

Internship Manual

**Masters of Science (M.S.) in
Rehabilitation Counseling Program (RCP)
&
Masters in Science (M.S.) in Visual
Rehabilitation Services Program (VRSP)**



Langston University

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Mission and Objectives

Masters of Science (M.S.) in Rehabilitation Counseling Program (RCP)

The mission of the Master of Science in Rehabilitation Counseling (RCP) is to meet a growing demand for professionally trained rehabilitation counselors in a variety of public and private-for-profit rehabilitation counseling-related areas. Rehabilitation counselors are trained to work with a diversity of persons with physical, mental, developmental, cognitive, and emotional disabilities. Rehabilitation counselors focus on the whole person, not just the disability. Rehabilitation counselors work with the physical, psychological, social, educational, vocational, and spiritual aspects of individuals and their family members, and evaluate barriers that may hinder their ability to make choices, contribute to society, pursue meaningful careers and enjoy full inclusion and integration in the economic, political, social, cultural, and educational mainstream of American society.

Rehabilitation counselors manage the components important in the rehabilitation process of individuals with physical and mental disabilities. They help prevent fragmentation and gaps in services to people seeking to move from psychological and economic dependence to independence. The counselor draws upon knowledge from several fields, including psychology, medicine, psychiatry, sociology, social work, education, and law.

Curricular content, therefore, includes an understanding of the philosophy, theory, psychological, sociological, and economical principles that constitute the foundations of rehabilitation counseling. The RCP shares a common core of course work that is part of other counselor education programs. The RCP program differs from other counseling programs in that students may choose course work that is specific to the field of rehabilitation counseling, such as vocational evaluation, medical aspects, and psychosocial aspects of disability.

Masters in Science (M.S.) in Visual Rehabilitation Services Program (VRSP)

The mission of the Visual Rehabilitation Services Program (VRSP) is to train qualified personnel to provide quality visual rehabilitation services to persons who are blind and visually impaired, and to engage in ongoing research, information, dissemination and services to enhance the lives of the persons who are visually impaired, blind or possess other types of disabilities. The VRSP is centered on the philosophy that members of the profession are best served when they have, in addition to cognitive and counseling skills, a genuine commitment to a high standard of professional responsibility.

The VRSP is a highly specialized service arena; students take courses that specifically focus on the visual aspect of servicing individuals that utilize visual services. Students will be advised to take specific course work and complete a practicum and internship experience based on their area of interest and focus.

Internships—Fact Sheet

Rehabilitation Counseling Training

PURPOSE

The purposes of the internship are to enable the student to: 1) experience the full range of agency services; 2) have an intensive and supervised opportunity to “put it all together: case and caseload management; counseling; and evaluation and assessment using the broad range of knowledge of disability, vocational, and psychosocial factors acquired during the coursework portion of the program. Some agencies will be able to offer internships that are more specialized in some of these functions (i.e. Visual Rehabilitation Services). The experience will be supervised by an on-site designated supervisor as well as faculty supervisor.

INTERNSHIP SITES

The agency or a subsection must be devoted to rehabilitation activities. All internships must be approved by faculty. Internships are arranged through an articulation of agreement or memorandum of understanding (MOU) made between Langston University/Rehabilitation Counseling Program and the agency site. All potential internship sites are to be approved by the Clinical Experience Coordinator. Internship sites are arranged through an articulation of agreement or memorandum of understanding (MOU) made between Langston University/Rehabilitation Counseling Program and the agency site. The Rehabilitation Counseling Program Clinical Experience Coordinator will seek to negotiate a specific number of slots for students as a part of the articulation of agreement or MOU. It shall also be the faculty supervisor’s responsibility to meet with students and schedule their internship, inform them of approved sites and other opportunities, and to ultimately facilitate students’ successful placement into an appropriate site.

SUPERVISION

The agency supervisor will direct day-to-day work assignments, provide one hour of individual supervision weekly, and participate in evaluation of the student. The student is expected to follow the internal procedures and rules of the agency, including ethical codes. The University Faculty Supervisor arranges contacts with the agency. The agency supervisor must be a Certified Rehabilitation Counselor with a master’s degree and have knowledge and experience in rehabilitation or counseling, whenever possible. In the event a CRC is not available on-site, the University Supervisor, who is a CRC, will provide the one-hour of individual supervision. Where out-of-area internships are involved, the site must be approved by a vote of the RCT faculty and the Agency Supervisor must be a CRC. The individual supervision of five students shall be considered equivalent to the teaching of one three credit hour course. Students pursuing the Licensed Professional Counselor (LPC) track option must complete 300 clock hours of internship under the supervision of a faculty/on-site supervisor with the LPC credential.

CREDIT AND CONTACT HOURS

The standard internship is 20 hours per week for 16 weeks, amounting to 320 clock hours, which is required for three credit hours. Two such internships are required for two semesters and will amount to no less than 640 clock hours, which is required for six credit hours.

GRADES

Faculty supervisors in consultation with agency personnel assign grades. Grades are A-F and shall be rendered by the faculty supervisor upon the student’s completion of the internship and after review of the evaluation(s) by the agency supervisor and the student’s self-evaluations,

which are within required course portfolio. Students who do not demonstrate adequate progress (*earn letter grade of D-F*) of content knowledge, pedagogy and/or professionalism may need additional support and structure (*Action Plan for Improvement*) in order to be successful. The clinical experience coordinator, in collaboration with on agency supervisor, academic advisor (*where applicable*) and chair of the Department of Rehabilitation Counseling and Disabilities Studies will formulate a plan that outlines deficiencies and identifies strategies for meeting expectations within a prescribed timeline. **Students must successfully complete the Internship I before they may enroll in an internship II.**

INSURANCE

Professional liability coverage will be the responsibility of the student. Students must have liability insurance through Langston University in order to engage in practicum and internship. Blanket professional liability coverage is validated on an annual basis, usually beginning May 23rd thru May 22nd of the following year.

INTERNSHIP PORTFOLIO

Students are required to complete a separate internship portfolio for Internships I and II. The purpose of the portfolio is to log internship experiences throughout the duration of training.

Internship Standards

COMPETENCIES EXPECTED FROM INTERNSHIP EXPERIENCES

The student will be expected to have the opportunity to gain the following competencies through the internship experience:

1. Understanding of, and appropriate response to administrative policies and procedures.
2. Effective communication and cooperation with professional team members and collaborating agency personnel.
3. Use of prescribed and/or effective case study, management, recording, evaluation and reporting techniques.
4. Use of appropriate and varied information sources in preparation for vocational diagnosis and planning.
5. Analysis and interpretation of (non-test) data that is relevant to vocational diagnosis.
6. Use of raw data and interpretations or inferences in formulating vocational hypotheses or plans (synthesis and planning).
7. Developing and interpreting information to understand clients' disabling conditions.
8. Knowledge and effective use of diverse community resources.
9. Awareness and effective use of occupational knowledge and information sources in counseling and planning.
10. Use of standardized tests that reflect knowledge of measurement principles, relevant instruments, and value or limitations of resulting data.
11. Use of counseling and related theory, and psychological information in conducting counseling interviews, group processes and collateral interviews.
12. Demonstration of effective facilitative behavior in counseling and group processes.
13. Use of client-contact situations to elicit, provide, and process information effectively.
14. Use of diverse, appropriate techniques to effect the job placement and job retention of clients.
15. Demonstration of self-awareness and continuing effort to understand self and to improve personal effectiveness.
16. Demonstrating awareness of professions, professional responsibilities, and ethics.

AGENCY SELECTION

Interns must be provided with the opportunity to both observe and participate in the full range of job functions of the rehabilitation counselor. The following criteria will be used to evaluate the suitability of a training site: (sites will differ to the extent that they have these conditions)

- A caseload of clients requiring a full range of rehabilitation services including personal adjustment, counseling, placement, or referral to other agencies.
- A counselor-coach who has time and experience to supervise the intern.
- An atmosphere where the intern is considered a colleague.
- An opportunity for the intern to have regular contacts with clients.
- An assigned caseload for the intern.
- Ample workspace and privacy.
- Documented evidence exists that the site is accredited or seeking accreditation by recognized national accrediting bodies.
- The agency can provide in-service education, information, and/or other professional development activities to intern-coaches.

ORIENTATION

Students will be oriented to all aspects of the field agency: its program components, policies and procedures; and expectations of the student intern. This orientation will occur in the initial part of the internship experience. This orientation may include a tour of the facility; location of files and reference materials; introduction to co-workers; and an introduction to other program resources.

OBSERVATION

The student should work under the close supervision of an agency coach. The coach must be willing to devote the necessary time for proper training and have the ability to supervise the intern.

Interns should have the opportunity, especially in the first phase of the internship, to observe interviews; diagnostic procedures; team meetings and case conferences; and the opportunity to accompany a counselor on field visits to clients' homes, employers, and community resources.

WORK ASSIGNMENTS

The student should be assigned work in the agency that will allow him or her, under supervision, to work with clients in the following areas: intake, diagnosis, vocational and/or personal adjustment counseling, placement, and follow-up.

The student should be assigned work with the agency that will encourage the intern to communicate and coordinate activities with a broad range of professionals inside and outside the internship agency.

Cases assigned to the intern should: 1) be representative of cases served by the agency; 2) increase in ambiguity as the intern increases in experience and knowledge; 3) allow the student intern to increase in involvement with increasing experience; and 4) be of appropriate number given the intern's ability to manage several cases in a caseload.

REPORTING AND SUPERVISION

During his or her internship, the student will track professional activities, using Weekly Internship Log either (see Appendix E-2) or other agency form.

The evaluation of the student intern is a joint process participated in by the intern, the agency coach/site supervisor, and the faculty supervisor, with the latter assigning the grade. The emphasis is on the intern's growth toward professional maturity. Together they evaluate the intern's readiness to enter the profession and his/her needs for further training.

The student will complete several forms (see Appendix I-2, J-2, K-2 and L-2) evaluating his/her own performance and experience along many dimensions that reflect the competencies in section one of this document.

The agency coach/site supervisor will complete a form (see Appendix M-2.) evaluating the intern's performance and experience along many dimensions that reflect the competencies in section one of this document.

The faculty supervisor will complete a form (see Appendix N-2) evaluating the intern's overall performance and experience along many dimensions that reflect the competencies in section one of this document.

The evaluation will involve the intern rather than merely concern the intern.

CERTIFICATION REQUIREMENTS IN SUPERVISION

Internship experiences will be carried out under the regularly scheduled supervision of a Certified Rehabilitation Counselor (CRC). In those cases where a CRC is not available in the internship setting, an RCT faculty member will provide one hour of individual supervision weekly, in addition to the ongoing supervision provided by the field-site supervisor.

Any faculty member who is responsible for internship supervision shall be a CRC.

LPC LICENSURE REQUIREMENTS IN SUPERVISION

LPC track option students' internship experiences shall be carried out under the regularly scheduled supervision of a LPC. A faculty supervisor or on-site supervisor with the LPC credential must provide such supervision for students pursuing this track option.

VISUAL REHABILITATION SERVICES REQUIREMENTS IN SUPERVISION

VRS Program students' internship experience shall be carried out under the regularly scheduled supervision of a COMS or VRT (note: VRS students who desire to become eligible to sit for the COMS or VRT national certification shall complete 350 hours under a certified COMS or VRT individual). A faculty supervisor or on-site supervisor with the COMS or VRT credential must provide such supervision for students pursuing this option.

RESPONSIBILITIES OF THE AGENCY COACH/SITE SUPERVISOR

The agency coach/site supervisor is generally selected by the field agency, but the University RCT faculty supervisor should join in the evaluation of agency coach/site supervisor qualifications to an intern, in terms of his or her background, time available to supervise, and human relations abilities.

The agency coach/site supervisor's duties include:

1. The intern should be encouraged to present cases and bring up questions, and to satisfy any and all questions the agency supervisor has about his/her caseload, counseling, professional behavior, agency contacts, etc.
2. Assignment of new cases.
3. Answering questions that the intern may raise about agency procedure.
4. Answering other questions and concerns the intern may have about his/her duties.
5. Provide information regarding new developments in rehabilitation as they affect the intern.

RESPONSIBILITIES OF THE FACULTY SUPERVISOR

A member of the RCT faculty at LU is assigned to work with the agency coach. Faculty supervision of five students is considered equivalent to teaching one three-credit hour course.

The faculty supervisor will generally have the following assignments:

1. To arrange a meeting between the prospective intern and the agency personnel, which should follow an orientation to the agency by the supervisor.
2. To provide the agency with information on each intern including their experience in rehabilitation and in the RCT Program.
3. To facilitate in the development of the internship contract, to write such and provide a copy to all concerned parties and the student's internship file.
4. The faculty supervisor or his/her representative will contact the internship facility to schedule at least two conferences with the supervisor. The purpose of these conferences will be:
 - a. To assure the intern that the University continues to have an interest in his/her progress and studies.

- b. To provide an opportunity for the intern to discuss his/her experience with the faculty supervisor.
- c. To assist the intern to integrate academic knowledge and theory with practical situations.
- d. To give the faculty supervisor an opportunity to evaluate the student's ability to apply past knowledge to current experiences.
- e. To modify the internship program whenever appropriate.
- f. To offer the University's assistance to the agency in providing the most effective internship experience possible.

RESPONSIBILITIES OF STUDENT INTERN

The student interns have the responsibility to learn and to demonstrate their progress toward becoming rehabilitation professionals through competency in their daily activities. The student intern will have the following specific responsibilities:

1. To keep the agency coach/site supervisor regularly updated on the progress of all cases assigned.
2. To learn within the limits of the agency and to actively seek out information when it is not systematically provided.
3. To keep the faculty advisor informed of significant learning experiences, problems, and progress in the internship.
4. To ask for assistance and supervision when needed so that the client receives adequate rehabilitation services.
5. To be a dependable asset to the rehabilitation agency providing the internship.
6. To complete any and all dictation, case recordings, and paperwork related to assigned clients.
7. To maintain appropriate records; “a course portfolio” (see Appendix J-2) relating to all internship activities is required. The internship portfolio will include (but not limited to): the characteristics of clients served; the kinds of rehabilitation services provided to clients; significant learning experiences; and number of hours in the internship.

APPENDIX A-2

Langston University
School of Education and Behavioral Sciences
Graduate Program
Department of Rehabilitation Counseling and Disability Studies

Sections of Internship Portfolios:

Front Cover Label should have: **Special Note: Label should be typed out!**

Content Includes:

- ✓ Name
- ✓ CWID #
- ✓ Course number and title
- ✓ Semester Enrolled
- ✓ Internship Site Location

Section I (Internship Agreement)

Content Includes:

- ✓ Internship agreement(s)
- ✓ Insurance Certificate [Include proof of payment, i.e. staple receipt to certificate (mandatory)]
- ✓ Internship Site Request Form
- ✓ Carl Albert Executive Fellowship Contract (If applicable)

Section II (Weekly Internship Logs)

Content Includes:

- ✓ Internship Documentation Rubric
- ✓ Weekly Internship Logs (Signed by student and site supervisor)

Section III (Case Study Logs)

Content Includes:

- ✓ Presentations of Counseling Sessions i.e. clinical case summary
- ✓ Informed Consent form(s) **Special Note: Use informed consent forms ONLY if you video or audio record sessions with clients**

Section IV: (Evaluations)

Content Includes:

- ✓ Student Vita (*most current*) **Special Note: Synonymous with Resume**

Evaluation(s)

- ✓ Student Intern Evaluation of Site Supervisor Form (Completed by Student)
- ✓ Student Intern Evaluation of Internship Site Form (Completed by Student)
- ✓ Intern Evaluation of Self - Form A (Completed by Student)
- ✓ Internship Experience Evaluation – Form B (Completed by Student)
- ✓ Site Supervisor Evaluation of Intern (Completed by Site Supervisor)
- ✓ Individual Internship Evaluation (Completed by Faculty)

Section V: (Supplemental Documents)

Content Includes:

- ✓ CRCC Code of Ethics (Can be retrieved for CRCC website)
- ✓ **Any additional documents that you may have that support your internship experience, including class assignments, article reviews and special projects etc...**

LANGSTON UNIVERSITY
GRADUATE PROGRAM IN REHABILITATION COUNSELING

SECTION I
INTERNSHIP AGREEMENT



Type student intern name here
Type internship site location here

LANGSTON UNIVERSITY

GRADUATE PROGRAM IN REHABILITATION COUNSELING

SECTION II

WEEKLY INTERNSHIP LOGS



Type student intern name here
Type internship site location here

LANGSTON UNIVERSITY
GRADUATE PROGRAM IN REHABILITATION COUNSELING

SECTION III
CASE STUDY LOGS



Type student intern name here
Type internship site location here

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GRADUATE PROGRAM IN REHABILITATION COUNSELING

**SECTION IV
EVALUATIONS**



**Type student intern name here
Type internship site location here**

LANGSTON UNIVERSITY

GRADUATE PROGRAM IN REHABILITATION COUNSELING

SECTION V

SUPPLEMENTAL DOCUMENTS



Type student intern name here
Type internship site location here

APPENDIX C-2

Langston University
School of Education and Behavioral Sciences
Graduate Program
Department of Rehabilitation Counseling and Disability Studies

INTERNSHIP SITE REQUEST FORM (Completed by Student)

Name:

Date:

1. Name of the Company/Organization
2. Name of on-site supervisor
3. Address/Location of the internship site
4. Contact numbers to site supervisor
5. Client demographics that site has
6. Professional practices of the site
7. What is the mission statement of the site?
8. What would your role be as an intern student within the organization?
(what would you be doing?)
9. Start date _____ End date (approximately) _____
10. On average, how many internship hours per week will be accumulated? _____.

Student Signature

Site Supervisor Signature

Special Note: All clinical experience activities are to be approved by the Department of Rehabilitation Counseling and Disability Studies before student can officially begin accumulating hours.

<p><i>Approved</i> _____</p> <p><i>Denied</i> _____</p> <p>Justification for denial:</p>
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APPENDIX D-2

Langston University
School of Education and Behavioral Sciences
Graduate Program
Department of Rehabilitation Counseling and Disability Studies

INTERNSHIP AGREEMENT

_____(Student name)_____ is accepted for internship in
Rehabilitation Counseling at _____ Internship Site Location _____ during
____ Indicate Summer/Spring or Fall _____ Semester, 20____. The internship entails 20 hours per
week for a period of 16 weeks (*negotiable*). During this time, _____(Student name)_____
will be expected to spend at least 50% of his/her time in direct counseling of clients.

Counseling sessions must be audiotaped or videotaped, (*if allowed by agency*) and permission for
taping must be obtained from the client. The student will take appropriate safeguards to maintain the
confidentiality of the tapes and all tapes will be erased following supervision.

_____(Student name)_____ is also expected to meet with his/her faculty
supervisor at least one hour per week for each week of internship to review the taped
counseling sessions, (*if allowed by agency*) During internship, students are expected to abide by the
policies and procedures of the agency or facility serving as their internship site. Maintenance of
confidentiality of clients, their families, and significant others is to be followed at all
times. Decisions regarding any release of information are to be followed at all times.

Decisions regarding any release of information are to be made by the On-Site Supervisor.

Questions or problems involving the internship should be immediately directed to the
student's faculty supervisor at (405) 962-1671.

Faculty Supervisor

Site Supervisor

Rehabilitation Counseling Student

APPENDIX E-2

Langston University
School of Education and Behavioral Sciences
Graduate Program
Department of Rehabilitation Counseling and Disability Studies

WEEKLY INTERNSHIP LOG

The student must report briefly each day, giving a breakdown of the contents and the amount of time spent in activities such as client interview; case recordings; reports; letters; conferences with supervisor, staff, or consultants; special meetings; reading related to assignments; case studies and transportation.

Agency or Unit _____ Agency Supervisor _____

Agency Address: _____

(City) (State) (Zip Code) (Phone Number)

Report for Week of: _____

Student's Name: _____
(Phone Number)

Monday Month, Day, 20xx Hr. _____

Tuesday Month, Day, 20xx Hr. _____

Wednesday Month, Day, 20xx Hr. _____

Student met with faculty, (place your faculty instructor here) for (place how many hours you met here) to discuss Internship experiences from prior week.

Thursday Month, Day, 20xx

Hr. _____

Friday Month, Day, 20xx

Hr. _____

Internship hours for week _____

Total accumulated Internship hours _____

Student Signature

Site Supervisor Signature

sample

APPENDIX F-2

Langston University
School of Education and Behavioral Sciences
Graduate Program
Department of Rehabilitation Counseling and Disability Studies
(Completed by Student)

CASE STUDY LOG

CLINICAL CASE STUDY #

NAME: _____ **CLIENT:** _____

DATE: _____

TIME OF SESSION: _____

TAPE: _____ **VIDEO:** _____ **SUPERVISED OBSERVATION:** _____

CLIENT BACKGROUND:

OVERVIEW OF SESSION:

STRENGTHS:

WEAKNESSES:

GOALS/OBJECTIVES:

Langston University/Department of Rehabilitation Counseling and Disability Studies – Clinical Experience Rubric

Name: _____ CWID: _____ Internship Site _____

ELEMENTS:	BELOW AVERAGE	ADEQUATE	PROFICIENT
<p>Section Two: <u>Weekly Internship Logs</u> <i>(segments)</i> 1) Demographics of Clients 2) Identify rehabilitative issue the client possesses 3)Demonstrates good rapport with clients 4) Identify theory to practice</p>	<p>By responding to some of the four segments of daily notes (noted under elements section) the student demonstrates little knowledge of the fundamental premises of the segments and unclearly describes the importance of such elements.</p>	<p>By thoroughly responding to the four segments (noted under elements section) the student demonstrates good knowledge of the fundamental premises of the segments and succinctly describes the importance of such elements.</p>	<p>By thoroughly responding to the four segments (noted under elements section) the student effectively demonstrates significant knowledge of the fundamental premises of the segments and thoroughly describes the importance of such elements</p>
<p>Section Three: <u>Case Study Logs</u> <i>(segments)</i> 1) Client Background 2) Overview of session(s) 3) Client’s strengths 4) Client’s Weakness 5) Rehabilitative Goals/Objectives for client</p>	<p>The student responds to some segments of the Case Study (noted under elements section) and is somewhat responsive to the rehabilitative, emotional, physical, and social needs of the client The student minimally demonstrates that the content of the segments is relevant to the client. The student demonstrates knowledge of some philosophies of rehabilitation, articulates a few personal fundamental beliefs about vocational rehabilitation counseling and states how their professional actions reflect those beliefs.</p>	<p>The student responds to most segments of the Case Study (noted under elements section) and is responsive to the rehabilitative, emotional, physical, and social needs of the client. The student demonstrates that the content of the segments is relevant to the client. The student demonstrates knowledge of a variety of philosophies of vocational rehabilitation, clearly articulates personal fundamental beliefs about vocational rehabilitation counseling and states how their professional actions reflect those beliefs.</p>	<p>The student responds to all segments of the Case Study (noted under elements section) and is responsive to the rehabilitative, emotional, physical, and social needs of the client. The student effectively demonstrates that the content of the segments is relevant to the client. The student effectively demonstrates significant knowledge of a variety of philosophies of vocational rehabilitation, thoroughly articulates personal fundamental beliefs about vocational rehabilitation and states how their professional actions reflect those beliefs.</p>
<p>Section Four: <u>Student Evaluation</u> <i>(segments)</i> 1) Clinical Experience Evaluation-A & B 2) Pre & Post Surveys 3) Student Counselor Evaluation of Supervisors 4) Written Summary of Clinical experience</p>	<p>The student demonstrates limited ability to be a reflective practitioner by minimally responding to the four elements listed in section four. The student reflects a lack of knowledge of standard writing grammar by containing numerous errors. These errors detract from the overall effectiveness of evaluations.</p>	<p>The student demonstrates the ability to be a reflective practitioner by adequately responding to the four elements listed in section four. The student also reflects knowledge of standard writing conventions by containing only a few errors. These errors do not detract from the overall effectiveness of evaluations.</p>	<p>The student demonstrates the ability to be a reflective practitioner by fully responding to the four segments listed in section four. The student also reflects knowledge of standard writing conventions by being free of errors.</p>

APPENDIX H-2

INFORMED CONSENT: Observation and Audio/Video Tape Recording

In order to provide quality counseling services, counselors in training for their master's degree in the Rehabilitation Counselor Training Program at Langston University are required to receive clinical supervision. To aid in this, counseling sessions are monitored by the use of audio/video tape recordings and/or actual observations of clinical sessions. Information from the client's clinical case file also may be reviewed. Such information will be treated in accordance with professional ethical standards (i.e. *Code of Professional Ethics for Rehabilitation Counselors*) and confidentiality will be maintained. This authorization for the use of this information expires when the client is no longer receiving services by a counselor trainee of the Rehabilitation Counselor Training Program. Information will not be released to any other agency without the client's further written consent.

"I understand that I am not required to participate in this counseling program, but am giving my consent to the matters noted above as a free and voluntary act."

Date

Signature of the Client

Date

Signature of the Counselor

Date

Signature of a Witness

RIGHTS REGARDING CONFIDENTIALITY

The counseling services offered to counselors in training for their master's degree in the Rehabilitation Counselor Training Program at Langston University are confidential. This means that we do not release any information about you to any persons who are not directly involved in clinical supervision without your written consent. Danger to self and/or others (i.e. suicide or homicide) may necessitate the breaking of confidentiality without your consent. In addition, by law, we must report suspected child abuse and/or neglect communicated to us by you.

"I have read and understand my rights regarding confidentiality."

Date

Signature of the Client

Date

Signature of the Counselor

Date

Signature of a Witness

APPENDIX I-2

Langston University
School of Education and Behavioral Sciences
Graduate Program
Department of Rehabilitation Counseling and Disability Studies
(Completed by Student)

STUDENT INTERN EVALUATION OF SITE SUPERVISOR

Name of Practicum/Internship supervisor: _____

Period covered: from _____ to _____

	Poor	Adequate	Good
1. Gives time and energy in observations, tape processing, and case conferences.	1 2	3 4	5 6
2. Accepts and respects me as a person.	1 2	3 4	5 6
3. Recognizes and encourages further development of my strengths and capabilities.	1 2	3 4	5 6
4. Gives me useful feedback when I do something well.	1 2	3 4	5 6
5. Provides me the freedom to develop flexible and effective counseling styles.	1 2	3 4	5 6
6. Encourages and listens to my ideas and suggestions for developing my counseling skills.	1 2	3 4	5 6
7. Provides suggestions for developing my counseling skills.	1 2	3 4	5 6
8. Helps me understand the implications and dynamics of the counseling approaches I use.	1 2	3 4	5 6
9. Encourages me to use new and different techniques when appropriate.	1 2	3 4	5 6
10. Is spontaneous and flexible in the supervisory sessions.	1 2	3 4	5 6
11. Helps me define and achieve specific concrete goals for myself during the practicum experience.	1 2	3 4	5 6
12. Gives me useful feedback when I do something wrong.	1 2	3 4	5 6
13. Allows me to discuss problems I encounter in my practicum setting.	1 2	3 4	5 6
14. Pays appropriate amount of attention to both me and my clients.	1 2	3 4	5 6
15. Focuses on both verbal and nonverbal behavior in me and in my clients.	1 2	3 4	5 6
16. Helps me define and maintain ethical behavior in counseling and case management.	1 2	3 4	5 6
17. Encourages me to engage in professional behavior.	1 2	3 4	5 6
18. Maintains confidentiality in material discussed in supervisory sessions.	1 2	3 4	5 6
19. Deals with both content and affect when supervising.	1 2	3 4	5 6
20. Focuses on the implications, consequences, and contingencies of specific behaviors in counseling and supervision.	1 2	3 4	5 6
21. Helps me organize relevant case data in planning goals and strategies with my client.	1 2	3 4	5 6

22. Helps me to formulate a theoretically sound rationale of human behavior.	1 2	3 4	5 6
23. Offers resource information when I request or need it.	1 2	3 4	5 6
24. Helps me develop increased skill in critiquing and gaining insight from my counseling tapes.	1 2	3 4	5 6
25. Allows and encourages me to evaluate myself.	1 2	3 4	5 6
26. Explains his/her criteria for evaluation clearly and in behavioral terms.	1 2	3 4	5 6
27. Applies his/her criteria fairly in evaluating my counseling performance.	1 2	3 4	5 6

ADDITIONAL COMMENTS AND/OR SUGGESTIONS

Sample

Date

Signature of practicum student/intern

My signature indicates that I have read the above report and have discussed the content with my supervisee. It does not necessarily indicate that I agree with the report in part or in whole.

Date

Signature of supervisor

APPENDIX J-2

Langston University
School of Education and Behavioral Sciences
Graduate Program
Department of Rehabilitation Counseling and Disability Studies
(Completed by Student)

STUDENT INTERN EVALUATION OF INTERNSHIP SITE

Name _____ Site _____

Dates of placement _____ Site supervisor _____

Faculty Supervisor _____

Rate the following questions about your site and experiences with the following scale:

A. Very satisfactory B. Moderately satisfactory C. Moderately unsatisfactory D. Very unsatisfactory

1. _____ Amount of on-site supervision
2. _____ Quality and usefulness of on-site supervision
3. _____ Usefulness and helpfulness of faculty liaison
4. _____ Relevance of experience to career goals
5. _____ Exposure to and communication of school/agency goals
6. _____ Exposure to and communication of school/agency procedures
7. _____ Exposure to professional roles and functions within the school/agency
8. _____ Exposure to information about community resources
9. _____ Rate all applicable experiences that you had at your site:

- _____ Report writing
- _____ Intake interviewing
- _____ Administration and interpretation of tests
- _____ Staff presentation/case conferences
- _____ Individual counseling
- _____ Group counseling
- _____ Family/couple counseling
- _____ Psychoeducational activities
- _____ Consultation
- _____ Career counseling
- _____ Other _____

10. _____ Overall evaluation of the site _____

Comments: Include any suggestions for improvements in the experiences you have rated moderately (C) or very unsatisfactory (D) on the Internship Experience Evaluation Form B

APPENDIX K-2

Langston University
 School of Education and Behavioral Sciences
 Graduate Program
 Department of Rehabilitation Counseling and Disability Studies
 (Completed by Student)

EVALUATION OF SELF FORM - A

Intern name: _____

Date of evaluation: _____

Supervisor: _____

Placement site: _____

Instructions

Your supervisor will be asked to complete an evaluation form designed to assess your performance during internship. In order to help you assess your own performance, this form is provided. It is essentially identical to the one given to your supervisor. The form usually takes just five or ten minutes to complete. This form will become part of your record for this course and will be considered in assigning grades for the internship. Please answer each item using the scale provided. Space is provided following each category group for specific comments. There is also space at the end of this form for general comments. If you feel it would be helpful to put anything into context from the outset, please feel free to do so below.

Initial comments: (type comments below)

Answer Code for Evaluation Items

NA: Not applicable or not enough information to form a judgment

1. Far below expectations – needs much improvement, a concern
2. Below expectations – needs some improvement to meet standards
3. Acceptable – meets standards at average level for interns
- 4 Above expectations – performs above average level for interns
- 5 Far above expectations – a definite strength, performs well beyond average levels for interns

I. Basic Work Requirements

- _____ Arrives on time consistently
- _____ Uses time effectively
- _____ Informs supervisor and makes arrangements for absences
- _____ Reliably completes requested or assigned tasks on time
- _____ Completes required total numbers of hours or days on-site
- _____ Is responsive to norms about clothing, language, and so on, on-site

Comments: (type comments below)

Suggested areas for further study: (type comments below)

II. Ethical Awareness and Conduct

- Knowledge of general ethical guidelines
- Knowledge of ethical guidelines of internship placement
- Demonstrates awareness and sensitivity to ethical issues
- Personal behavior is consistent with ethical guidelines
- Consults with others about ethical issues if necessary

Comments: (type comments below)

Suggested areas for further study: (type comments below)

III. Knowledge and Learning

A. Knowledge of Client Population

- Knowledge level of client population at beginning of internship
- Knowledge level of client population at end of internship

B. Knowledge of Treatment Approaches

- Knowledge of treatment approach at beginning of internship
- Knowledge of treatment approach at end of internship

C. Knowledge of Treatment Setting

- Knowledge of treatment setting at beginning of internship
- Knowledge of treatment setting at end of internship

D. Learning

- Receptive to learning when new information is offered
- Actively seeks new information from staff or supervisor
- Ability to learn and understand new information
- Understanding of concepts, theories, and information
- Ability to apply new information in clinical setting

Comments: (type comments below)

Suggested areas for further study: (type comments below)

IV. Skill Development

(List specific skill areas of focus for this intern during the placement, e.g. assessment, interviewing, diagnosis, individual therapy, group therapy, and the like.)

Performance

Skill Area

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

V. Response to Supervision

- _____ Actively seeks supervision when necessary
- _____ Receptive to feedback and suggestions from supervisor
- _____ Understands information communicated in supervision
- _____ Successfully implements suggestions from supervisor
- _____ Aware of areas that need improvement
- _____ Willingness to explore personal strengths and weaknesses

Comments: (type comments below)

Suggested areas for further study: (type comments below)

VI. Interactions with Clients

- _____ Appears comfortable interacting with clients
- _____ Initiates interactions with clients
- _____ Communicates effectively with clients
- _____ Builds rapport and respect with clients
- _____ Is sensitive and responsive to clients' needs
- _____ Is sensitive to cultural differences
- _____ Is sensitive to issues of gender differences

Comments: (type comments below)

Suggested areas for further study: (type comments below)

VII. Interactions with Coworkers

- _____ Appears comfortable interacting with other staff members
- _____ Initiates interactions with staff
- _____ Communicates effectively with staff
- _____ Effectively conveys information and expresses own opinions
- _____ Effectively receives information and opinions from others

Comments: (type comments below)

Suggested areas for further study: (type comments below)

VIII. Work Products

- _____ Reliably and accurately keeps records
- _____ Written or verbal reports are accurate and factually correct
- _____ Written or verbal reports are presented in professional manner
- _____ Reports are clinically or administratively useful

Comments: (type comments below)

Suggested areas for further study: (type comments below)

Overall, what would you identify as your strong points? (type comments below)

What would you identify as areas in which you should improve? (type comments below)

Do you believe you are prepared for employment at your present level? (Please explain):
(type comments below)

Do you believe you are ready for continued graduate studies? (Please explain)
(type comments below)

Intern's Signature: _____ Date: _____

APPENDIX L-2

Langston University
School of Education and Behavioral Sciences
Graduate Program
Department of Rehabilitation Counseling and Disability Studies
(Completed by Student)

INTERNSHIP EXPERIENCE EVALUATION FORM - B

Training Site: _____

Period of Internship: _____

1. What were the satisfactory aspects of your internship experience?

sample

2. In your opinion, was the internship meaningful? Please explain.

INTERNSHIP EXPERIENCE FORM –B
(Continued)

3. What were the unsatisfactory aspects of your internship experience?

4. Other comments or remarks.

sample

APPENDIX M-2

Langston University
 School of Education and Behavioral Sciences
 Graduate Program
 Department of Rehabilitation Counseling and Disability Studies
 (Completed by Site Supervisor)

SITE SUPERVISOR EVALUATION OF INTERN

Intern name: _____

Date of evaluation: _____

Supervisor: _____

Internship site: _____

Instructions

This form is designed to help supervisors provide feedback about the performance of interns. The form usually takes just five or ten minutes to complete, and your answers and comments will be much appreciated. This form will become part of our record for this course and will be considered in assigning grades for the internship. Please answer each item using the scale provided. Space is provided following each category group for specific comments. There is also space at the end of this form for general comments. If you feel it would be helpful to put anything into context from the outset, please feel free to do so below.

Initial comments: (type comments below)

Answer Code for Evaluation Items

NA: Not applicable or not enough information to form a judgment

1. Far below expectations – needs much improvement, a concern
2. Below expectations – needs some improvement to meet standards
3. Acceptable – meets standards at average level for interns
4. Above expectations – performs above average level for interns
5. Far above expectations – a definite strength, performs well beyond average levels for interns

I. Basic Work Requirements

- _____ Arrives on time consistently
- _____ Uses time effectively
- _____ Informs supervisor and makes arrangements for absences
- _____ Reliably completes requested or assigned tasks on time
- _____ Completes required total numbers of hours or days on-site
- _____ Is responsive to norms about clothing, language, and so on, on-site

Comments: (type comments below)

Suggested areas for further study: (type comments below)

II. Ethical Awareness and Conduct

- Knowledge of general ethical guidelines
- Knowledge of ethical guidelines of internship placement
- Demonstrates awareness and sensitivity to ethical issues
- Personal behavior is consistent with ethical guidelines
- Consults with others about ethical issues if necessary

Comments: (type comments below)

Suggested areas for further study: (type comments below)

III. Knowledge and Learning

A. Knowledge of Client Population

- Knowledge level of client population at beginning of internship
- Knowledge level of client population at end of internship

B. Knowledge of Treatment Approaches

- Knowledge of treatment approach at beginning of internship
- Knowledge of treatment approach at end of internship

C. Knowledge of Treatment Setting

- Knowledge of treatment setting at beginning of internship
- Knowledge of treatment setting at end of internship

D. Learning

- Receptive to learning when new information is offered
- Actively seeks new information from staff or supervisor
- Ability to learn and understand new information
- Understanding of concepts, theories, and information
- Ability to apply new information in clinical setting

Comments: (type comments below)

Suggested areas for further study: (type comments below)

IV. Skill Development

(List specific skill areas of focus for this intern during the placement, e.g. assessment, interviewing, diagnosis, individual therapy, group therapy, and the like.)

Performance

Skill Area

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

V. Response to Supervision

- _____ Actively seeks supervision when necessary
- _____ Receptive to feedback and suggestions from supervisor
- _____ Understands information communicated in supervision
- _____ Successfully implements suggestions from supervisor
- _____ Aware of areas that need improvement
- _____ Willingness to explore personal strengths and weaknesses

Comments: (type comments below)

Suggested areas for further study: (type comments below)

VI. Interactions with Clients

- _____ Appears comfortable interacting with clients
- _____ Initiates interactions with clients
- _____ Communicates effectively with clients
- _____ Builds rapport and respect with clients
- _____ Is sensitive and responsive to clients' needs
- _____ Is sensitive to cultural differences
- _____ Is sensitive to issues of gender differences

Comments: (type comments below)

Suggested areas for further study: (type comments below)

VII. Interactions with Coworkers

- _____ Appears comfortable interacting with other staff members
- _____ Initiates interactions with staff
- _____ Communicates effectively with staff
- _____ Effectively conveys information and expresses own opinions
- _____ Effectively receives information and opinions from others

Comments: (type comments below)

Suggested areas for further study: (type comments below)

VIII. Work Products

- _____ Reliably and accurately keeps records
- _____ Written or verbal reports are accurate and factually correct
- _____ Written or verbal reports are presented in professional manner
- _____ Reports are clinically or administratively useful

Comments: (type comments below)

Suggested areas for further study: (type comments below)

Overall, what would you identify as the intern's strong points? (type comments below)

What would you identify as areas in which this intern should improve? (type comments below)

Would you recommend this intern for employment at his or her present level? (Please explain):
(type comments below)

Would you recommend this intern for continued graduate studies? (Please explain)
(type comments below)

Supervisor's Signature: _____

Date: _____

Thank you for your time in supervising this intern and completing this evaluation

APPENDIX N-2

Langston University
 School of Education and Behavioral Sciences
 Graduate Program
 Department of Rehabilitation Counseling and Disability Studies
 (Completed by Faculty Supervisor)

INDIVIDUAL INTERNSHIP EVALUATION

Date _____

Student _____

Agency _____

Supervisor _____

Week Evaluation Conducted _____

Semester and Course Number _____

Hours Completed _____

EVALUATION OF REHABILITATION COUNSELING SKILLS AND PERFORMANCE

Not Applicable Below Expectations Meets Expectations Exceeds Expectations
 0.....1.....2.....3

<i>ITEM</i>	<i>RATING</i>	<i>COMMENTS</i>
1. Establishes good rapport with the client.		
2. Conveys genuine interest in the client.		
3. Conveys warmth and caring to the client.		
4. Communicates accurate empathy.		
5. Facilitates client expression of thought and feeling.		
6. Comprehends the client's issues.		
7. Recognizes and skillfully interprets client's "hidden" messages.		
8. Identifies relationships among conceptual themes as expressed by client.		
9. Appears comfortable in the role of Rehabilitation Counselor.		
10. Demonstrates appreciation for diverse cultures.		
11. Is genuine during session and intensity of interest is appropriate.		
12. Resists being threatened by or defensive with the client.		
13. Conveys competence to client.		
14. Recognizes the significance of client statements in relation to presenting problem.		
15. Responds to important developments in the session.		

16. Overall, the Rehabilitation Counselor seems to know what he/she is doing.		
ITEM	RATING	COMMENTS
17. Overall, the Rehabilitation Counselor seems to have conceptualized the cases correctly.		
18. Keeps control of the counseling session.		
19. Keeps the session moving toward some therapeutic outcome.		
20. Trusts his/her insights during counseling sessions.		
21. Helps the client identify appropriate outcome and/or process goals.		
22. Overall, the Rehabilitation Counselor seems congruent as a counselor.		
23. The Rehabilitation Counselor seems to understand rehabilitation principles, philosophy, and trends.		
24. Appropriate use of confrontation.		
25. Appropriate use of self disclosure.		

EVALUATION OF SUPERVISION EXPERIENCE

Not Applicable Below Expectations Meets Expectations Exceeds Expectations
0.....1.....2.....3

ITEM	RATING	COMMENTS
1. Receptivity to supervision.		
2. Uses supervision effectively.		
3. Capacity for self-awareness and self-reflectiveness.		
4. Openness to discussing issues as they relate to clients.		
5. Openness to discussing issues as they relate to supervision relationship.		

COMMENTS:

Signature of Student

Date

Signature of Faculty Supervisor

Date