

INTERNSHIP MANUAL



Master of Science
In
Rehabilitation Counseling

California State University, Fresno
Department of Counseling, Special Education
& Rehabilitation
5005 N Maple Ave ED 3
Fresno, CA 93740
(559) 278-0340
Fax: (559) 278-0045

Rehabilitation Counseling Program

Internship Manual

Table of Contents

Master of Science in Rehabilitation Counseling

Introduction	3
Goal of Internship Experiences	3
Objectives of Internship Experiences	3
Purpose of the Internship Program	4
Internship Requirements	5
Procedures for Placement	5
Internship Site Expectation	6
Responsibilities/Qualifications of the Internship Site Supervisor	7
Responsibilities of the Intern	8
Responsibilities of Faculty Supervisor	9
Responding to Unsatisfactory Performance	9
Professional Liability Insurance Requirements	10
Grading Policy	10
Professional Associations	11
Professional Certification	11
Appendices	
A. Internship Agreement Form	13
B. Internship Preferences Form	16
C. Internship Information Sheet	18
D. Intern Evaluation Form	20
E. Site Evaluation Form	27
F. Internship Weekly Log	31
G. Internship Learning Contract	33

Introduction

The internship program is a joint undertaking between the Rehabilitation Counseling Program at California State University, Fresno, the California Department of Rehabilitation or other rehabilitation organizations, institutions, facilities, and agencies. It will last for one academic semester, **15 weeks at 40 hours per week for a total of 600 hours**. The internship of students constitutes an extension of educational activities into daily delivery of services to people with disabilities of the various Rehabilitation organizations, agencies, institutions, or facilities. It is important, during the internship activities, that the intern be viewed as a student and not an employee. This does not mean, however, that the intern cannot be given a substantial work schedule, and be allowed to carry a substantial number of cases as part of the overall learning experience.

Prior to beginning the internship, the students will have completed a counseling practicum and a case practices field placement course, where they have had interviewing and counseling experiences with clients and have developed a certain degree of sophistication in working with disabled individuals. After a brief orientation to the agency, they should be ready to engage in all phases of the rehabilitation process and delivery of services to rehabilitation consumers.

It should be kept in mind that students are under considerable pressure during the internship phase of the program. Because the internship is considered a part of their academic education, they are under considerable pressure to make a favorable impression on the agency should they be considered for employment. It is highly recommended that the agency staff recognize these pressures and exercise patience and understanding throughout the internship experience.

Goal of Internship Experiences

The internship experiences provide students with an opportunity to apply the theoretical concepts and skills learned in previous coursework and supplement that knowledge with practical experience. These internship experiences allow the student to make the transition from the academic setting to the actual work setting and therefore adapt more realistically to the professional life about to be entered. The faculty and site supervisors will work cooperatively with the student to determine the nature of the internship experiences, depending on the learning needs and interests of the student. These experiences will allow the student to elect to work in a variety of settings with various disability groups, which may include persons with physical disabilities, sensory impairments, mental or emotional disabilities, chemical dependencies, terminal illnesses, and others.

Objectives of Internship Experiences

To provide students with opportunities to experience varied settings, approaches, and philosophies relating to the professional practice of rehabilitation and mental health counseling.

To create a supportive environment which allows the student to perform and develop counseling skills in a rehabilitation setting.

To create varied learning experiences to facilitate students' development of clinical problem solving skills and competencies to work with individuals with diverse backgrounds and disabilities.

To provide opportunities for students to interact with rehabilitation counselors as well as other professionals in related disciplines.

To provide an understanding of the principles, philosophies, history, policies, laws, practices, and ethics related to rehabilitation and mental health counseling.

To provide supervisors with an opportunity to develop and refine their clinical instruction skills while mentoring and training graduate students.

Purpose of the Internship Program

To provide an opportunity to apply in a practical setting the knowledge the student has gained in prior experiences, both academic and otherwise.

To provide a means of evaluating the student's professional growth and development.

To provide for learning through direct experience.

- ④ **Understanding Disabilities:** One of the primary purposes of the internship is to bring the student into close relationship with people who have diverse types of disabilities. This is done so that the intern can see how disabilities may interfere with individual functioning and how individuals respond to the interference. Such observation and experience should promote the intern's successful follow through of the rehabilitation process by enhancing the understanding and skills needed to make proper assessment of the functional limitations and vocational barriers that can be caused by disabling conditions.
- ④ **Rehabilitation Process:** Optimum circumstances will allow the intern the opportunity to participate in all phases of the rehabilitation process from initial referral to closure.
- ④ **Counseling:** The intern will have an opportunity to enter into a helping relationship in an active and effective role, so that he/she not only gains greater insight into the problems facing people with disabilities, but also the opportunity to be involved in the problem solving process.
- ④ **Community Resources:** The intern will have an opportunity to gain an understanding of the resources in the community. The intern should become more familiar with public agencies and also develop an intimate understanding of the private health and welfare organizations and their underlying philosophy. To as great an extent as possible, the intern should become acquainted with the procedures used by these various agencies in carrying out their missions.

-  **Agency Structure and Operation:** During the internship, the interns will be presented with a comprehensive picture of the structure and function of the rehabilitation agency, institution, facility or office so that they may develop a realistic concept of how the rehabilitation counselor functions in this setting.

Internship Requirements

The internship activities require a total of 600 hours of applied, supervised experience, with at least 240 hours of direct service to individuals with disabilities. Internship experiences will include an average of one (1) hour per week of individual supervision on site and at minimum 1 ½ hours a month of group supervision by the program faculty.

The following courses are prerequisites to taking COUN 269 – Internship in Rehabilitation Counseling (12 units)

COUN 250 – Seminar in Rehabilitation Counseling (3 units)
COUN 251A – Medical Aspects of Psychiatric Disabilities (3 units)
COUN 251B – Medical Aspects of Physical Disabilities (3 units)
COUN 252 – Career Placement in the Rehabilitation Process (3 units)
COUN 257 – Case Practices in Rehabilitation Counseling (4 units)
COUN 258 – Rehabilitation Counseling Practicum (4 units)
COUN 260 – Current Professional Issues in Rehabilitation Counseling (3 units)
COUN 263 – Work Evaluation Procedures (3 units)
COUN 268 – Job Placement Practicum (3 units)
Instructor Consent.

Procedures for Placement

- A. Students must express to the faculty fieldwork supervisor in writing, their intention to register for fieldwork by the fourth week of the preceding semester. Students who have an interest in a particular setting or organization for their placement should also express that interest at that time.
- B. Affiliated organizations will be surveyed for availability of placement openings by the faculty.
- C. **Intern Information Meeting:** A meeting will be held with prospective intern students the semester prior to placement. Sites will be described and students will submit three rank-ordered choices in writing (see Appendix B).
- D. The faculty will assign sites on a preliminary basis, taking into consideration student choices. The student and the site supervisor will be notified of the assignment.
- E. **Student-Site Supervisor Meeting** - Each student will call and arrange an appointment with the site supervisor during the semester prior to placement.

During this meeting, the following should be accomplished:

- ④ Overview of the site's functions and procedures.
 - ④ Overview of student's role and responsibilities.
 - ④ Introduction to other staff members
 - ④ If both student and supervisor agree to placement, an "Internship Information Sheet" should be developed and signed by both parties (see Appendix C).
 - ④ A copy of the contract should be in the possession of the student, site supervisor, and the faculty supervisor prior to starting the fieldwork.
- F. If the placement is not mutually acceptable, the student will repeat the placement process with an alternate site assignment.
- G. All sites must have an Internship Agreement Form with CSUF on file (see Appendix A).

Internship Site Expectations

A. Disabilities

- ④ Make a selection of open and closed files which represent various kinds of disabilities for the intern to review.
- ④ Interpret to the intern the function and role of the medical consultant and arrange for them to sit in on as many of the case reviews as possible with the medical consultant.
- ④ Visit special facilities in the community which may work with multiple disabilities and single disabilities. Be sure to allow sufficient time for the intern to get a feeling of the potential problems inherent in a situation.
- ④ Have the intern review a counselor's case load to see the various kinds of disabling conditions with which the counselor works. This would be a rather broad picture in brief form.
- ④ Select for the intern people with different types of disabilities for initial interviews.

Rehabilitation Process

- ④ Optimal circumstances will allow the intern to begin initial interaction with consumers at the commencement of the internship and the opportunity to see them as far through the rehabilitation process as possible.
- ④ Select cases on which a rehabilitation counselor has collected data and is ready to do a case evaluation. Have the intern review these case files and make plans for carrying out rehabilitation services.
- ④ Have the intern make specific placement plans for a selected groups of clients and carry out these plans by making contact with individual employers alone/or with the counselor in an attempt to effect placement for these clients.
- ④ In order to further familiarize the intern with a broad spectrum of activities, they might also study: (i) case loads of several counselors, (ii) the number of individuals interviewed per day and the number of plans written, (iii) the number of cases closed

from various statuses, and (iv) the reports that counselors are responsible for completing.

C. Counseling

- ④ Counseling is construed to include all contacts that the counselor has with the rehabilitation client, from initial interview to job placement. This will include securing and interpreting information, assisting individuals to understand their needs, and working collaboratively with the client in seeking solutions to their problems.
- ④ Role play situations that involve interpretation of test and medical information, volatile clients, integrated family situations, etc.
- ④ Set up real life situations to evaluate the intern's ability to communicate with a variety of people such as individuals with illiteracy barriers, hearing impairments/deaf, non-English speaking, etc.

D. Community Resources

- ④ Arrange for site visits to the various community agencies, making sure that the intern understands that the purpose is to gain an understanding of the function of the agency and it relates to the rehabilitation agency.
- ④ Select cases on which the intern may work jointly with various agencies.
- ④ Plan specific visits with industries and businesses which have employed people with disabilities so the intern may converse with personnel managers or employers regarding their experiences.
- ④ Have the intern visit organizations such as community planning councils, personnel and guidance associations, National Rehabilitation Association Chapters, or other such organizations where rehabilitation counselors participate.

E. Agency Structure and Process

- ④ It may be beneficial for the intern to review past year reports on rehabilitation source referrals, and the budget for that year.
- ④ The intern should understand how much responsibility is given to the counselors in planning services for clients and whether counselors are given a budget and reasons for doing so.
- ④ Have intern attend all staff meetings and observe the problem solving process that is utilized by the agency. Encourage the intern to be inquisitive about changes, events, and activities which might take place.

Responsibilities/Qualifications of the Internship Site Supervisor

- ④ Must have appropriate education, experience, and credentials. A minimum of a Master's degree in a helping profession is required. Preferably, the supervisor will possess a CRC credential.

- 👤 Provide interns with an orientation to staff, procedures, agency structure, and required report writing within the internship site. It is also suggested that community field visits be available with referral resources and contacts.
- 👤 Provide regularly scheduled individual supervision each week for a minimum of one hour per week and also complete evaluations regarding the intern's progress at the middle and end of the internship.
- 👤 Provide meaningful experiences/tasks with individuals who have a broad range of disabilities, from referral through plan development to closure. Preferably the intern will interact with approximately 8 - 10 clients at a time throughout the semester. Closed cases should be replaced with new referrals.
- 👤 Help obtain necessary permissions and releases for working with clients.
- 👤 Provide access to staff meetings and client staffing and other relevant conferences as required.

Responsibilities of the Intern

- 👤 Adhere to all agency policies, schedules, and dress codes.
- 👤 The intern is expected to conform to ethical standards, especially in regard to confidentiality.
- 👤 The intern will understand that they are representing the internship site on a continuous basis and will conduct themselves with a professional attitude and professional discretion.
- 👤 The intern is required to attend at least one meeting of each of the organization's conferences (staff meetings, staffings, training sessions, family conferences, etc.).
- 👤 The intern is encouraged to submit applications for employment early in the internship. However, the intern has an ethical obligation to complete or nearly complete their internship.
- 👤 If a leave of absence is desired for personal reasons, such as an interview with a prospective employer, this request will be made of the agency staff supervisor and relayed to the faculty supervisor for a joint decision on approval.
- 👤 The intern must maintain a daily log of activities on the form provided (see Appendix F). The information need not be extensive, but brief and thorough. You are to submit the logs to the faculty supervisor (via mail, fax, or hand delivery) and also to your site supervisor if requested to do so.

-  Attend and participate in scheduled monthly site supervision and class meetings/activities.
-  Facilitate faculty supervisor's site visit to the fieldwork setting.
-  Complete evaluation forms on the site (see Appendix E).
-  Know and abide by the *Code of Professional Ethics for Rehabilitation Counselors* and *American Counseling Association Code of Ethics*.

Responsibilities of Faculty Supervisor

-  Student fieldwork placements will be under the direction of a faculty supervisor who is a full-time faculty member in the CSU Fresno, Rehabilitation Counseling program and is a CRC. The faculty supervisor serves as a liaison between the program and the fieldwork site and is responsible to:
 -  Collaborate with the student and site supervisor to assist with the development and refinement of the fieldwork site contract experiences.
 -  Review the progress of the fieldwork students on a regular basis.
 -  Provide direct and periodic communication throughout the semester with the site supervisor.
 -  Structure and facilitate weekly group supervision meetings on campus.
 -  Support students' understanding and application of the *Code of Professional Ethics for Rehabilitation Counselors* and *American Counseling Association Code of Ethics*.
 -  Address concerns, in collaboration with the student and site supervisor, related to unsatisfactory performance.

Responding to Unsatisfactory Performance

All internship students in the program are subject to periodic assessment by the faculty supervisor in coordination with the site supervisor. In the event that a internship student's performance is deemed unsatisfactory, the following procedure will be used. Unsatisfactory performance on the part of the intern can include, but is not limited to, ethical violations, unprofessional behavior and/or skill deficiencies. These procedures may be adjusted to best address the specific needs of each situation, with special consideration given to meeting the educational goals of the student while maintaining the integrity of the program.

The intern's faculty supervisor will first discuss the concern with the student in an effort to informally resolve the issue. This may occur during regularly scheduled supervision times or in a special meeting at the discretion of the faculty supervisor.

If no resolution can be reached by the student and faculty supervisor, plans for additional informal intervention will be discussed. The intern, faculty supervisor, as well as the site supervisor will be involved in this process. Both the student and site supervisor will be allowed to present concerns and suggestions and will work with the faculty supervisor to reach a practical solution (this may include adjusting the internship expectations, requiring supplemental learning materials, or transferring the student to another site).

If the informal intervention is not successful, a formal remediation will take place. The student, faculty and site supervisors will meet to agree on specific expectations and remedial activities. Methods for evaluation and time frames will also be determined. The student's academic advisor, site and faculty supervisors must all sign-off on the plan for remediation. A copy of this plan will be placed in the student's permanent file.

Failure of formal remediation may result in probation and potential termination from the program. The decision to terminate will be made by the student's faculty supervisor in consultation with the department chair and dean. Any actions by the student that constitute an infraction of the rules set forth in the MSU-Billings Student Handbook will be handled in accordance with the Guidelines for Student Conduct of the Montana State University – Billings Student Handbook.

In the event the student believes he or she was unfairly penalized or denied due process, the decision may be appealed in accordance with the Student Misconduct Appeal Procedures of the California State University, Fresno's Student Handbook

Professional Liability Insurance Requirements

Students are mandated to have professional liability insurance coverage. Information on student liability coverage may be found on the National Rehabilitation Counseling Association website, <http://nrca-net.org/Liability1.html>, and the Healthcare Providers Service Organization website, <http://www.hpso.com/students/studentindex.php3>.

Grading Policy

Student fieldwork evaluations are jointly determined by the faculty and site supervisors. The site supervisor will complete mid-term and final student evaluations (see forms in Appendix) and participate in joint conference with faculty supervisor and student. Other evaluations may be conducted at the request of any of these three parties.

The internship fieldwork experiences are graded pass/fail (P/F), based on completion of the required hours of supervised experience and satisfactory performance evaluations plus class attendance and participation. If the requisite number of fieldwork hours has not been recorded by the end of the semester, an incomplete (I) will be assigned and removed upon completion of all the course requirements.

Professional Associations

Students are encouraged to join and become actively involved in the associations of the profession.

American Counseling Association (ACA)
5999 Stevenson Avenue
Alexandria, VA 22304
800-347-6647
www.counseling.org

American Rehabilitation Counseling Association (ARCA)
5999 Stevenson Avenue
Alexandria, VA 22304
800-347-6647
www.arcaweb.org

National Rehabilitation Association (NRA)
633 S. Washington Street
Alexandria, VA 22314
703-836-0850
www.nationalrehab.org

National Rehabilitation Counseling Association (NRCA)
P.O. Box 4480
Manassas, VA 20108
703-361-2077
<http://nrca-net.org>

National Council on Rehabilitation Education (NCRE)
2012 W. Norwood Dr.
Carbondale, IL 62901
618-549-3267
<http://www.rehabeducators.org/>

These organizations provide the student with updated information regarding rehabilitation and mental health counseling along with subscriptions to major journals and newsletters. Association involvement also provides opportunity for networking for the student's own interests as well as career plans.

Professional Certification

Certified Rehabilitation Counselor (CRC)

Students can pursue rehabilitation certification upon graduation from the program. Students are encouraged to pursue their CRC (Certified Rehabilitation Counselor). Students in a CORE accredited program are allowed to sit for the CRC examination following completion of 75% of their coursework.

For information about the CRC contact:

Commission on Rehabilitation Counselor Certification
300 N. Martingale Road, Suite 460
Schaumburg, Illinois 60173
847-944-1325 or www.crc certification.com

Appendix A

Internship Agreement Form (Example)

CALIFORNIA STATE UNIVERSITY, FRESNO
Kremen School of Education and Human Development
Department of Counseling, Special Education, and Rehabilitation
5005 N Maple Ave ED 3
Fresno, CA 93740

Agreement between Site Supervisor, Intern and Rehabilitation Counseling Master's Program

Please check all that apply: Term: _____ Fall _____ Spring Year: _____

Dear Site Supervisor,

I am writing to ask your assistance in providing (student's name) _____, a graduate student in California State University, Fresno Rehabilitation Counseling Program with an opportunity to fulfill her/his required internship experience at your site.

General Requirements:

- Internship will average 40 hours per week, for not less than 600 hours. The internship will run for the full semester including finals week.
- Student will receive a minimum of 600 hours of supervised rehabilitation counseling internship (with at least 240 hours of direct service to persons with disabilities) that will be facilitated by the site supervisor to insure fulfillment of this requirement.
- Internship will consist of direct and indirect services to clients with disabilities. These services will include the following: individual and group counseling, intake interviewing, case management, client assessment/evaluation, client advocacy, client assistance, documentation, and attendance of the various agency specific meetings conducted throughout the semester, and other related services.
- The site supervisor must have appropriate education, experience, and credentials. A minimum of a Master's degree in a helping profession is required. Preferably, the supervisors possess a Certified Rehabilitation Counselor (CRC) credential.
- The site supervisor will provide a minimum of 1 hour per week of individual face to face supervision. A standing weekly appointment will be made with the site supervisor to insure consistency in supervision.
- Student will adhere to the Code of Professional Ethics for Rehabilitation Counselors and have a working understanding of the enforceable standards of ethical practice.
- Site supervisor, intern and faculty coordinator will carry out the responsibilities that were listed in CSUF Rehabilitation Counseling Program Internship Manual (page 7 – 9).

Responsibility for Intern's Acts:

The University hereby agrees to hold (agency's name) _____ harmless from any claim, suit, or loss sustained by the (intern's name) _____ as a result of any injury to any client or employee of the agency which results or is caused by the negligence, error or emission of any University faculty or intern.

Likewise, the agency hereby agrees to hold the University harmless from any claim, suit or loss sustained by the University as a result of any injury to any client which results or is caused by the negligence, error or emission of the agency or its employees.

Professional liability insurance is provided for the faculty and interns of California State University of Fresno, School of Education and Human Development.

This contract has been discussed and approved by all parties. This contract will be reviewed during supervision with my site and faculty supervisor to determine progress towards activities, expectations and goals.

Sincerely,

Lee Za Ong, PhD, CRC
Internship Coordinator
Department of Counseling, Special Education
& Rehabilitation
California State University, Fresno
5005 N Maple Ave ED 3
Fresno, CA 93740
(559)278-0324
Fax: (559)278-0045
lzung@csufresno.edu

Intern's signature

Print Name

Date

Site Supervisor's signature

Print Name

Date

Agency's Name

Title

APPENDIX B

Internship Preferences Form

APPENDIX C

Internship Information Sheet

INTERNSHIP INFORMATION SHEET

The **Internship Information Sheet** is completed by the prospective intern and must be signed by the faculty coordinator to obtain authorization for placement.

Intern Name _____ Phone _____

Address _____ City _____ Zip _____

Intern email address: _____

Agency Name _____ Agency Phone _____

Agency Address _____

City _____ Zip _____ Agency Fax Number _____

Site Supervisor Name _____ Phone _____

Supervisor Qualifications: Masters Doctorate. What major or area _____

Circle all certifications / license that apply. CRC, CCM CVE other _____

Site supervisor's email address _____

This form must be signed by Dr. Ong, internship coordinator:

Placement approval: _____yes _____no. Date: _____

Approved by: _____

KEEP A SIGNED COPY OF THIS DOCUMENT FOR YOUR RECORDS

APPENDIX D

Rehabilitation Counseling Intern Evaluation Form

(Completed by Site Supervisor)

REHABILITATION COUNSELING INTERN EVALUATION FORM

Kremen School of Education and Human Development
Department of Counseling, Special Education, and Rehabilitation
Rehabilitation Counseling Program
5005 N Maple Ave ED 3
Fresno, CA 93740

This form is completed by the Site Supervisor at the end of the semester of the internship to evaluate the intern's performance at the site. Once completed, the Intern Evaluation Form is reviewed with the intern and signed by both the site supervisor and the intern. The Intern Evaluation Form is returned to the course instructor and another copy is given to the internship coordinator two weeks prior to the last class.

Name of Intern _____ Date _____

Period covered by report: From _____ To _____

Supervisor: Name _____

Agency _____

Address _____

Phone No. _____

Supervisor's Credentials: _____

Number of years in the field: _____

What was the total number of clients the intern worked with? _____

What type of clients were assigned to the student (circle all that apply):

Children Adolescents Adults Working age

Elderly Male Female

Individual with Disabilities (please specify): _____

What was the racial/ethnic background of the clients (circle all that apply)?

White African-American Asian-American
Latino American other _____

What were the main duties of the intern? _____

Type of supervision provided per week: Individual Group Both

Amount of supervision provided per week: _____

Evaluation

Please use the following numbers and standards in rating the student and CIRCLE the appropriate rating scale number for each evaluation criteria.

Please feel free to use the space between questions to add any addition comments.

Rating Scale:

5 = Outstanding - Performance is superior, well above the standard required of a competent student or new employee.

4 = Above Average - Performance is substantially above that required of a competent student or new employee.

3 = Average- Performance is thoroughly satisfactory, equal to the standard required of a competent student or new employee.

2 = Below Average - Performance is inadequate, indicating the need for greater effort or training.

1 = Poor- Unsatisfactory, no effort expended.

NA = Not Applicable - Inadequate opportunity to evaluate.

A. KNOWLEDGE, PROPER INTERPRETATION AND APPLICATION OF:

	Poor		Average		Outstanding	
	1	2	3	4	5	NA
1. Medical information (diagnostic categories, prognoses, human growth and development, etc.).	1	2	3	4	5	NA
2. Psychological information (Personality theory, motivation, human growth, and development, etc.).	1	2	3	4	5	NA
3. Social information (family situation, values, attitudes, inter-family structure, etc.).	1	2	3	4	5	NA
4. Educational information (educational record and program, training facilities and programs).	1	2	3	4	5	NA
5. Occupational information (world of work, job qualifications and skills, availability of jobs).	1	2	3	4	5	NA

6.	Background information (in general, relation of past performance to present and future performance).	1	2	3	4	5	NA
7.	Community resources (availability of, method of referral, cooperation with, etc.).	1	2	3	4	5	NA
8.	Information from consultants (medical, speech, psychiatrist, instructors, OT, PT, social workers).	1	2	3	4	5	NA
9.	Information from other evaluation instruments (work samples, observations, job tryouts).	1	2	3	4	5	NA
10	Information from standardized tests (aptitude, IQ, interests, personality).	1	2	3	4	5	NA
11	Counseling theory and techniques.	1	2	3	4	5	NA
12	Agency organization, functions, and procedures.	1	2	3	4	5	NA

B. WORK HABITS AND PERSONAL CHARACTERISTICS

1.	General appearance.	1	2	3	4	5	NA
2.	Attendance and punctuality.	1	2	3	4	5	NA
3.	Dependability and cooperation.	1	2	3	4	5	NA
4.	Interest and motivation.	1	2	3	4	5	NA
5.	Listening to and following directions.	1	2	3	4	5	NA
6.	Attitude and inquiry; seeks further knowledge.	1	2	3	4	5	NA
7.	Initiative and assumption of responsibility.	1	2	3	4	5	NA
8.	Creativity and imagination in problem solving.	1	2	3	4	5	NA
9.	Independent judgment; decision making.	1	2	3	4	5	NA
10.	Learning and assimilating new ideas.	1	2	3	4	5	NA
11.	Tolerating daily routine.	1	2	3	4	5	NA
12.	Meeting deadlines.	1	2	3	4	5	NA
13.	Functioning independently.	1	2	3	4	5	NA
14.	Personal adjustment, stability, and maturity.	1	2	3	4	5	NA
15.	Relatively well-defined personal goals.	1	2	3	4	5	NA

16.	Self-understanding, knows own strengths and weaknesses.	1	2	3	4	5	NA
17.	Oral expression and communication skills.	1	2	3	4	5	NA
18.	Perceptiveness.	1	2	3	4	5	NA

C. UNDERSTANDING OF RELATIONSHIPS WITH CLIENTS

1.	Understanding and acceptance of client's differences in attitudes and values.	1	2	3	4	5	NA
2.	Sensitive to clients' feelings and needs.	1	2	3	4	5	NA
3.	Avoids over-generalization and the forming of stereotypical attitudes and behavior toward clients.	1	2	3	4	5	NA
4.	Generally establishes and maintains good and productive relationships with clients.	1	2	3	4	5	NA
5.	Ability to recognize/identify the client's significant problems.	1	2	3	4	5	NA
6.	Understanding the relationship of the particular disability to personal, social, and vocational adjustment.	1	2	3	4	5	NA
7.	Ability to relate to and work with clients who have physical disabilities.	1	2	3	4	5	NA
8.	Ability to relate to and work with clients who have mental disabilities.	1	2	3	4	5	NA
9.	Ability to relate to and work with clients who have emotional disabilities.	1	2	3	4	5	NA

D. CASE RECORDING AND/OR REPORT WRITING

1.	Reports are concise and well constructed.	1	2	3	4	5	NA
2.	Reports are easy to comprehend and contain pertinent information.	1	2	3	4	5	NA
3.	Overall quality of reports.	1	2	3	4	5	NA

E. INTERPERSONAL RELATIONS

1.	With clients and their support systems.	1	2	3	4	5	NA
2.	With agency staff and supervisors.	1	2	3	4	5	NA
3.	With community resource staff.	1	2	3	4	5	NA

F. PROFESSIONAL CHARACTERISTICS

1.	Recognition of professional and ethical conduct.	1	2	3	4	5	NA
2.	Commitment to agency mission and work.	1	2	3	4	5	NA
3.	Sense of personal obligation and commitment to clients.	1	2	3	4	5	NA
4.	Overall philosophy and attitude toward rehabilitation.	1	2	3	4	5	NA
5.	Understands relationship between rehabilitation and other social welfare programs. Shows professional and personal growth and development.	1	2	3	4	5	NA

G. Summary

1.	Student's overall performance	1	2	3	4	5	NA
2.	Potential as a rehabilitation counselor	1	2	3	4	5	NA
3.	Readiness for employment	1	2	3	4	5	NA

Please indicate the intern's:

1. most obvious strengths

2. greatest areas of improvement during the placement process

3. areas needing improvement

Please indicate any additional comments regarding the student or the program's training of our students.

Evaluation completed by:

Supervisor Signature _____ Date _____

I was given an opportunity to review and discuss this evaluation with my site supervisor. My signature does not necessarily reflect agreement with the content.

Student Signature _____ Date _____

Evaluation reviewed by:

Faculty Supervisor _____ Date _____

APPENDIX E

Site Evaluation Form

(Completed by Intern)

**Rehabilitation Counseling Program
California State University, Fresno**

SITE EVALUATION FORM

This **Site Evaluation Form** is designed to study and facilitate the effectiveness of the supervision process by utilizing the student's report of his/her supervision experience. It will be completed by the student at the end of the fieldwork assignment and submitted to his/her faculty supervisor. The faculty coordinator reviewed the form and places it in the intern's folder and in the "Internship Binder" (located in the faculty coordinator office ED 357) to be used as a resource by students for future placement

Student: _____ Supervisor: _____
Agency: _____
Semester: Fall (Year) _____ Spring (Year) _____

~~~~~

| <b>1. <u>ORIENTATION TO AGENCY, DUTIES, AND CASELOAD</u></b>          | <b><u>Yes</u></b> | <b><u>No</u></b> | <b><u>Other</u></b> | <b><u>NA</u></b> |
|-----------------------------------------------------------------------|-------------------|------------------|---------------------|------------------|
| Explained the organizational structure of the agency.                 | _____             | _____            | _____               | _____            |
| Described the agency goals and functions.                             | _____             | _____            | _____               | _____            |
| Discussed the various resources of the agency and their availability. | _____             | _____            | _____               | _____            |
| Clarified my position in the organizational structure.                | _____             | _____            | _____               | _____            |
| Adequately outlined the agency procedures.                            | _____             | _____            | _____               | _____            |
| Discussed with me my duties and goals for the experience.             | _____             | _____            | _____               | _____            |
| Discussed his/her other expectations of me.                           | _____             | _____            | _____               | _____            |
| Introduced to other staff members.                                    | _____             | _____            | _____               | _____            |
| Established and kept a definite time for supervisory conferences.     | _____             | _____            | _____               | _____            |
| Assigned appropriate clients and an adequate number of clients.       | _____             | _____            | _____               | _____            |

| <b>2. <u>SUPERVISOR AS A RESOURCE</u></b>                                             | <b>Poor</b> |   | <b>Average</b> |   | <b>Outstanding</b> |    |
|---------------------------------------------------------------------------------------|-------------|---|----------------|---|--------------------|----|
|                                                                                       | 1           | 2 | 3              | 4 | 5                  | NA |
| 1. Is especially skilled in counseling techniques.                                    | 1           | 2 | 3              | 4 | 5                  | NA |
| 2. Is especially knowledgeable about various assessments.                             | 1           | 2 | 3              | 4 | 5                  | NA |
| 3. Is especially knowledgeable about clients.<br>(specific problems(s) or disability) | 1           | 2 | 3              | 4 | 5                  | NA |
| 4. Is especially knowledgeable about<br>educational/vocational counseling techniques. | 1           | 2 | 3              | 4 | 5                  | NA |
| 5. Is especially knowledgeable about job development and<br>placement issues.         | 1           | 2 | 3              | 4 | 5                  | NA |
| 6. Is especially knowledgeable about program planning<br>and case management.         | 1           | 2 | 3              | 4 | 5                  | NA |

7. Is especially knowledgeable of available resources in the community. 1 2 3 4 5 NA

8. Other areas of expertise. 1 2 3 4 5 NA

3. **SUPERVISORY STYLE**

|    |                                                                  |      |         |   |             |      |
|----|------------------------------------------------------------------|------|---------|---|-------------|------|
|    |                                                                  | Poor | Average |   | Outstanding |      |
| 1. | Was able to give concrete examples when talking of my strengths. | 1    | 2       | 3 | 4           | 5 NA |

|    |                                                                   |   |   |   |   |      |
|----|-------------------------------------------------------------------|---|---|---|---|------|
| 2. | Was able to give concrete examples when talking of my weaknesses. | 1 | 2 | 3 | 4 | 5 NA |
|----|-------------------------------------------------------------------|---|---|---|---|------|

|    |                              |   |   |   |   |      |
|----|------------------------------|---|---|---|---|------|
| 3. | Considered my point of view. | 1 | 2 | 3 | 4 | 5 NA |
|----|------------------------------|---|---|---|---|------|

|    |                                                                                             |   |   |   |   |      |
|----|---------------------------------------------------------------------------------------------|---|---|---|---|------|
| 4. | Sometimes used role-playing or demonstrations to assist in developing my counseling skills. | 1 | 2 | 3 | 4 | 5 NA |
|----|---------------------------------------------------------------------------------------------|---|---|---|---|------|

|    |                                                |   |   |   |   |      |
|----|------------------------------------------------|---|---|---|---|------|
| 5. | Discussed his/her evaluation criteria with me. | 1 | 2 | 3 | 4 | 5 NA |
|----|------------------------------------------------|---|---|---|---|------|

|    |                                                       |   |   |   |   |      |
|----|-------------------------------------------------------|---|---|---|---|------|
| 6. | Provided continuous feedback throughout the semester. | 1 | 2 | 3 | 4 | 5 NA |
|----|-------------------------------------------------------|---|---|---|---|------|

|    |                                                       |   |   |   |   |      |
|----|-------------------------------------------------------|---|---|---|---|------|
| 7. | Offered an adequate balance of challenge and support. | 1 | 2 | 3 | 4 | 5 NA |
|----|-------------------------------------------------------|---|---|---|---|------|

|    |                               |   |   |   |   |      |
|----|-------------------------------|---|---|---|---|------|
| 8. | Focused on my training needs. | 1 | 2 | 3 | 4 | 5 NA |
|----|-------------------------------|---|---|---|---|------|

4. **THE FIELDWORK SITE AS A RESOURCE**

|    |                                                |      |                   |                  |                     |                  |
|----|------------------------------------------------|------|-------------------|------------------|---------------------|------------------|
|    |                                                |      | <b><u>Yes</u></b> | <b><u>No</u></b> | <b><u>Other</u></b> | <b><u>NA</u></b> |
|    |                                                | Poor | Average           |                  | Outstanding         |                  |
| 1. | Was flexible in meeting my needs as a student. | 1    | 2                 | 3                | 4                   | 5 NA             |

|    |                                                                  |   |   |   |   |      |
|----|------------------------------------------------------------------|---|---|---|---|------|
| 2. | Provided sufficient opportunities to practice counseling skills. | 1 | 2 | 3 | 4 | 5 NA |
|----|------------------------------------------------------------------|---|---|---|---|------|

|    |                                                                      |   |   |   |   |      |
|----|----------------------------------------------------------------------|---|---|---|---|------|
| 3. | Provided me with adequate office space and other physical resources. | 1 | 2 | 3 | 4 | 5 NA |
|----|----------------------------------------------------------------------|---|---|---|---|------|

|    |                                                                  |   |   |   |   |      |
|----|------------------------------------------------------------------|---|---|---|---|------|
| 4. | Provided easy access to other staff for support or consultation. | 1 | 2 | 3 | 4 | 5 NA |
|----|------------------------------------------------------------------|---|---|---|---|------|

|    |                                                          |   |   |   |   |      |
|----|----------------------------------------------------------|---|---|---|---|------|
| 5. | Made good use of the skills and services I had to offer. | 1 | 2 | 3 | 4 | 5 NA |
|----|----------------------------------------------------------|---|---|---|---|------|

5. **How would you assess this site as a site for future students?**

\_\_\_ Very Good    \_\_\_ Good    \_\_\_ Fair    \_\_\_ Poor

6. Any additional comments you would like to make regarding your fieldwork site. (You might include any specific suggestions for the site's future involvement with students.)
  
  
  
  
  
  
  
  
  
  
7. Any additional comments you would like to make regarding your supervisor. (You might include specific suggestions for the supervisor's future involvement with the students.)

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_

# **APPENDIX F**

## **Internship Weekly Log**

**California State University, Fresno  
Rehabilitation Counseling Program**

**INTERNSHIP LOG**

The Internship Weekly Log is used by the intern to document her/his internship activities and skills. This is a suggested form; however, it is highly recommended that intern documents what she/he does each week as this information will prove every useful for future certification/licensure related issues. Further, it provides the intern and supervisor a retrospective view of the skills the intern has developed and spent time performing.

Intern's name: \_\_\_\_\_

| <i>Week of</i>                | <b>Sun</b> | <b>Mon</b> | <b>Tue</b> | <b>Wed</b> | <b>Thurs</b> | <b>Fri</b> | <b>Sat</b> |
|-------------------------------|------------|------------|------------|------------|--------------|------------|------------|
| <i>Record Amount of Hours</i> |            |            |            |            |              |            |            |
| Intake/Initial Interview      |            |            |            |            |              |            |            |
| Individual Counseling         |            |            |            |            |              |            |            |
| Group Counseling              |            |            |            |            |              |            |            |
| Case Conference/Team Meeting  |            |            |            |            |              |            |            |
| Report Writing                |            |            |            |            |              |            |            |
| Other meetings                |            |            |            |            |              |            |            |
| In-services/Workshop          |            |            |            |            |              |            |            |
| Supervision                   |            |            |            |            |              |            |            |
| Misc. Clerical Duties         |            |            |            |            |              |            |            |
| Others (please specify):      |            |            |            |            |              |            |            |
| <b><i>Total Hours</i></b>     |            |            |            |            |              |            |            |

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

**Total Direct Hours:** \_\_\_\_\_

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

\_\_\_\_\_  
Intern's Signature

# **APPENDIX G**

## **Internship Learning Contract**

## California State University, Fresno Rehabilitation Counseling Program

### INTERNSHIP LEARNING CONTRACT

The Learning Contract is a tool used by both the supervisor and the student to identify specific goals, the activities you plan to undertake to achieve these goals, and the specific methods to evaluate the accomplishment of these goals. Specific directions to complete the Learning Contract are provided directly on the form.

Contracts are written collaboratively by the supervisee and the supervisor and can be renegotiated throughout the semester. Contracts are useful because:

- 🕒 They help to guide the activities at the internship site
- 🕒 They give the student a basis for self-evaluation
- 🕒 They give the supervisor information that is useful when evaluating the student
- 🕒 They help to maximize the chances for a successful field placement experience

Contracts should be:

- 🕒 Realistic
- 🕒 Reflect the interests of both parties
- 🕒 Define the expectations of both parties
- 🕒 Include a description of the frequency, length, and time of scheduled supervision
- 🕒 Identify specific goals and the activities to accomplish the goals and the criteria for evaluation

#### **Directions for the Learning Contract:**

Prior to meeting during supervision, think about the learning opportunity that the field placement presents. Supervisors and supervisees work together to identify goals for the field placement experience.

#### **Supervisee:**

Identify specific goals that you wish to reach during the field placement. Then identify activities that you can undertake in an effort to accomplish these goals. Finally, identify concrete ways that will let you know that you have accomplished these goals.

#### **Supervisor:**

Identify specific goals that you would like the student to accomplish during her/his field placement. Identify activities that s/he can undertake in an effort to accomplish these goals. Finally, identify concrete ways to evaluate the student's progress.

