REHC 5990
Internship
Spring Semester, 2016
4:30 – 7:20 p.m. on Tuesdays
Room 235 Campbell Building

Course Syllabus

Instructor
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The University of Texas at El Paso
College of Health Sciences
Department of Rehabilitation Sciences
1101 N. Campbell St., Room 318
El Paso TX 79902

* Office hours by appointment. *

*Please send me an email message in advance if you would like to meet. I can be very flexible if you work and can’t meet during “traditional hours”. I can also be available using Apple’s FaceTime or telephone in order to accommodate your schedules.

Course Description
The purpose of this course is to provide supervised, practical experience in rehabilitation counseling, especially as it pertains to the provision of rehabilitative services. This course is intended to meet the standards outlined by our accrediting body – the Council on Rehabilitation Education (CORE) – and also the State of Texas’ requirement regarding clinical experience that is outlined within §681.82(c) of the Texas Administrative Code (TAC). The TAC can be viewed at http://www.sos.texas.gov/tac/. The Code states the following: “(c) Applicants must also have a supervised practicum experience that is primarily counseling in nature of at least 300 clock-hours which were a part of the required planned graduate program.”

The internship experience in Rehabilitation Counseling requires 600 clock hours over the course of the entire academic year. This course involves two types of clinical supervision: (a) supervised experience in an approved setting that provides services to individuals with disabilities; and (b) faculty supervision via individual and group consultation. The actual internship requires students to observe all aspects of the delivery of rehabilitation counseling services and progress toward performing the tasks required of an employed rehabilitation counselor.

Please note the following, important details:
• Students not having a CRC on-site supervisor must get approval from faculty prior to the start of the field experience.
• Based on the intensity and importance of your fieldwork experience, the instructors will be available for consultation outside of the internship seminar. Please do not hesitate to schedule additional consultation times when issues arise.
• Internship is a 600 hour experience, of which 240 clock hours must be direct service provision to persons with disabilities (PWDs).

CORE Standards
The Internship course meets the following standards outlined by CORE.
D.2 Students shall have supervised rehabilitation counseling internship activities that include a minimum of 600 hours of applied experience in an agency/program, with at least 240 hours of direct service to individuals with disabilities.

D.2.1 The internship activities shall include the following:

D.2.1.a orientation to program components, policies and procedures, introduction to staff and their role and function, identification of the expectations for interns, confidentiality and due process procedures, risk assessment, and the Code of Professional Ethics for Rehabilitation Counselors;

D.2.1.b. observation of all aspects of the delivery of rehabilitation counseling services, as practiced by the agency or organization, including diverse populations;

D.2.1.c. work assignments, performing the tasks required of an employed rehabilitation counselor at the agency or organization; and

D.2.1.d. reporting, including all required academic reports as well as logs, weekly progress reviews, and summaries of activities.

D.2.6 Internship students shall have experiences that increase their awareness and understanding of differences in values, beliefs and behaviors of persons who are different from themselves. Internship shall promote cultural competence, foster personal growth and assist students in recognizing the myriad of counseling approaches and rehabilitation issues that affect service delivery

D.3 Internship experiences shall include an average of one (1) hour per week of individual or 1½ hours per week of group (with no more than ten students/group) supervision by a program faculty member who is a CRC or qualified individual working in cooperation with a program faculty member who is a CRC.

**Necessary Technological Competencies**

To successfully complete this course, it is necessary that students have access to the Internet and know how to receive and send emails. Messages sent to students will be disseminated using students’ university assigned emails. If you prefer to use another account make sure to forward all messages from your university account to your preferred email account.

Students will also need to use MSPACE. I will send you an invitation to join a folder. From there, you should use MSPACE as instructed.

A special note for students corresponding via distance. You must be able to do the following:

- Be sure your computer meets minimum technical specifications.
- Be able to download and install plug-ins and required software for distance communication.
- Be sure to set up a Skype account if you do not have one. Also be sure to send a Contact request to Dr. Barnes PRIOR to the first class. Dr. Barnes’ Skype name is erinfbarnes. If you have an iPhone or an iPad we can use FaceTime.
- Familiarize yourself with the learning management systems (elluminate live) or other software applications (Skype, FaceTime) that allow for distance communication as early as
possible. If you have problems using the system it is your responsibility to contact the FIT lab to learn more about using the program.

If you need any help or have any concerns about these required skills please contact the Instructional Support Services (FIT lab) at 915-747-5940 or visit them in the Undergraduate Learning Center Room 340.

**Professional Responsibility**

Students are expected to perform to both the agency and the program’s standards. As such, students are required to do the following:

1. Regularly report to their agency to complete the minimum hours required for the experience.
2. Meet with their site supervisor on a weekly basis.
3. Meet regularly with university supervisor for supervision. The intent of supervision includes provisional support of Internship activities, university supervisor feedback, and discussion of clinical or agency issues.
4. Be respectful and develop positive relationships with clients, colleagues, and supervisors. (Please note, any conflicts between the student and the site supervisor must be reported to the internship faculty immediately. Any consequences resulting from a conflict with the site supervisor (that goes unreported by the student) may mean that whatever action taken by the agency against the student (i.e. dismissal) may result in the student failing the course.)

**Respect for the Learning Experience and Environment**

Adult learning experiences are enhanced by the committed participation of peers. For this reason, importance is placed on attendance and scholarly participation in seminar activities and discussions. As professionals and future professors/supervisors it is necessary to develop the skills of mutual respect, punctuality and promptness in completing tasks during graduate training. Please be respectful of the seminar participants by placing class as a priority. However, when a professional judgment must be made to miss class, you should contact the instructor as soon as possible by email. Due to the importance of supervision, however, students must attend ALL classes and should not be late or leave early in order to successfully complete the course. Please adjust your schedules accordingly. It is dually important to maintain a pleasant classroom atmosphere. As such, cell phone should be placed on vibrate, and there should not be excessive use of cell phones during class.

It is also critical that students maintain respect for the learning process and understand the diversity of learning that occurs in class and at your sites. Each individual achieves his or her professional stride at different times. It is not acceptable to speak negatively of your peers (or employees at your site) for what you perceive as being competence-related deficits. All such conversations should be handled between the instructor and the student only and should not be broadcast in front of the class. Such displays of disapproval can decrease student productivity and cast the agency and staff in a negative light. No such public displays should occur in this course.

**A Note About Missed Classes:** You are responsible for getting from a classmate the materials (class notes, handouts, etc.) that you missed. If you have specific questions that cannot be answered by a classmate, you may ask the instructor. Please remember, supervision is required for the internship experience. As such, any missed classes will have to be made up with the instructor. If you know of an extenuating circumstance that will cause you to miss class you must communicate that with the instructor well in advance
Respect for Diversity
It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Confidentiality
During the course of class discussions, class members may reveal personal information about themselves and their clients. The rules of confidentiality are in effect. You are not to discuss any of this type of information outside of class with other classmates. If you feel the need to process information shared in class with family members or other faculty, please do not reveal specifics that will allow what you are sharing to be attributed to a particular class member or client.

Accommodation Policy for Students with Disabilities
If you have or suspect a disability and need accommodations you should contact Center for Accommodations and Support Services Office (CASS) at 747-5148 or at cass@utep.edu or visit Room 106 Union East Building.

Academic Dishonesty Policy
Academic dishonesty will not be tolerated. If you have any questions about what constitutes academic dishonesty, refer to the Handbook of Operating Procedures. The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP), and available in the Office of the Dean of Students, and the homepage of The Dean of Students (DOS) at http://studentaffairs.utep.edu/dos, may result in sanctions ranging from disciplinary probation, to failing grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

Required and Recommended Texts
• Bender, S., & Messner, E. (2002). Becoming a therapist: what do I say, and why?. Guilford Press. (Required)
• Readings and supplemental materials may be provided in class or by the instructor through another medium (Required)
• CRC and ACA Code of Ethics (Required)
- Sperry, L. (2010). Core competencies in counseling and psychotherapy: Becoming a highly competent and effective therapist. Taylor & Francis. (Recommended)
- American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). (Recommended)

**Grading**
A grade of ‘S’ indicates that the student has completed all of the requirements for the university course and practicum site. All assignments must be submitted to each student’s MSPACE folder to receive credit for them. Students must earn at least 80 of the 100 points available for the course in order to pass. Also, in order to pass, all site meetings (at the mid and end of the semester) must be completed AND all 600 hours must be documented and signed off on by both the university and site supervisors.

**Description of Required Assignments and Products**
Please note, all assignments are due by 11:59 p.m. on the date listed on the syllabus.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Instructions and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship Manual and CRC Code of Ethics Form (Signed)</td>
<td>Students are required to read the CRC Code of Ethics, the UTEP MRC Program Internship Manual, and the ACA Code of Ethics at the beginning of the clinical experience. Attestation of such reading is necessary. Students should sign the Internship Manual and CRC Code of Ethics Form to confirm these materials have been read. Students are expected to govern their behavior according to the standards outlined in the ethical codes and the internship manual. The signed form should be uploaded to MSPACE by 11:59 p.m. on the date outlined in the syllabus. The filename students MUST use when saving the assignment is: LASTNAME_Internship-Manual-and-Code-of-Ethics--Signed.</td>
</tr>
<tr>
<td>Student and Site Supervisor Contact Information</td>
<td>Students are required to provide the university supervisor with their contact information as well as that of the site supervisor. Complete the form by typing in the information on the form provided by the instructor and post it in your assigned folder on MSPACE by 11:59 p.m. on the date outlined in the syllabus. The filename students MUST use when saving the assignment is: LASTNAME_Student-and-Site-Supervisor-Contact-Info.</td>
</tr>
<tr>
<td>Roles and Responsibilities for Internship Experiences</td>
<td>Students are to review the Roles and Responsibilities for Internship document with their site supervisors. Signatures confirming this information has been reviewed ARE NOT required.</td>
</tr>
<tr>
<td>Internship Training Agreement</td>
<td>Students are to review the Internship Training Agreement document with their site supervisors. Signatures confirming this information has been reviewed are required. The filename students MUST use when saving the assignment is: LASTNAME_Internship-Training-Agreement-Signed.</td>
</tr>
<tr>
<td>Chapter Summary and Discussion Facilitation</td>
<td>Students are required to facilitate a discussion pertaining to one of the clinical topics outlined in the required text for this course. Students must use the template provided by the instructor and be prepared to present during the class meeting where the chapter will be covered. Your in-class, discussion facilitation should be, at minimum 20 minutes in length. You are required to upload a copy of your completed assignment to MSPACE. The filename students MUST use when saving the assignment is: LASTNAME_ChptrSumm-Discuss-Facil.</td>
</tr>
<tr>
<td>Agency Presentations</td>
<td>Each student will present an overview of their internship site. Information may include the type of clients served, settings, interventions and services provided and the size and nature of</td>
</tr>
</tbody>
</table>
organization (e.g., source of funding, history). The **oral presentation** should be about ten minutes in length. Be sure to address the following in your presentation:

1. Identify the agency, address, phone number and a relevant contact person.
2. Describe the internal organizational plan of the agency.
3. Describe the flow of clients into services in this setting. Where do clients come from? What types of client services are provided by the agency? What types of services are clients referred out for?
4. Describe and critique the physical facilities available in the setting. Be sure to include assessing their accessibility to persons with disabilities.
5. Describe the funding sources for the agency? Has this changed over the past 10 years and if so how.
6. What are the purposes and goals of the agency?
7. Describe the major professions represented within the agency, summarize the major duties and qualifications for rehabilitation counselors in this agency.
8. Describe the client population served by this agency. Note broad ethnic, socio-economic and racial groupings in addition to types of disabilities represented among clients.
9. Describe the fees or charges involved in the various services provided by the agency.
10. What bodies accredit this agency and credential the professional staff?
11. What were your impressions of this agency and the services provided? Would you personally consider working for, or recommending this agency to a member of your family? Why?

### Mid-Semester Self-Assessment

Students are required to complete the [self-assessment form]. Complete the form and post it in your assigned folder on MSPACE. The filename students **MUST** use when saving the assignment is: `LASTNAME_Mid-Semester-Self-Assessment`.

### Mid-semester Supervisor Assessment

Because supervision from a senior member of the field is critical for student development, supervisors are asked to evaluate student growth. Be sure to provide your site supervisor with the program’s [evaluation form] and ask him/her to complete it **prior to** the scheduled site visit with the University supervisor. The site supervisor can email it to the university supervisor in advance, or he or she can provide it at the site meeting. Students will receive a copy of the completed evaluation and should keep it for their records. Students must upload a copy of the supervisor’s assessment to MSPACE. The filename students **MUST** use when saving the assignment is: `LASTNAME_Mid-Semester-Supervisor-Assessment`.

### Weekly Time Sheets

**Weeks 1 to 4, 5 to 11, 12 to 17**

Although students should be completing time sheets on a weekly basis, they will not be required to submit them to the University Instructor until the actual deadlines listed in the syllabus. (Students must use the templates provided by the instructor to document his or her weekly hours.) There are three deadlines that you must meet when uploading documents. When these forms are submitted, the university supervisor will add his/her signature. The student is then required to scan the logs (which will have been signed by the site supervisor, student, and university supervisor) and post them to MSPACE. The filename students **MUST** use when saving the assignment is: `LASTNAME_Weekly-Time-Sheets__1to4`, `LASTNAME_Weekly-Time-Sheets__5to11`, `LASTNAME_Weekly-Time-Sheets__12to17`.

Please note, that you should be very detailed on your accounting logs. Indicate the activity you performed, and also the amount of time you spent on that activity. You can add additional rows to the template as needed to document the diverse activities you perform each day at your site. Also, at the bottom of the form, be sure to indicate which hours were reflective of direct services, and which were reflective of indirect service to consumers. Below are some
examples of direct and indirect hours.

- **Examples of Direct Hours**: scheduling sessions; facilitating individual, family, or group counseling; drop-in clients; observing a counseling session, job placement; conducting intakes; psychological assessments; IEP meetings.
- **Examples of Indirect Hours**: planning for sessions; attending agency in-service trainings; editing resumes and cover letters; reviewing case files, supervision meetings.

* Please note, all hours must be approved by your site supervisor in writing. **Both you and your supervisor must sign off on your hours weekly during your weekly supervision with him or her.** Also note that certain hours do not count towards internship. The list is not exhaustive, but should give you an idea about what type of hours not to log on your tracking forms: your drive to and from your site, your lunch break, etc. Finally, any vacation time you plan to take (i.e. spring break) MUST be approved by your site supervisor in advance. In general, however, students should plan to work through university breaks and holidays that are not observed at your internship site.

### Mid Semester Site Visits

Students are responsible for coordinating a meeting between the university supervisor, the site supervisor, and themselves. These visits will be about 30-60 minutes in length and can be conducted in-person, or via conference call. These **meetings should be scheduled at least two weeks prior** to the week **when the actual meetings will be conducted**. Students should contact their university supervisor to learn his/her availability prior to scheduling meetings. Students should advise their site supervisors that they will need to complete a student evaluation prior to this scheduled meeting. Students are responsible for making sure that the site supervisor has a copy of the evaluation document well in advance.

### Treatment Plan

Students will be responsible for developing a treatment plan and presenting it to the group. The purpose of the case presentation is threefold. First, it is designed to help you to become familiar with the body of literature available on specific populations. Second, it is aimed at assisting you in applying the concepts being taught in the class to a case study. Third, it is purposed to reinforce the value of consulting with peers about client cases, which is a practice, you are encouraged to engage in during graduate school as well as throughout your career as a helping professional.


**DO A CLIENT MAP**

- **Diagnosis**: NOT an explanation, just the DSM-5 code and title
- **Objectives of Treatment**: Goals (social, relational, occupational, etc. In short form)
- **Assessments as Needed**: Initial assessment needed? After treatment, will you see the client
Clinicians Characteristics Viewed as Therapeutic: In many cases, the effectiveness of the rehabilitation strategy may be only as good as the relationship between the client and the counselor. What are (at least) TWO characteristics necessary in a therapist treating THIS client SPECIFICALLY?

Location of Treatment: In a treatment facility? A therapist’s office? Outdoors? Where should your client be treated?

Interventions to Be Used: Specific to your client’s preferences ex. a session with an individual experiencing agoraphobia might involve walking into the street with them. (Other ex. role-playing, hypnosis, etc.)

Emphasis of Treatment: Used with goals, what will the focus be? Ex. If the goal is to keep a job, then the emphasis of treatment might be interpersonal skills and occupational skills.

Nature of the Treatment: If the issue is with a married client, will you use couples therapy as well, or will you lead them through the grief process involving a divorce?

Timing: How often will they meet with their therapist? For what time period (6months, a year, etc.)?

Medications needed: If none, write N/A.

Adjunct services: Will they also need medical treatment, occupational therapy or another service? If none, write N/A.

Prognosis: In this particular case, do you think treatment will be effective? How would you define success/recovery with this particular client?

Students will present their treatment plans during class time on the due date listed in the syllabus. Students should use Powerpoint for their presentation and should also upload their powerpoints to their own MSPACE folders on the day the presentation is due. Your presentation will need to be approximately 30 minutes. During your presentation, you need to share how you conceptualized the case, how you used the information from the consultation and research to develop your treatment plan. The filename students should use when saving the assignment is: LASTNAME_Treatment-Plan.

End-of-semester Self-Assessment

Students are required to complete the self-assessment form. Complete the form and post it in your assigned folder on MSPACE. The filename students should use when saving the assignment is: LASTNAME_End-of-Semester-Self-Assessment.

End-of-semester Supervisor Assessment

Because supervision from a senior member of the field is critical for student development, supervisors are asked to evaluate student growth. Be sure to provide your site supervisor with the evaluation form and ask him/her to complete it prior to the scheduled site visit with the University supervisor. The site supervisor can email it to the university supervisor in advance or he or she can provide it at the site meeting. Students will receive a copy of the completed evaluation and should keep it for their records. The filename students should use when saving the assignment is: LASTNAME_End-of-Semester-Supervisor-Assessment.
| Final Site Visits | Students are responsible for coordinating a meeting between the university supervisor, the site supervisor, and themselves. These visits will be about 30-60 minutes in length and can be conducted in-person or via conference call. These **meetings should be scheduled at least two weeks prior** to the week when the actual meetings will be conducted. Students should contact their university supervisor to learn his/her availability prior to scheduling meetings. Students should advise their site supervisors that they will need to complete a student evaluation prior to this scheduled meeting. Students are responsible for making sure that the site supervisor has a copy of the **evaluation document** well in advance. |
| Site Evaluation | Students are responsible for evaluating their experience at his or her internship site. Complete the **form** provided by the instructor and post it in your assigned folder on MSPACE. The filename students should use when saving the document is: **LASTNAME_Site-Evaluation**. |
| Final Hours Documentation | Students are required to use the appropriate **template** to comprehensively document their hours for the entire experience. Students are responsible for making sure they have completed the required number of hours (600) in order to receive a passing score for the course. The filename students MUST use when saving the document is: **LASTNAME_Final_Comp-Hours-Accounting**. |
**Course Schedule**

**NOTE:** Please read this syllabus carefully. You are responsible for knowing information contained within this document. It is important that you have a thorough understanding of the expectations of this course. If you have any questions about this course, ask the instructors early in the term.

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Content</th>
<th>Readings / Assignments Due</th>
</tr>
</thead>
</table>
| Session 1 | January 19 (6:20 p.m. to 7:20 p.m.) | • Overview of Internship, student responsibilities and requirements,  
  • Ethical Codes                                                      | Internship Manual                                               |
|         |                       |                                                                       | CRC and ACA Codes of Ethics                                     |
|         |                       |                                                                       | Roles and Responsibilities for Internship                       |
| Session 2 | January 26 (6:00 p.m. to 7:20 p.m.) | • Community Services                                                 | Due: Agency Presentations                                       |
|         |                       | • CHAPTER 3. Initiating an Alliance and Assessing Safety               |                                                                  |
| Session 3 | February 9            | • Ethical Decision-Making Models                                       | Cottone and Claus Ethics Article                                |
|         |                       | • Chapter 5. Collecting a Psychosocial History and Screening for Common Psychological Disorders  
  • Chapter 11. Confidentiality and Its Limits                         | Due: Chapter Summary (Chapter 11)                                |
<p>| | | | |
|         |                       |                                                                       |                                                                  |
|         |                       | * Weekly Time Sheets for Weeks 1 to 4 must be uploaded to MSPACE by February 16.* |
| Session 4 | February 23           | • Chapter 6. Formulating a Treatment Plan                             | Due: Chapter Summary (Chapter 6)                                |
|         |                       |                                                                       |                                                                  |
|         |                       | * Mid Semester Site Visits February 29 – March 4*                   |                                                                  |
| Session 5 | March 8               | • Chapter 12. Substance Abuse                                         | Due: Chapter Summary (Chapter 12)                                |
| Session 6 | March 22              | • Treatment Plan Presentations                                        | Due: Treatment Plan Presentations                               |
|         |                       | • Chapter 13. Integrating Psychopharmacology with Psychotherapy       | Due: Chapter Summary (Chapter 13)                                |
| Session 7 | April 5               | • Chapter 14. Management of Impasses                                  | Due: Chapter Summaries (Chapter 14 &amp; 15)                        |
|         |                       | • Chapter 15. Empathic Lapses                                         |                                                                  |
|         |                       | • Treatment Plan Presentations (Cont.)                                |                                                                  |
|         |                       | * Weekly Time Sheets for Weeks 5 to 11 must be uploaded to MSPACE by April 12.* |
| Session 8 | April 19              | • Chapter 17. Termination                                             | Due: Chapter Summary (Chapter 17)                                |
|         |                       | • Licensure Discussion                                                |                                                                  |
| Session 9 | May 3                 | • Housekeeping Matters                                               |                                                                  |
|         |                       | * Final Site Visits May 9 – May 13.*                                  |                                                                  |
|         |                       | <em>All Weekly Time Sheets for Weeks 12 to 17 must be uploaded to MSPACE on May 13.</em> |</p>
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Where/How to Locate Information</th>
<th>Saving Filename</th>
<th>Points</th>
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<tbody>
<tr>
<td>Student and Site Supervisor Contact Information</td>
<td>January 26</td>
<td>FORM</td>
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<td>Roles and Responsibilities for Internship Experiences</td>
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<td>Internship Training Agreement</td>
<td>January 26</td>
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<tr>
<td>Chapter Summary and Discussion Facilitation</td>
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<td>TEMPLATE</td>
<td>LASTNAME_ChptrSumm-Discuss-Facil</td>
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<tr>
<td>Agency Presentations</td>
<td>January 26</td>
<td>Syllabus</td>
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<tr>
<td>Weekly Time Sheets Due (Weeks 1-4)</td>
<td>February 16</td>
<td>FORM</td>
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<tr>
<td>Mid-year Self-Assessment</td>
<td>February 23</td>
<td>FORM</td>
<td>LASTNAME_Mid-Semester-Self-Assessment</td>
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<tr>
<td>Mid-year Supervisor Assessment</td>
<td>February 23</td>
<td>FORM</td>
<td>LASTNAME_Mid-Semester-Supervisor-Assessment</td>
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<tr>
<td>Mid Semester Site Visits</td>
<td>February 29 – March 4</td>
<td>Syllabus</td>
<td>Not Applicable</td>
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<td>Treatment Plan Presentations</td>
<td>March 22</td>
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<tr>
<td>Weekly Time Sheets Due (Weeks 5-11)</td>
<td>April 12</td>
<td>FORM</td>
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<tr>
<td>Final Site Visits</td>
<td>May 2 – May 6</td>
<td>Syllabus</td>
<td>Not Applicable</td>
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<tr>
<td>End-of-semester Supervisor Assessment</td>
<td>May 10</td>
<td>FORM</td>
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<tr>
<td>End-of-semester Self-Assessment</td>
<td>May 10</td>
<td>FORM</td>
<td>LASTNAME_End-of-Semester-Self-Assessment</td>
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<tr>
<td>Site Evaluation</td>
<td>May 10</td>
<td>FORM</td>
<td>LASTNAME_Site-Evaluation</td>
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<tr>
<td>Weekly Time Sheets Due (Weeks 12-17)</td>
<td>May 13</td>
<td>FORM</td>
<td>LASTNAME_Weekly-TimeSheets_12to4</td>
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<tr>
<td>Final Hours Documentation</td>
<td>May 13</td>
<td>FORM</td>
<td>LASTNAME_Final_Hours-Documentation</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Internship Manual and Codes of Ethics Attestation Form

Trainee’s Name: (Type your name here.)

I have read and understand the (please check all that apply):

☐ Internship Manual

☐ CRC Code of Ethics

☐ ACA Code of Ethics

Signature: ___________________________ Date: ___________________________
<table>
<thead>
<tr>
<th><strong>Student</strong></th>
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Roles and Responsibilities for Internship Experiences

Agency Supervisor Qualifications:
The on-site supervisor is defined as that individual responsible for supervision of the intern at the work setting.

- The supervisor arranges for adequate facilities, provides a general orientation to the setting, participates in evaluations, provides on-site supervision, and meets with the University supervisor to assess progress and plan further experiences.
- The ideal qualifications for the on-site supervisor include possessing a Master's (M.A./M.S.) degree in Rehabilitation/Community Counseling, a CRC and or LMHC, and 2-3 years of experience relevant to the work conducted in the setting. It is recognized that there are a substantial diversity of settings and types of staff backgrounds represented within them. Equivalent credentials and expertise relevant to the internship site are acceptable.

Specific Requirements of Agency Supervisors:
1. Provide interns with an orientation to staff, procedures, agency structure and required report writing within the internship site.
2. Provide the intern adequate space and resources for the student to perform internship duties.
3. Provide the intern with a minimum of 1 hour/week of direct supervision, preferably on a prescheduled basis.
4. Provide meaningful professional-level experiences/tasks with a broad range of persons with disabilities. If possible, these experiences should include clients from referral status through plan development, counseling, and implementation of interventions through closure. It is expected that interns should have direct and primary responsibility for a minimum of 12-15 clients during the semester.
   --A minimum of 50% of intern time should be spent in direct client service. This would include all activities of direct activity on the case (e.g., staffings, case recording, writing case reports, or making follow-up calls).
   --The remainder of the intern time (50% or less) may be spent in other professional-level activities which meets the needs, competencies, and interests of the intern (e.g., in services, program development, research projects).
5. Provide opportunities for professional growth, decision-making and risk-taking experiences.
6. Provide a written evaluation of the intern's development and progress at mid-semester and at the end of the semester using the form provided by the University supervisor. At the end of the semester, the agency supervisor is expected to provide a letter of documentation and reference. This letter should document: a) the objective nature of the experience--dates of placement, average number of hours/week in placement, types of clients and approximate number of clients served, and types of services provided by intern; and b) a qualitative, evaluative summary of the student's strengths and areas for future growth. This document is placed in the intern's student file and is intended potentially to serve the additional purpose of a letter of reference for the student at some future time.

Specific Intern Responsibilities:
1. Apply the knowledge and skills acquired during academic and practicum education.
2. Observe the same general personnel policies and guidelines as the other professional staff of the agency, or as specified by the agency supervisor.
3. Maintain the dress code, personal cleanliness, and personal appearance consistent with the
4. Understand that they are representing the internship site and the University at all times, and will conduct themselves within the ethical standards of the profession, with a professional attitude, and with professional discretion.

5. Maintain a weekly log of their activities in the internship utilizing the log sheets provided. This internship documentation should be done weekly and the log sheets are to be submitted monthly to University instructor for review and verification. This information will be summarized on the Verification Form. This form will be turned in at the end of the semester and become part of the student’s permanent record.

6. The intern will have an individual supervisory session with their University supervisor every month. These are to be arranged individually and in case of distant sites – can occur on the telephone. These sessions will be focused on in-depth consultation issues. The intern will initiate these consultations with the University supervisor. The intent of these consultations is to review a particular individual client's case in relation to some area in which the intern wishes assistance in dealing with a clinical issue. It will be the intern's responsibility to provide whatever clinical products are relevant to the nature of the consultation and structure the consultation. The sessions may be via telephone if necessary, but would preferably be in person. The intern will develop and utilize log sheets to document the supervision received in this process and the University and Agency supervisors will review and initial the record provided to verify its accuracy. At the end of the semester all log sheets will be provided to the University Supervisor and become part of the interns file to verify clinical training received.

**Appropriate Task Description for Interns**
- Monitor and record clients' progress to ensure that goals and objectives are met.
- Confer with clients to discuss their options and goals so that rehabilitation programs and plans for accessing needed services can be developed.
- Prepare and maintain records and case files, including documentation such as clients' personal and eligibility information, services provided, narratives of client contacts, and relevant correspondence.
- Arrange for physical, mental, academic, vocational, and other evaluations to obtain information for assessing clients' needs and developing rehabilitation plans.
- Analyze information from interviews, educational and medical records, consultation with other professionals, and diagnostic evaluations to assess clients' abilities, needs, and eligibility for services.
- Develop rehabilitation plans that fit clients' aptitudes, education levels, physical abilities, and career goals.
- Maintain close contact with clients during job training and placements to resolve problems and evaluate placement adequacy.
- Develop and maintain relationships with community referral sources, such as schools and community groups.
- Locate barriers to client employment, such as inaccessible work sites, inflexible schedules, and transportation problems, and work with clients to develop strategies for overcoming these barriers.
- Arrange for on-site job coaching or assistive devices, such as specially equipped wheelchairs, to help clients adapt to work or school environments.

**Appropriate Knowledge Domains Related to the Internship Experience**
- Career Counseling and Assessment
- Job Development and Placement Services
- Vocational Consultation and Services for Employers
- Case and Caseload Management
- Medical, Functional, and Environmental Aspects of Disabilities
- Foundations, Ethics, and Professional Issues
- Rehabilitation Services and Resources
- Health Care and Disability Systems
The following internship training agreement model is designed to assist you in the development of a training agreement specific to your internship site. The model should be used for incorporating the goals and objectives you will be responsible for completing during the internship experience. The model is not designed for verbatim use, but as a guide for the development of your individualized, student-driven internship training agreement.

Student:

Internship Site:

Supervisor(s):

Schedule:

Semester:
Goals and Related Objectives:

1. Understand the function and internal workings of: (site name)
   a. Learn the roles of various staff members of facility.
   b. Understand clearly the goals of the program.
   c. Awareness of ethical standards and conduct.
   d. Learn of any programs that facility offers.
   e. Understand the facility’s policies and procedures.
   f. Understand funding sources.

2. To become aware of community resources which the facility employs:
   a. Learn community resources that clients may employ.
   b. Learn how to make effective referrals to community resources.
   c. Learn to understand formal process of referral agreements utilized between agencies.
   d. Understand how good relationships with other agencies in the community are developed.

3. To participate in the following activities:
   a. Attend team conference meetings.
   b. Counsel individuals on an ongoing basis.
   c. Participate in family meetings of clients.
   d. Maintain assessment and progress notes on clients.
   e. Meet with (Supervisor’s name here) once a week.
   f. Maintain weekly log contact with faculty supervisor.
   g. Meet with faculty supervisor on an as needed basis.
4. Develop and improvement of skills in the following areas:
   a. Develop good counseling relationships with clients.
   b. Learn to effectively assess a client’s needs and assets.
   c. Aid clients in determining short and long-term goals.
   d. Employ problem-solving skills.
   e. Encourage client formulation of goals.
   f. Evaluate client progress toward reaching goals.
   g. Effectively organize service planning to accomplish counseling objectives.
   h. Practice ethical principles.
   i. Learn documentation policies and procedures.
   j. Perform constructive self-assessment of counseling skills for personal and professional development.
   k. Develop positive working relationships with other professionals, agencies, and employees.

__________________________________________  _______________________
Student Signature                                Date

__________________________________________  _______________________
Agency Supervisor Signature                     Date

__________________________________________  _______________________
MRC Program Supervisor Signature                Date

*******************************************************************************
Student’s Name:  

Content Summary and Discussion Facilitation

APA Citation

Insert citation here.

Summary

Insert 3-4 paragraph summary here.

Key Concepts / Key Terms

- Insert Key Concept / Key Term 1   Insert Definition for Key Concept/ Key Term 1
- Insert Key Concept / Key Term 2   Insert Definition for Key Concept/ Key Term 2
- Insert Key Concept / Key Term 3   Insert Definition for Key Concept/ Key Term 3
- Insert Key Concept / Key Term 4   Insert Definition for Key Concept/ Key Term 4

List of Important Points

- Insert point 1
- Insert point 2
- Insert point 3
- Insert point 4
- Insert point 5

Discussion Questions

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Quiz Questions and Solutions

Insert question here.

Multiple Choice

| Item 1 | A. Insert Option 1 here.  
| B. Insert Option 2 here.  
| C. Insert Option 3 here.  
| D. Insert Option 4 here.  |

Solution: The correct answer _____ This answer can be found on page _____ of the text.

Multiple Choice

| Item 2 | A. Insert Option 1 here.  |
Multiple Choice Item 3

A. Insert Option 1 here.
B. Insert Option 2 here.
C. Insert Option 3 here.
D. Insert Option 4 here.

Solution: The correct answer _____ This answer can be found on page _____ of the text.

Insert question here.

Multiple Choice Item 4

A. Insert Option 1 here.
B. Insert Option 2 here.
C. Insert Option 3 here.
D. Insert Option 4 here.

Solution: The correct answer _____ This answer can be found on page _____ of the text.

Insert question here.

Multiple Choice Item 5

A. Insert Option 1 here.
B. Insert Option 2 here.
C. Insert Option 3 here.
D. Insert Option 4 here.

Solution: The correct answer _____ This answer can be found on page _____ of the text.

Insert question here.

True/False Item 1

A. True
B. False

Solution: The correct answer _____ This answer can be found on page _____ of the text.

Insert question here.

True/False Item 2

A. True
B. False

Solution: The correct answer _____ This answer can be found on page _____ of the text.

Insert question here.

True/False Item 3

A. True
B. False

Solution: The correct answer _____ This answer can be found on page _____ of the text.
# INTERNSHIP - WEEK 1 HOURS LOG

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**WEEK 4**

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**SUPERVISOR’S SIGNATURE:** ___________________________  **DATE:** ______________

**UNIVERSITY SUPERVISOR’S SIGNATURE:** ___________________________  **DATE:** ______________
INTERNSHIP - WEEK 5 HOURS LOG

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SUPERVISOR'S SIGNATURE: ___________________________ DATE: __________

UNIVERSITY SUPERVISOR'S SIGNATURE: ___________________________ DATE: __________
**INTERNSHIP - WEEK 7 HOURS LOG**

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• Task 1 - (Amount of time - )  
• Task 2 - (Amount of time - ) |             |
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• Task 2 - (Amount of time - ) |             |

**WEEK 7 DIRECT SERVICE**

**WEEK 7 INDIRECT SERVICE**

**WEEK 7 TOTAL HOURS**

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STUDENT’S SIGNATURE: ___________________________ DATE: __________

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### INTERNSHIP - WEEK 9 HOURS LOG

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### WEEK 9
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#### WEEK 10 DIRECT SERVICE

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## INTERNSHIP - WEEK 11 HOURS LOG

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### WEEK 11 DIRECT SERVICE

### WEEK 11 INDIRECT SERVICE

### WEEK 11 TOTAL HOURS

**STUDENT'S SIGNATURE:** ___________________________________________            **DATE:**

**SUPERVISOR'S SIGNATURE:** ___________________________________________            **DATE:**

**UNIVERSITY SUPERVISOR’S SIGNATURE:** ___________________________________________            **DATE:**
# INTERNSHIP - WEEK 12 HOURS LOG

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## INTERNSHIP - WEEK 15 HOURS LOG

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### WEEK 15

<table>
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STUDENT'S SIGNATURE: ___________________ DATE: ____________

SUPERVISOR'S SIGNATURE: ___________________ DATE: ____________

UNIVERSITY SUPERVISOR'S SIGNATURE: ___________________ DATE: ____________
## INTERNET OF THINGS - WEEK 16 HOURS LOG

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Activities</th>
<th>Total Hours</th>
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SUPERVISOR'S SIGNATURE: ___________________________ DATE: ______

UNIVERSITY SUPERVISOR'S SIGNATURE: ___________________________ DATE: ______
**INTERNSHIP - WEEK 17 HOURS LOG**

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**WEEK 17**

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**STUDENT'S SIGNATURE:** ___________________________            **DATE:** ______

**SUPERVISOR'S SIGNATURE:** ___________________________            **DATE:** ______

**UNIVERSITY SUPERVISOR’S SIGNATURE:** ___________________________            **DATE:** ______
**Comprehensive Hour’s Accounting Form**

As per CORE Accreditation Standards, students shall have a supervised rehabilitation counseling internship that includes a minimum of **600 clock hours** of internship experience in a rehabilitation setting; **240 hours should be direct** hours. Please use the form below to document your cumulative internship hours. Submit this form at the completion of your internship along with your final self-evaluation and supervisor evaluation.

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Internship Semester and Year:</th>
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<tbody>
<tr>
<td>Internship Site Name:</td>
<td>Internship Supervisor’s Name:</td>
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<tr>
<th>Internship Week</th>
<th>Dates</th>
<th>Direct Hours</th>
<th>Indirect Hours</th>
<th>Total Hours</th>
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**TOTALS**

[Table content filled with student and supervisor names, dates, and hours]
Assessment of Internship Student's Progress

Name of Student: __________________________  Semester: ____________

Name of Supervisor(s): ____________________  Date: ________________

Site Name and Address: ________________________

When is form being filled out?:    Mid Semester    End of Semester

Who is filling out form?:    Self    Supervisor

The following assessment tool was developed to assist the supervisor in evaluating the internship student's performance and to provide structure to the assessment process. Listed below are a number of competencies, while not exhaustive, they are considered critical competencies for a rehabilitation counselor. Based on your knowledge of the student, use the following key and rate the student appropriately. Please use the comments section for specific areas you wish to address further.

1 = Unsatisfactory - demonstrates no knowledge or skill
2 = Below average - extensive training and on-going supervision is required
3 = Average - training and supervision helpful, knowledge and skill adequate
4 = Above average - High level of competency demonstrated in this area
NA = No opportunity to assess

I. Professional Behavior

1. Demonstrates a personal commitment to developing professional competencies.  NA 1 2 3 4

2. Demonstrates ethical and professional behavior  NA 1 2 3 4

3. Accepts feedback and incorporates feedback into future practice.  NA 1 2 3 4

4. Demonstrates ability to accurately assess own  NA 1 2 3 4
skills and competencies.

Comments:

II. Assessment Skills

1. Demonstrates ability to correctly interpret evaluation results. NA 1 2 3 4

2. Demonstrates the ability to assess the significance of clients' disabilities in consideration of medical, psychological, educational, and familial status. NA 1 2 3 4

3. Chooses evaluation tools which will provide information needed to determine a client's capabilities and possible areas of deficiency. NA 1 2 3 4

4. Identifies transferable work skills by analyzing the client's work history, evaluation results, functional limitations, and assets. NA 1 2 3 4

5. Integrates the results of evaluations and translates this information to determine client capacities and rehabilitation potential. NA 1 2 3 4

6. Interprets tests and work sample results to clients and others so that they are understandable and meaningful. NA 1 2 3 4

Comments:
III. Case Management Skills

1. Reviews and documents client information and to maintain a current and accurate case record.  NA 1 2 3 4

2. Compiles case information, summaries, and reports in a manner that others can easily understand when reviewing the case.  NA 1 2 3 4

3. Coordinates appropriate services with other agencies involved in the client's rehabilitation plan.  NA 1 2 3 4

4. Collaborates with other service providers to ensure that services are provided in a timely manner.  NA 1 2 3 4

5. Consults with medical and other professionals regarding the functional capacities, prognosis, and treatment plan of clients.  NA 1 2 3 4

Comments:

IV. Employer Development/Job Placement

1. Assists clients in developing job search skills.  NA 1 2 3 4

2. Monitors clients' adjustment to employment to determine the appropriateness of the job match and to determine the need for additional services.  NA 1 2 3 4

3. Provides employers with information on incentives to hiring individuals with disabilities and information regarding clients' work skills and abilities.  NA 1 2 3 4

4. Utilizes labor market information to assist clients in choosing vocational goals.  NA 1 2 3 4
5. Recommends modifications to the work site and job duties to accommodate a client's functional limitations.

6. Determines the level of intervention necessary for job placement (e.g., job club, supported work, OJT).

Comments:

V. Counseling Skills

1. Counsels clients to select jobs consistent with their abilities, interests, and rehabilitation goals.

2. Develops a therapeutic relationship characterized by empathy and positive regard for the client.

3. Adjusts counseling style or approach according to the client's cognitive and personality characteristics.

4. Identifies social, economic, and environmental forces that may adversely affect a client's rehabilitation process.

Comments:
VI. In narrative form, please address the attainment of the student's objectives outlined in the internship training agreement. Include areas of strength and also areas for further development.
Site Evaluation

Please respond to the following questions about your site. Please visit O*Net at [http://www.onetonline.org/](http://www.onetonline.org/) to provide information about the tasks, knowledge, and skills you feel you perform in your role as an intern.

<table>
<thead>
<tr>
<th>Site Name:</th>
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<tbody>
<tr>
<td>Agency Contact Name:</td>
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<tr>
<td>Agency Contact Address:</td>
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<tr>
<td>Agency Contact Phone Number</td>
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<tr>
<td>Agency Website (if available):</td>
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<tr>
<td>Please describe the Tasks you perform at your site (Use O*Net Descriptors).</td>
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<tr>
<td>Please describe the Knowledge you believe you use at your site (Use O*Net Descriptors).</td>
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<tr>
<td>Please describe the Skills you believe you use at your site (Use O*Net Descriptors).</td>
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<tr>
<td>Please describe the Work Activities you believe you use at your site (Use O*Net Descriptors).</td>
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<tr>
<td>Please describe the Work Styles you believe you use at your site (Use O*Net Descriptors).</td>
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<tr>
<td>Please describe the Work Values you believe you use at your site (Use O*Net Descriptors):</td>
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<tr>
<td>Please describe what you liked about your site.</td>
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<td>Please describe what could be improved at your site.</td>
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<td>Please describe any information you think future internship students should take into consideration when contemplating this as a potential internship site (i.e. work hours, organizational climate, etc.).</td>
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