

Internship Manual Addendum:

Rehabilitation Counseling

**Rehabilitation Counseling Program
Department of Counselor Education
Portland State University
PO Box 751
Portland, OR 97207**

2011-2013

Preface

This addendum to the Department of Counselor Education Internship Manual was prepared to offer guidelines for the Rehabilitation Counseling Program (RCP) supervised clinical practice (Internship). Internship students and cooperating field supervisors should become thoroughly familiar with its contents. The addendum specifically addresses issues such as prerequisites for internship, field site selection, the role of the student in the agency, the nature of supervision, and evaluation procedures.

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**ADDITIONAL INFORMATION FOR REHABILITATION
COUNSELING INTERNS**

I. Introduction

The purpose of this addendum is to acquaint internship students in the Rehabilitation Counseling Program/Dept. of Counselor Education at Portland State University and their field supervisors with the policies and procedures for the internship (field placement) sequence. The specified guidelines describe the responsibilities of students, field supervisors, and academic supervisors. The establishment and maintenance of communication among these parties are seen as essential components in producing a quality clinical experience for all students in the Rehabilitation Counseling Program of the Counselor Education Department.

The internship experience allows the student to integrate the academic (theoretical knowledge) and clinical skills (practical applications) previously gained in the training program. As the three term sequence progresses, the student is expected to be able to demonstrate increased rehabilitation counseling skills and expertise.

Students will benefit from the internship experience in the following ways:

1. Have direct involvement with clients, supervisors and peers.
2. Learn the operation of and services provided by specific agencies.
3. Have the opportunity to develop expertise in various areas of rehabilitation counseling.
4. Receive over 600 hours of supervised clinical experience.

During the internship sequence, the student must demonstrate competence in the following areas:

1. The performance of effective interviewing and counseling skills.
2. The identification of client presenting problems, setting of appropriate rehabilitation goals, and development and implementation of intervention strategies and programs. This includes the collection and analysis of data, the identification of required services, the coordination of those services, and the evaluation of the effectiveness of those services.
3. The understanding of the role and function of the rehabilitation agency.
4. The development of effective working relationships with other professionals (e.g., physicians, psychologists, social workers) and individuals involved in the counseling process (e.g., family members, employers).

The internship sequence represents an opportunity for students to utilize previously acquired knowledge and skills with an actual population of clients with disabilities.

II. Academic Requirements for Internship

A student may begin the internship when he or she has met the following requirements:

1. Completed all prerequisites for the practicum course.
2. Has a minimum overall GPA of 3.0 for all courses included in the plan of study.
3. Received a grade of “pass” (on a pass/no pass grade system) in COUN 509 (practicum).
4. Is at least a second year student.

All students must complete the internship within a one-year period. The student will typically maintain his or her site placement for a nine-month period. Students are expected to spend approximately 20 hours per week (approximately two and one-half full days), for the three academic terms, at the internship site. **A minimum** of one hour per week should be reserved for individual site supervision. Approximately 1.5 hours per week should be reserved for group supervision. Specific schedules of internship hours will be determined jointly by the student and the internship supervisor. This schedule is designed to provide the student with the

minimum of 600 hours of supervised clinical experience, 240 of which must be obtained from **direct** client contact, necessary for becoming eligible to take the Certified Rehabilitation Counselor (CRC) examination and, following graduation, pursue state licensure (Licensed Professional Counselor; LPC). Students intending to pursue licensure are encouraged to inquire with the appropriate state licensing board (e.g., Oregon Board of Licensed Professional Counselors and Therapists) regarding internship documentation requirements.

III. Selection of the Internship Site

A student's placement at the field (internship) site is the result of cooperative effort of the student, the faculty, and the agency's personnel. Toward the end of the preceding spring term (during the student's enrollment in the practicum course) Counselor Education students are informed of the requirements and opportunities for agency field placement (internship) that will be available during the coming academic year. The student should discuss his or her needs or interests with the academic advisor and review the file of rehabilitation agencies and facilities in which placement opportunities are described. Appendix B contains a partial list of possible placement sites. Students may have the option of developing their own internship with an agency which is not listed in appendix B. This, however, must be done in consultation with the academic advisor, and only upon verification of the agency's accreditation and professional status.

Various factors contribute to the student's selection of a specific internship site. The primary consideration should be the degree to which the agency fulfills the student's needs, interests, and specialty (i.e., working with physical, mental, psychiatric, behavioral, social or mixed groups of disabilities). Students may wish to develop expertise with: a) a specific client population (e.g., spinal-cord injuries, traumatic brain injuries, psychiatric impairments, alcohol/drug abuse); b) a specific setting (e.g., State-Federal vocational rehabilitation offices; private, for-profit organizations; independent living centers; mental health/psychiatric rehabilitation centers; university-based services for students with disabilities; hospital-based rehabilitation units); c) clinical orientation (e.g., cognitive/rational-emotive, behavioral, reality, psychodynamic, eclectic); or d) specific types of services provided for clients (e.g., psychosocial, educational/pre-vocational, vocational, testing/assessment). However, in any internship site the student must be able to achieve the requirements outlined in the preceding section. For these reasons, the internship site must be approved by the student's academic advisor.

The next step is for the student to contact the rehabilitation agency to arrange for an interview with an appropriate staff member(s). Students should realize that an agency has no obligation to provide a placement for any student. An agency's willingness to accept a student may be affected by lack of a qualified supervisor, limited space, reduced client referrals, intra-agency problems, or other factors. During the student's initial meeting with the agency representatives, the student should be prepared to discuss his or her interest in the particular area chosen. The student should also inquire about the agency's rules and policies, the nature of the

client population, the role of the rehabilitation counselor and/or intern in the agency, the type and breadth of the agency's services, the style of supervision, and any other relevant issues.

The student should inform his or her academic supervisor as soon as possible after he or she has been accepted for the internship position. This will enable the academic supervisor to contact the agency representative to discuss departmental expectations for the internship experience and to offer information and support where needed. It should be emphasized that at all-times it is the student's responsibility to ensure that administrative arrangements among the student, the internship site supervisor, and the academic supervisor are made in a timely and accurate manner.

IV. Participating Agencies

There are several ways in which the agency can benefit from providing a placement experience for the rehabilitation counselor trainee. First, the agency will be participating in the preparation of a qualified professional; this benefits the field of rehabilitation counseling and its specialties. Second, the participating agency will be able to have direct input into the education of rehabilitation counselor trainees through formal contact with the Rehabilitation Counselor Program faculty at Portland State University. Third, the agency will provide an opportunity for an enriching professional experience for the staff member(s) who supervise(s) the internship student. Fourth, the agency and its counseling staff will be able to familiarize themselves with recent advances in the rehabilitation counseling field through direct contact with the rehabilitation counselor trainee.

While the agency benefits from hosting an internship student, the primary emphasis of the field placement is on the type of clinical experience which the student receives. The internship supervisor should review the objectives to the field placement as outlined in previous sections and the internship manual. These objectives form the basis for those experiences which would be provided to the student during the internship experience. Field supervisors should also become acquainted with the courses required in the Rehabilitation Counselor training program in order to gain an understanding of the student's academic preparation and counseling skills.

V. Coordination

Formal contacts between the internship supervisor and the academic supervisor will occur at several points during the academic year. Both supervisors will meet with the student at the beginning of the academic year (i.e., upon initiation of internship) to clarify the mutual expectations and responsibilities of all three parties. The academic supervisor will also contact the internship supervisor at the end of each of the three terms to request the completion of a written student evaluation (appendix E). It is suggested that this evaluation be completed in the presence of the student. The shared evaluation can provide the student with immediate and structured feedback and can be used in forming objectives for improving future performance.

The academic supervisor may make informal contact with the internship supervisor at any time. For example, he or she may telephone the field supervisor to

obtain periodic assessments of the student's performance. Contact may also be made in situations where it is necessary to clarify administrative or professional issues. The internship supervisor is encouraged to contact the academic supervisor should a question or issue arise concerning any aspect of the student's field experience.

As in all interpersonal endeavors, misunderstandings, differences of opinion and interpretations, or other factors might lead to difficulties in the relationship between the internship supervisor and the intern. In order to maximize the student's benefit from the field work experience, to foster university-community relations, and to maintain high quality of agency services to its client population, such problems should be identified and resolved as quickly as possible. However, when problems do arise, either or both parties should immediately contact the academic supervisor, who will endeavor to assist in resolving the difficulty. The early resolution of such conflicts will make the clinical supervisory experience more meaningful to all parties involved.

VI. Requirement of Internship Agencies

An agency must meet the following stipulations to be approved as an internship site:

1. It must share in the responsibility of training a graduate student. The student should be offered the opportunity to develop and practice his or her counseling skills within the spectrum of services provided by the agency.
2. It must provide ongoing services to populations of people with disabilities. These may include people with physical, sensory, mental, psychiatric, behavioral and/or social disabilities.
3. It must designate a supervisor who:

- a. Holds a masters degree in rehabilitation counseling or a closely related field with an additional national certification (e.g., CRC, CDMS),
 - b. Will provide the internship student with a minimum of one hour per week of individual supervision,
 - c. When possible, has previous experience in supervising graduate-level students.
4. It must provide a proper work space for the internship student.
 5. It must provide an appropriate and timely caseload of clients for the internship student.

VII. Student Participation in Agency Activities

The internship supervisor should be familiar with the objectives of the internship, and should provide the student with various types of experiences that will enable him or her to meet these objectives. The following list of suggested activities is intended to facilitate the student's involvement in the agency.

1. **Orientation to the nature and purpose of the agency.** This should include history, development and philosophy, referral sources and procedures, the nature of the client population, services provided by the agency, the role and function of the rehabilitation counselors, funding sources, and the agency's working relationships with other community agencies and facilities.
2. **Introduction of the student intern to other agency professionals.** This should include clerical, administrative, and supportive personnel in the agency, particularly those with whom he or she will be working closely.
3. **Familiarization of the student with agency policies and procedures.** Included are work schedules, preferred attire, confidentiality, case recording and reporting procedures, reimbursement for travel or other expenses if available, and other policies.
4. **Participation by the student in staff meetings and case conferences.** The student should also participate in in-service training, interagency meetings, regional and national conferences, etc.
5. **Initiation of the student into the appropriate counseling role.** The student may spend several days becoming familiar with the agency, its

clients, personnel services, and policies, but he or she should readily proceed to performing counseling, rehabilitation planning and case management tasks.

The student's initial clients should be representative of the agency's population and should present moderate case difficulties. Moreover, it is suggested that, where possible, clients who are assigned to the intern include those who are at various stages of the rehabilitation process. This enables the intern to gain a better understanding of the services offered by the agency and allows the student to be actively involved in the provision of the various services offered by the agency. It is essential that the intern develop and practice his or her counseling skills. Accordingly, clients assigned to the intern should present an opportunity to provide appropriate (vocational, psychosocial, educational) counseling.

It is incumbent upon the intern to secure professional liability coverage. The intern should not rely on the agency's coverage and should seek personal coverage as has been instituted earlier during the practicum experience. Liability insurance is available at reasonable cost to student members of the American Counseling Association (ACA) or the National Rehabilitation Association (NRA).

VIII. The Nature of Supervision

There are two prime emphases to internship supervision. The first is the development of a relationship in which the intern may explore his or her reactions to clients and their presenting problems, concerns regarding his or her proficiency as a counselor, and other interpersonal issues. In this respect, the supervisory relationship is similar to the counseling relationship, in which the intern is

encouraged to explore past and present personal concerns as they relate to professional development. This is best achieved in a warm and supportive environment provided by the internship supervisor.

The second emphasis of supervision is didactic, where the internship supervisor serves as a resource person who facilitates the intern's understanding of various aspects of the counseling process as they relate to the particular rehabilitation setting in which the intern practices. The supervisor may provide information directly to the intern or refer the intern to sources where this information can be readily obtained. The supervisor should also help the intern with problem-solving, decision-making and time-management skills in order to meet the challenge of developing and implementing appropriate and timely intervention strategies with the client.

The supervisor's task is demanding and encompasses many different areas. The supervisor occupies a pivotal role in the education of the rehabilitation counselor. In view of this, internship supervisors are encouraged to contact the academic supervisor regarding any questions or issues that they might have concerning effective supervision.

IX. Financial Assistance

Financial aid in the form of a paid internship may not be available to students. However, financial assistance from the Rehabilitation Services Administration (RSA)/US Department of Education (DOE) may be available to selected Rehabilitation Counseling Program students. All internship students who maintain good academic

standing are eligible for these funds. Special consideration is given to students with disabilities, to minority group members, and to individuals who have demonstrated financial need.

Students should inquire into the possibility of arranging for a paid internship position and should also inquire if reimbursement for task-related expenses is available from the internship agency.

X. Appendices (see following page):

A. RCP Mission and Goals

B. List of Approved Internship Sites

C. Checklist for RC Internships

D. Rehabilitation Counseling Internship Data/Application

E. Student Evaluation Form

F. Student Evaluation of Internship Supervisor and Site

G. Term Goals and Objectives

H. Log Form and Summary of Logged Internship Hours

APPENDIX A

Rehabilitation Counseling Program (RCP)

Department of Counselor Education
Portland State University

Program Mission

The mission of the Rehabilitation Counseling Program (RCP) is to provide students with a quality and well-balanced program of academic course work and supervised clinical field experience in rehabilitation settings. Special emphasis is placed on maintaining facilitative working relationships with the rehabilitation community. The program seeks to train professionals dedicated to improving the quality-of-life and vocational self-sufficiency of people with chronic illnesses and disabilities. A particular concern is directed toward recruiting and addressing the needs of traditionally underrepresented student and client populations. Through the pursuit of this mission, the Rehabilitation Counseling Program addresses the critical shortage of well-trained rehabilitation counselors in the State of Oregon and the Pacific Northwest.

Program Goals

1. Train qualified graduate-level rehabilitation counselors to serve people with disabilities in Oregon and the Pacific Northwest.
2. Maintain a well-balanced course of study that emphasizes theoretical, experiential, clinical, and research-supported aspects of the rehabilitation field.
3. Enable students to acquire knowledge and develop clinical skills, through coursework, practicum, and internship experiences, for working with a wide range of people with disabilities who are representative of diverse cultural, ethnic and linguistic backgrounds.
4. Maintain close working relationships with the local rehabilitation community (e.g. the State-Federal Vocational Rehabilitation System, The Veterans Administration, psychiatric rehabilitation facilities, independent living centers, private rehabilitation agencies, university-based services to students with disabilities, drug and alcohol agencies).
5. Assist graduates in obtaining employment in the local rehabilitation counseling field.
6. Implement and maintain a comprehensive public relations campaign for recruitment of trainees, with special emphasis on applicants with disabilities and those who represent ethnically diverse groups.
7. Maintain accreditation by the Council on Rehabilitation Education (CORE).
8. Systematically and comprehensively implement and maintain a program for the evaluation of the Rehabilitation Counseling Program.

APPENDIX B

LIST OF APPROVED INTERNSHIP SITES

Organization name and address	Contact Information	Specialization
Action Vocational Resources 2912 Main ST, Ste 4 Vancouver, WA 98663	Director, Rehab. Services (360) 695-7984	Private
Career Directions Northwest 1425 SE 46th Ave. Portland, OR 97215	Scott Stipe, CRC (503) 234-4484 sstipe@careerdirectionsnw.com	Private
Carney Smith and Assoc. 13500 SW 72nd Avenue, Suite 100 Portland, OR 97223	Grace Smith (503) 671-0702 gsmith@carneysmith.com	Private
Cascade AIDS Project 620 SW 5th AVE Portland, OR 97204	Kristen Kane (503) 278-3820 kkane@cascadeaids.org	AIDS Patients
Cascadia Behavioral Network 2415 SE 43rd AVE Portland, OR 97206	Director, Rehab. Serv.s (503) 238-0705	Psychiatric disabilities
Central City Concern 2 NW 2nd Ave Portland, OR 97209	Jennifer Wilcox, CRC 503-226-7387 www.centralcityconcern.org	All disabilities
Chemeketa Comm. College, Disability Services 4000 Lancaster Dr. NE Salem, OR 97309	Rebecca Bolante, CRC 503-399-5192 www.chemeketa.edu/	All disabilities
Christie Care 996 S. End Rd. Oregon City, OR 97045	Sommer Wolcott 503-314-8869 jobs@christiecare.org www.christiecare.org	Behavior disabilities
Clackamas Community College Disability Resource Center 19600 S Malolla AVE Oregon City, OR 97045	Casey Sims, CRC (503) 657-6958 ext. 2267 caseys@clackamas.edu	Student disability services
Commission for the Blind of Oregon 535 SE 12th AVE Portland, OR 97214-2488	Dacia Johnson, CRC 971-673-1588 dacia.johnson@state.or.us	Visual impairments
DePaul Industries 4950 NE MLK Jr Blvd Portland, OR 97211	Peggy Wright, CRC (503) 281-1289	Prevocational & vocational workshop
DePaul Treatment Center 1312 SW Washington , POBox 3007 Portland, OR 97208	Matthew Lovell (503) 535-1143 www.depaultreatmentcenters.org	Chemical Depednece
Dirkse Counseling & Consulting 10700 SW Bvt-Hillsdale Hwy, Ste 11 Portland, OR 97217	Heidi Dirkse, CRC 503-672-9858 hdirkse@dirksecc.com www.dirksecc.com/	Private
Disability Resource Center Portland State University PO Box 751 Portland, OR 97207	Polly Livingston, CRC (503) 725-4240 polly@pdx.edu www.drc.pdx.edu	Students w/ disabilities services
Epilepsy Foundation NW	(503) 228-7651	Epilepsy

5816 SE Powell Blvd., Suite D Portland, OR 97206	www.epilepsynw.org/	
Goodwill Industries 1943 SE 6th AVE Portland, OR 97214	Director of Vocational Services (503) 238-6176	Prevocational & vocational workshop
Homestreet-Banyan Tree, Inc. 4565 SW 185th St. Aloha, OR 97007	Director, Rehab. Services 503-591-9280	Chronic psych development
Homeward Bound Resources P.O. Box 1113 Cornelius, OR 97113	Carol Altman (503) 640-0818 www.homewardbound-recovery.com	Brain injury
Human Resource Development 14780 Osprey Dr. Suite 202 Beaverton, OR 97007	Dennis Funk, CRC (503) 524-2472	Vocational disability management
I.A.M. C.A.R.E.S. 4134 N Vancouver AVE Portland, OR 97217	Ruthane Cox-Carothers (503) 335-6161	Independent Living
Independent Living Resources 1839 NE Couch St. Portland, OR 97213	May Altman, LCSW, Associate Director (503) 232-7411 may@ilr.org www.ilr.org	Independent Living
Innovative Services NW, Encore Employment Services 10401 NE 4th Plain RD, Ste 101 Vancouver, WA 98662	Carl Cecka (360) 823-5178 ccecka@innovativeservicesnw.org www.innovativeservicesnw.org	Supported Employment
LifeWorks NW Outpatient Program 8770 SW Scoffin ST Tigard, OR 97223	Barbara Kollmar (503) 684-1424 www.lifeworksnw.org	Psychiatric disabilities
McCauley Potter Fain Assoc. 4990 SW Angel Ave. Beaverton, OR 97005	Susan Potter 503-350-7074 spotter@mpfassociates.com www.mccauleypotterfain.com/	All disabilities
Northwest Occupational Medicine Center 15862 SW 72 AVE Portland, OR 97224	Dr. Michael Leland (503) 684-7246 www.nwomc.com/	Traumatic brain injury, Pain management
OHSU Behavioral Health Clinic 621 SW Alder ST, Ste 520 Portland, OR 97205	Service Coordinator (503) 494-4745	Substance abuse and mental health issues
PCC-Cascade, Disability Services 705 N Killingsworth St, CA SSB 112 Portland, OR 97217	Tammy Dowd 971-722-5439 tdowd@pcc.edu www.pcc.edu/resources/disability/	All disabilities
PCC-Rock Creek, Disability Services 17705 NW Springville Rd, Rock Creek Campus, Bldg 9, Rm 109 Portland, OR 97229	Ruth McKenna 971-722-7567 rmckenna@pcc.edu www.pcc.edu/resources/disability/	All disabilities
PCC-Sylvania, Disability Services 12000 Southwest 49th Avenue, ST Room 230 Portland, OR 97219	Elizabeth Kimberly (971) 722-4344 elizabeth.kimberly@pcc.edu www.pcc.edu/resources/disability/	All disabilities
Portland Habilitation Center 5312 NE 148th AVE Portland, OR 97230	Alana Silverman (503) 261-1266 www.phcnw.com/	All Disabilities
Providence Portland Medical Center	Lynne Nesbit	Psychiatric disabilities

5228 NE Hoyt St. Portland, OR 97213	503-215-6474	
Providence Worker Rehabilitation 4805 NE Glisan ST Portland, OR 97213	Kate Rushton (503) 215-6059	
Rainier Case Management 3305 Main ST, Ste 105 Vancouver, WA 98663	Gail Vogel, CRC (360) 750-7386 www.rainiercasemgt.com	Private
Reigel Vocational Consultation 1920 NW Johnson ST, Ste111 Portland, OR 97209	Kent Reigel, CRC (503) 274-9303	Private
Services for the Blind of Washington PO Box 40933 Olympia, WA 98504	Bill Palmer (360) 586-1224/ 1-800-552-7103 www.dsb.wa.gov	Visual Impairments
Stonebridge Rehabilitation Associates 5141 SW Bvtn-Hlsdle HWY Portland, OR 97221	Dr. John Dodson, CRC (503) 245-2278 Ext. 11	Private/ work injury
Veterans Administration Medical Center 3710 SW US Veterans Hospital RD Portland, OR 97239	Eileen Devine or Karen Kenney (503) 220-8262 Ext. 55765 or 54239	All disabilities
Veterans Affairs-Voc Rehab (WA) 1601 4th Plain Blvd, Bldg A-4, Rm 6 Vancouver, WA 98661	Bobby Clark, CRC (360) 759-1606	All disabilities
Veterans Affairs-Voc Rehab Portland 1220 SW 3rd Ave Portland, OR 97214	Jonathan Berreth, CRC 503-412-4577	All disabilities
Vocational Rehabilitation - Central 3945 SE Powell BLVD Portland, OR 97202	Mary Shivell 971-673-2555 www.oregon.gov/DHS/vr/	All disabilities
Vocational Rehabilitation Dept. of Washington Vancouver 5411 E Mill Plain Blvd, Ste 116 Vancouver, WA 98661	Cindy Williams, CRC (360) 619-7064	All disabilities
Vocational Rehabilitation Dept. of Oregon, Tigard 10777 SW Cascade Blvd. Tigard, OR 97223-4202	Michelle Robinson 503-670-9575 x 4533 michelle.l.robinson@state.or.us	All disabilities
Vocational Rehabilitation Dept. of Oregon Clackamas 4382 SE International Way, B Milwaukie, OR 97222-4635	Patrick Foster 971-673-6130 x. 36135 Patrick.n.foster@state.or.us	All disabilities
Vocational Rehabilitation Dept. of Oregon East Portland 305 NE 102nd AVE, Ste 200 Portland, OR 97220	Robert Costello 971-673-5858 Robert.costello@state.or.us	All disabilities
Vocational Rehabilitation Dept. of Oregon North Portland 4744 N Interstate AVE Portland, OR 97217	Donna Duff 971-673-3055 Donna.m.duff@state.or.us	All disabilities
Washington Co.-Corrections/Domestic Violence 150 N 1ST AVE, Suite 200 Portland, OR 97124	Louise Bauchard (503) 846-4407/ (503) 846-4806	Adult Offenders
Weiford Case Management 7033 SW Macadam, Suite 107	Tom Weiford, CRC (503)245-5494	Private/ work injury

Portland, OR 97219	Tom@Weifordcasemanagement.com	
Workforce Dynamics 5319 SW Westgate DR, Ste150 Portland, OR 97221	Sue Ferguson, CRC (503) 292-2828 www.workforce-dynamics.com/	Private/ work injury

APPENDIX C

CHECKLIST FOR REHABILITATION COUNSELING INTERNSHIPS [Typical Cycle January to August]

Approximate
Dates

1. Student applies for internship and receives Internship Overview, Manual, and Evaluation forms.
2. Student selects possible internship sites and discusses these with advisor and academic internship coordinator.
3. Student, with the assistance of the internship coordinator, contacts selected facilities to discuss internship feasibility.
4. Student formally applies to internship sites approved by program and agreed upon by the internship coordinator.
5. Student interviews and accepts a position as intern with the facility.
6. Site supervisor receives a copy of Internship Manual and evaluation forms.
7. Academic internship supervisor and intern meet with site/clinical supervisor at facility during initial phase of internship.
8. Coordinator establishes regular schedule of contact with internship supervisor.
9. Coordinator contacts site per schedule.
10. Student prepares and submits monthly logs to coordinator (co-signed by site supervisor).
11. Coordinator contacts internship supervisor at end of each term for written evaluation.
12. Student submits a final report of internship activities and completes "evaluation of internship" form.

APPENDIX D

Rehabilitation Counseling Internship Data

Name: _____ Social Sec. #: _____

Address: _____ Phone #: _____

(home): _____

(work): _____

e-mail: _____

Internship Site: _____ Phone #: _____

Address: _____ (fax): _____

(email): _____

Internship days and hours: _____

Site Supervisor: _____ Phone #: _____

Supervisor
Credentials: MA/MS PhD Other (specify) _____

CRC NCC LPC Other (specify) _____

Directions to site
(from PSU):

APPENDIX E

STUDENT EVALUATION FORM

Rehabilitation Counseling Specialization
Counselor Education Program
Portland State University

Agency Supervisor Evaluation Form

Date:

Term: Fall Winter Spring Summer (please circle)

Name of Student:

Supervisor:

Agency:

Directions: Please rate the rehabilitation counseling student's performance using the following scale:

Superior Performance	5
Above Average Performance	4
Average Performance	3
Below Average Performance	2
Poor Performance	1
Non-applicable	NA

The intern demonstrated:

Fill in the most
Appropriate rating

1. Understanding of agency policies and regulations. _____
2. Understanding of agency roles and functions. _____
3. Positive relationships with staff members and other students. _____
4. Knowledge and familiarity with interagency and community resources. _____
5. Administrative and organizational skills (e.g., planning, case recording, time budgeting).
6. Ability to establish rapport and trusting relationships with clients.
7. Ability to communicate empathy, acceptance, and congruency to clients.
8. Understanding of client's need(s).
9. Understanding of the client's presenting problem(s).
10. Understanding of environmental and societal barriers, contributing to client's difficulties.
11. Ability to effectively use psychological test data to assist the client.

12. Ability to interpret and use vocational test results to assist the client.
13. Ability to state and utilize his/her counseling theory.
14. Ability to develop, implement, and follow-up of appropriate and meaningful counseling goals.
15. Ability to develop, implement, and follow-up of appropriate and meaningful (vocational) rehabilitation goals and plans.
16. Ability to help clients achieve self-insight and self-understanding.
17. Ability to help clients achieve a behavioral change.
18. Understanding of the rehabilitation process and its application.
19. Understanding of the medical aspects of disability/condition (e.g., anatomical, functional).
20. Ability to interpret medical, psychological, social, and vocational data in relation to the client's needs and problems.
21. Ability to collaborate with clients, keeping clients' goals as a priority.
22. Successful utilization of referral and consultant services.
23. Ability to work with employers in order to facilitate appropriate job placements.
24. Successful adaptation to daily routine and supervision.
25. Capacity for independent decision making.
26. Capacity for self-awareness, self-evaluation and self-improvement.
27. Ability to establish and maintain maturity level, as evidenced by interpersonal communication.
28. Conscientiousness (e.g., reliability, promptness, responsibility).
29. Professional attitude and ethical standards in handling client needs and agency regulations.
30. Overall commitment to the field of rehabilitation counseling.

If you had an opening for a rehabilitation counselor (or counselor) in the agency, would you hire this student? Check the appropriate answer and briefly explain.

- | | |
|-----------------------|-------|
| <u>Definitely</u> | ----- |
| <u>Likely</u> | _____ |
| <u>Maybe</u> | _____ |
| <u>Unlikely</u> | _____ |
| <u>Definitely not</u> | _____ |

Briefly indicate the student's current major strengths:

Briefly indicate the student's current weaknesses (or areas in need of improvement):

Additional comments and recommendations for the student's growth and development:

Recommended Grade of the student (optional)

- A
- A-
- B+
- B
- B-
- C+
- C

Date _____ Supervisor's Signature _____

APPENDIX F

**STUDENT EVALUATION OF INTERNSHIP
SUPERVISOR AND SITE**

Portland State University
Counselor Education Program
Rehabilitation Counseling Specialization

Student Evaluation Form of Internship and Supervision Experiences

Supervisor _____ Date _____

Agency _____ Graduation Date _____

Directions: Please use the following scale to rate your internship and supervision experiences:

The internship and/or supervisor experience were:

- 5 Highly successful/beneficial
- 4 Successful/beneficial
- 3 Moderately successful/beneficial
- 2 Less than successful/beneficial
- 1 Unsuccessful/nonbeneficial
- NA Does not apply

Fill in the most
appropriate rating

- 1. Agency policies and regulations as explained by field supervisor were _____
- 2. Agency roles and functions as explained by field supervisor were _____
- 3. Communications with you by field supervisor were _____
- 4. Your opportunity to administer and interpret psychological and vocational test data was _____
- 5. Your opportunity to review and analyze vocational evaluation reports and recommendations was _____
- 6. Your opportunity to identify and understand client's problem(s) was _____
- 7. Your opportunity to identify and understand client's need(s) was _____
- 8. Your opportunity to utilize your counseling theory was _____
- 9. Your opportunity to develop, plan, and implement counseling goals was _____
- 10. Your opportunity to develop, plan, and implement appropriate _____

- rehabilitation goals was _____
11. Your opportunity to implement and apply your knowledge of the rehabilitation process was _____
12. Your opportunity to apply your knowledge and interpretation to the medical, psychological, social and vocational aspects of disability in relation to clients' need(s) and problem(s) was _____
13. Your opportunity to utilize consultant services was _____
14. Your opportunity to work with employers and community agencies, in order to facilitate appropriate job placements was _____
15. The contact and relationship between your field supervisor and faculty _____
16. The adequacy of office space for counseling was _____
17. Your opportunity to exercise independent decision-making and assume responsibility was _____
18. Generally, the agency supervision was _____
19. Generally, the internship experience was _____

Please answer the following questions:

20. If a position for a rehabilitation counselor would become available, would you want to work for this agency? (Circle one)
- a. Definitely yes
 - b. Probably
 - c. Maybe (not sure)
 - d. Unlikely
 - e. Definitely not
21. What was the (approximate) total number of counseling sessions conducted by you (student) during internship? _____
22. What was the (approximate) total caseload size carried by you (student) during internship? _____
23. What was the (approximate) average number of counseling sessions conducted by you (student), per client, during the internship? _____

Use a scale from 1 (most common) to 6 (least common) to rank order the following question:

24. What were the most common types of problems manifested by clients with whom you worked?
- | | |
|---|--|
| <input type="checkbox"/> Medical-physical | <input type="checkbox"/> Social-familial |
| <input type="checkbox"/> Psychological-personal | <input type="checkbox"/> Vocational |
| <input type="checkbox"/> Mental-cognitive | <input type="checkbox"/> Other (Specify) |

Use a scale from 1 (most common) to 10 (least common) to rank order the following question:

25. What was the amount of time you spent in the following activities?
- | | |
|--|--|
| <input type="checkbox"/> Counseling | <input type="checkbox"/> Vocational & psychological evaluation & testing |
| <input type="checkbox"/> Job placement | <input type="checkbox"/> Coordination of client services |

- Rehabilitation Planning
- Medical referral consultation
- Occupational information
- Clerical work
- Staff meetings
- Other (Specify)

26. Briefly summarize your feelings and thoughts about the internship experience (for example, beneficial and positive experiences, negative experiences, needs met or unmet).

27. Do you have any additional comments and recommendations for future interns?

APPENDIX G

TERM GOALS AND OBJECTIVES

Student's Name _____ Supervisor _____

Site _____ Year _____

GOAL	EXPERIENCE (to achieve goal)	EVALUATION (documentation of goal achievement)
1.		
2.		
3.		

APPENDIX H

Summary of Logged Internship Hours

Student Name: _____

Internship Site: _____

Internship Supervisor: _____

Term (please circle): Fall Winter Spring Summer

Academic Year: _____

Direct Client Contact Hours; Term____ Cumulative Total_____

Individual Supervision Hours; Term____ Cumulative Total_____

Group Supervision Hours; Term____ Cumulative Total_____

Other Activities;
(including clinic activities) Term____ Cumulative Total_____

Total Hours for Term_____ Total Cumulative Hours for Year _____

Comments:

