_ 200

Agency's Name \_\_\_\_\_ Supervisor \_\_\_\_\_

The following should be rated in terms of the demonstrated performance of the task.  
 Ratings are based on the following scale:

- 5 = Exceptional performance
- 4 = Above average performance
- 3 = Average, acceptable level of performance
- 2 = Below average performance, some aspects acceptable
- 1 = Unacceptable performance
- NA= Not applicable or no opportunity to perform

**PERFORMANCE FACTORS**

A. Efficiency of work habits

- \_\_\_1. Completion of work assignments
- \_\_\_2. Organization of work
- \_\_\_3. Utilization of time

B. Interpretation of medical, educational, social, and vocational evaluations

- \_\_\_1. Determining client's readiness for counseling
- \_\_\_2. Determining counseling approach suitable to client's needs
- \_\_\_3. Assessing a client's past adjustment to work
- \_\_\_4. Interpreting medical information
- \_\_\_5. Interpreting psychological information
- \_\_\_6. Interpreting educational information

C. Rehabilitation planning and case management with clients

- 1. Processing diagnostic information essential to plan development
  - 2. Working with consultants as appropriate to prepare for plan development
  - 3. Jointly developing a mutually acceptable rehabilitation plan with a client
  - 4. Determining eligibility for agency services
  - 5. Interpreting program or agency rules and regulations to the client
  - 6. Preparing a written, rehabilitation plan with appropriate goal and objectives
- D. Career and vocational counseling with client
- 1. Selecting appropriate evaluation procedures for the client
  - 2. Developing a client's understanding of his/her vocational strengths and weaknesses
  - 3. Generating with the client vocational hypotheses based on available educational, occupational, social, psychological, and financial information
  - 4. Assisting a client to identify appropriate job modification procedures or assistive devices related to potential occupations
  - 5. Providing appropriate placement counseling
- E. Personal and social counseling with clients
- 1. Leading a counseling group focused on adjustment and/or vocational problems
  - 2. Providing adjustment counseling and facilitating the life changes required by disability
  - 3. Establishing and maintaining rapport
  - 4. Formulating an integrated diagnosis of personal and/or social problems presented by the client
  - 5. Executing a consistent counseling approach to resolve personal and/or social problems
- F. Job development and placement for clients
- 1. Collecting and analyzing occupational information in a community
  - 2. Evaluating specific jobs in relation to the placement of persons with disabilities
  - 3. Providing technical assistance and information to employers about modifications necessary for employment of persons with disabilities
  - 4. Intervening directly with employers on behalf of individual clients
- G. Community resource utilization  
Determining and utilizing appropriate resources for:
- 1. income maintenance
  - 2. housing, including barrier free design assistance
  - 3. transportation
  - 4. education

- 5. recreation
- 6. cultural enrichment
- 7. health care
- 8. legal assistance
- 9. other \_\_\_\_\_

H. Recording and reporting for clients

- 1. Preparing written summaries and reports on vocational evaluations
- 2. Preparing rehabilitation plans
- 3. Preparing written justifications for eligibility decisions
- 4. Preparing written case records documenting the progress of consulting services
- 5. Preparing correspondence

I. Professional participation and development

- 1. Participating in appropriate professional development activities
- 2. Maintaining the ethical standards of the profession

J. Teamwork relationships

- 1. Communicating with other members of the rehabilitation team
- 2. Communicating with and relating to supervisor
- 3. Contributing effectively to staffing in area of expertise

K. **Comments:** (Personal maturity, adjustment and commitment to the profession, ability to tolerate stress, openness to change, flexibility, conscientiousness, resourcefulness, enthusiasm, etc.)

Supervisor's Signature \_\_\_\_\_

Date \_\_\_\_\_

**REHABILITATION COUNSELING**  
**SOUTHERN UNIVERSITY**

**VEWA INTERNSHIP EVALUATION**

Intern's Name \_\_\_\_\_ Semester \_\_\_\_\_ 200

Agency's Name \_\_\_\_\_ Supervisor \_\_\_\_\_

The following should be rated in terms of the demonstrated performance of the task.  
Rating are based on the following scale:

- 5 = Exceptional performance
- 4 = Above average performance
- 3 = Average, acceptable level of performance
- 2 = Below average performance, some aspects acceptable
- 1 = Unacceptable performance
- NA = Not applicable or no opportunity to perform

**PERFORMANCE FACTORS**

**A. General Work Behaviors**

- \_\_\_\_\_ 1. Has a professional appearance (dress, grooming, etc.)
- \_\_\_\_\_ 2. Displays a professional demeanor (uses appropriate language, responds to clients, co-workers and supervisors, with respect, etc.)
- \_\_\_\_\_ 3. Accepts supervision
- \_\_\_\_\_ 4. Communicates well with supervisor and other staff members.
- \_\_\_\_\_ 5. Completes work assignments in a timely manner
- \_\_\_\_\_ 6. Prioritizes duties
- \_\_\_\_\_ 7. Performs work in an organized manner
- \_\_\_\_\_ 8. Follows set schedule (punctual, reliable, etc.)

**B. Interpretation of Diagnostic Reports & Vocational Test Results**

- \_\_\_\_\_ 1. Interprets medical information
- \_\_\_\_\_ 2. Interprets psychological/psychiatric information
- \_\_\_\_\_ 3. Interprets IEP information
- \_\_\_\_\_ 4. Interprets vocational assessment test results
- \_\_\_\_\_ 5. Accurately determines client's need for work adjustment, counseling, or related services
- \_\_\_\_\_ 6. Assesses client's past adjustment to work and/or schooling

**C. Client Interaction**

- \_\_\_ 1. Explains purpose of evaluation to clients
- \_\_\_ 2. Establishes rapport and helps clients feel at ease
- \_\_\_ 3. Explains activities, procedures, tests, etc. in an understandable manner
- \_\_\_ 4. Remains calm, receptive, and non-judgmental during interactions with clients
- \_\_\_ 5. Conducts interviews with clients and asks appropriate questions on disability/medical, family, educational, and other issues
- \_\_\_ 6. Explains evaluation results and their impact on vocational goals to clients
- \_\_\_ 7. Assists clients with career exploration

**D. Evaluation Procedures**

- \_\_\_ 1. Selects appropriate test measures based on client's needs, interests, abilities, and relevant demographics (age, sex, work experience)
- \_\_\_ 2. Selects appropriate work samples
- \_\_\_ 3. Follows set procedures for administration and scoring of tests
- \_\_\_ 4. Follows agency guidelines for number and types of measures to be given
- \_\_\_ 5. Provides accommodations as needed

**E. Documentation**

- \_\_\_ 1. Documents observed client behaviors and interactions with clients
- \_\_\_ 2. Fills in necessary information on test record sheets (client name, age, test date, etc.)
- \_\_\_ 3. Prepares correspondence to clients, counselors and other professionals

**F. Report Writing**

- \_\_\_ 1. Selects career goals in line with client's interests, aptitudes, personality, and other factors
- \_\_\_ 2. Answers specific questions asked by referral sources
- \_\_\_ 3. Gives a thorough and accurate report on disability, domestic, educational, and work issues
- \_\_\_ 4. Uses concise, precise and non-judgmental language
- \_\_\_ 5. Includes information from other reports (psychological, educational, medical, etc.) as appropriate

**G. Community Resources**

- \_\_\_ 1. Demonstrates knowledge of available community resources
- \_\_\_ 2. Recommends community resources that may be of use to clients



**H. Professional Participation and Development**

- \_\_\_\_ 1. Participates in professional development activities (such as training and staff meetings) as appropriate
- \_\_\_\_ 2. Maintains ethical standards of the evaluation profession

**I. Work Adjustment**

- \_\_\_\_ 1. Identifies work adjustment services needed for client to be successful on the job, i.e., work hardening, grooming, punctuality, interpersonal skills.
- \_\_\_\_ 2. Produces a treatment plan in behavioral terms that will eliminate or institute needed work behaviors by a client.

**J. Comments**

(Clarification of low ratings or to comment on such factors as adjustment and commitment to the profession, ability to tolerate stress, openness to change, flexibility, conscientiousness, resourcefulness, enthusiasm, etc.)

Supervisor's Signature \_\_\_\_\_

Date \_\_\_\_\_

**REHABILITATION COUNSELING**  
**SOUTHERN UNIVERSITY**

**EVALUATION OF INTERNSHIP AGENCY**  
**BY THE STUDENT**

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

Training Site: \_\_\_\_\_

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

Semester: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer \_\_\_\_\_ 200\_\_\_\_\_

1. What were your expectations of the agency?

2. In what ways were your expectations fulfilled or unfulfilled?

3. Was the clinical practice meaningful? Please explain.

4. Was the supervision adequate/meaningful? Please explain.

5. Would you recommend this agency to future rehabilitation counseling students?  
Why or why not?