
**RHB 801
GRADUATE INTERNSHIP MANUAL**

**Masters of Rehabilitation Counseling
Chemical Dependency
Severe Disabilities**

Department of Human Services
College of Education and Human Services
Wright State University
M052 Creative Arts Center
3640 Colonel Glenn Highway
Dayton OH 45435
(937) 775-2075
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INTRODUCTION

This handbook's aim is to provide students with information and procedures for applying for and participating in their rehabilitation counseling practicum and internship experiences. Information is provided for applying for internship, locating an internship site, expected competencies, internship requirements, and copies of required forms. Please read this handbook carefully as it should answer most of your questions.

PURPOSE OF THE INTERNSHIP EXPERIENCE

The internship requires the student to utilize the skills and techniques learned in previous coursework. The program coordinator, the specialty field supervisor, and the student will cooperatively determine the exact nature of the internship experience, depending on the learning needs and interests of the student. The internship experience allows the student to elect to work with various disability groups, which may include persons with physical impairments, sensory impairments, mental retardation, emotional disturbances, chemical dependencies, terminal illnesses, and others.

Students beginning the internship must be able to demonstrate the following competencies:

1. basic listening skills;
2. an understanding of professional ethics and legal parameters of the rehabilitation process;
3. read medical and psychological and psychiatric reports and interpret the findings to a consumer;
4. an awareness of his/her interpersonal influence on the rehabilitation process;
5. advocacy skills for the population with which they are working;
6. an understanding of the multidisciplinary team as part of the rehabilitation process;
7. identify problems, design and assist in the implementation of rehabilitation planning;
8. locate and utilize community informational resources;
9. utilize supervision positively;
10. understanding of a variety of interview techniques and major individual counseling theories and techniques;
11. understanding the process of psychological adjustment to major disabling conditions;
12. understand the behavior assessment process.

REQUIREMENTS FOR ELIGIBILITY

The student must meet the following requirements in order to be eligible for the internship experience:

- student has a program of study on file in the Department of Human Services
- student has completed a minimum of half of their required coursework
- student has a GPA of 3.0 or above

The following core courses must be completed with a grade of B or better prior to beginning practicum

RHB 701 CNL 863 EDL 751

The following courses must be completed prior to beginning internship

RHB 700 RHB 704 RHB 705
RHB 711 RHB 720 CNL 667 or 767
RHB 702 (SD) or 707 (CD) RHB 865

Chemical Dependency majors only must have the following completed

RHB 730 RHB 731

Portfolio Requirement Rehabilitation Counseling Programs: Severe Disabilities Chemical Dependency

All Rehabilitation Counseling students are required to submit artifacts that will be used to make up their academic portfolio. These artifacts represent the six strands of the College of Education and Human Services Conceptual Framework. The strands of the Conceptual Framework include:

1. Pedagogical Content Knowledge
2. Technology
3. Emotional Intelligence
4. Professionalism
5. Diversity
6. Content Knowledge

Components of the Conceptual Framework

Content Knowledge (Strand 1)

Counselor Education candidates are knowledgeable in their chosen fields.

This strand represents our commitment to assuring professional counselors are knowledgeable in their chosen fields and can impart this knowledge to help all clients learn, achieve goals, or change behaviors. This knowledge is not limited to known and existing information, but includes the ability to generate and understand innovations in the field, and the possession of the skills and dispositions necessary to remain current in the field. Content Knowledge includes a broad general foundation in the arts and sciences, as well as a depth of knowledge appropriate for each level of expertise in a specific field. Content Knowledge is essential for critical thinking and problem solving in a professional role. Content Knowledge interweaves with the other five strands in the Conceptual Framework to develop the art and science of counseling. Content Knowledge is necessary to make appropriate clinical decisions based upon one's knowledge of diverse groups, of

technological applications to support learning, of emotional intelligence to establish rapport and communicate effectively, and of the qualities and dispositions of a professional counselor.

Pedagogical Content Knowledge (Strand 2) *Counselor candidates demonstrate appropriate pedagogical content knowledge to help all clients achieve their stated goals.*

This strand represents our commitment to assuring professional counselors are knowledgeable and able to integrate knowledge of human development, behavior and learning, counseling theories and techniques, and content-appropriate strategies to provide effective intervention and assessment for all clients. Pedagogical Content Knowledge is the ability to contextualize clinical practice based upon knowledge of how people learn/change in a particular content area and how that learning or change can best be facilitated. Professional counselors should be able to demonstrate pedagogical content knowledge by anticipating and recognizing common misconceptions, typical misunderstandings, and developmentally appropriate responses to instruction and assessment for the content area.

Pedagogical Content Knowledge interweaves with the other five strands in the Conceptual Framework to develop the art and science of counseling. Pedagogical Content Knowledge is necessary to make appropriate pedagogical decisions based upon complex interconnections with the other strands. Pedagogical Content Knowledge interacts with pedagogical knowledge to develop content appropriate intervention and assessment in the context of understanding the diversity of clients' backgrounds, experiences, motivations, goals, abilities and interests. Other interactions include the potential for technology to broaden the scope of readily accessible knowledge and enhance instruction, behavior change, the impact of emotional intelligence on knowledge acquisition, and the professional qualities and dispositions of the counselor.

Diversity (Strand 3) *Counselor candidates are knowledgeable, competent, and sensitive in working with diverse populations and in diverse settings.*

This strand represents our commitment to assuring counselors are knowledgeable, competent, and sensitive in working with diverse populations and in diverse settings. This strand includes valuing diversity as socially and culturally beneficial, appreciating the contributions of diverse populations, understanding how to adapt personal responses and professional practices in different contexts, and supporting equitable access and outcomes for all populations.

Diversity interweaves with the other five strands in the Conceptual Framework to develop the art and science of counseling. Diversity is an important component in framing content knowledge, delivering services to meet individual, family and community needs, making pedagogical decisions and applying technology to facilitate learning/change. Diversity is fused with the development of Emotional Intelligence and Professionalism to facilitate sensitive, respectful and effective communication in all settings.

Technology (Strand 4) *Counselor candidates apply appropriate technology to add value to the counseling process.*

The technology strand represents the program's commitment to assuring counselors are knowledgeable and able to make thoughtful, appropriate applications of technology to add value to the counseling process, to determine the essential conditions for effective use, and to understand its powerful role in shaping individual lives and society.

Technology interweaves with the other five strands in the Conceptual Framework to develop the art and science of counseling. Technology is an important component in making appropriate content and pedagogy decisions related to appropriate assessment and intervention, research requirements, and information technology literacy requirements. Technology can support the application of emotional intelligence to enhance client outcomes for diverse populations through innovative options for intervention and assessment. Technology can also support professionalism by facilitating productivity, planning, and clinical and administrative functions.

Professionalism (Strand 5) *Counselor candidates understand and demonstrate the qualities and dispositions of professionals.*

This strand represents our commitment to assuring counselors and candidates demonstrate the qualities and dispositions of professionals. Professionalism is demonstrated through communication and collaboration skills evidenced in interactions with other professionals, community members, clients, and families. Team building and the principles of lifelong learning are included in the shared values of human services professions.

Professionalism interweaves with the other five strands in the Conceptual Framework to develop the art and science of counseling. Professionalism is an important component in guiding content knowledge applications and therapeutic decisions, communicating effectively with technology, appropriately demonstrating the five emotional intelligence attributes (as listed below), and in engaging in relationships with diverse populations or in diverse settings.

Emotional Intelligence (Strand 6) *Counselor candidates develop Emotional Intelligence and are cognizant of its significance as a positive disposition in counseling, therapy, and practice.*

Faculty identified Emotional Intelligence as a critical disposition in the development of candidates. This strand represents a commitment to assuring professional counselors develop Emotional Intelligence and are cognizant of the significant role Emotional Intelligence plays in effective counseling, learning, and development. Emotional Intelligence includes:

- 1) an awareness of one's own emotions and the emotions of others (competence)
- 2) Constructively expressing and controlling feelings (self-regulation)
- 3) A recognition that life is full of choices and each person is responsible for his or her decisions' and actions (motivation)
- 4) The ability to take the perspective of others (empathy) listening to others, understanding others, interpreting guidelines for social relationships, and cooperating as a team member (social skills)

Emotional Intelligence interweaves with the other five strands in the Conceptual Framework to develop the art and science of teaching/leadership/counseling. Emotional Intelligence is an important component in learning and guides professional practice in selecting content, pedagogy/ techniques, and technology to facilitate learning and/or behavior change/growth for diverse populations.

Submission Requirements:

Practicum Application must include:

Diversity Strand: CNL 973 graded Reflection Paper (i.e., Life History, Reaction Paper, Cultural Visit Paper)

Technology Strand: PowerPoint, Excel, WebCT, or Elluminate Live graded assignment

Professionalism Strand: Professional Resume completed in RHB 711

Emotional Intelligence Strand: RHB 705 emotional intelligence assessment (results)

Last quarter of enrollment students must submit the following artifacts:

Content Knowledge Strand: CRC or department comprehensive exam results

Pedagogical Content Knowledge Strand: RHB 865 and 801 Site Supervisor Practicum and Internship Evaluation. Completed Impact on client Needs forms that show successful intervention(s).

Note: All portfolio artifacts will be housed in student's department folder.

REQUIREMENTS DURING QUARTER REGISTERED

The following are minimum internship requirements. Students must spend 6 hours per week at the internship site for each hour registered (the minimum requirement is 18 hours per week). Students are required to complete a total of 600 clock hours of experience in a rehabilitation agency, or a human services agency that works with people with disabilities. Students in the chemical dependency program are required to complete a total of 600 clock hours of experience in a rehabilitation agency, or a human services agency that works with people who are chemically dependent or people with a dual-diagnosis of chemical dependency and another disability.

The student is required to complete a total of 10 credits of RHB 801 for a minimum of 600 hours at his/her internship site. Credit hours may be divided over desired number of quarters with the following requirements:

- 1 hour per week minimum of direct supervision with the Site Supervisor per week.
- 1.5 hours per week minimum of group supervision with the University Faculty Supervisor.

Students are also required to complete a log for the time spent at the internship site identifying tasks performed. At the end of the week a personal reaction summary should be written regarding the students experience at the internship site. These logs must be **typed** and **submitted every three weeks** or on the due dates specified in the syllabus.

All logs and evaluation forms **MUST** be submitted by the Tuesday of Finals Week by 4 p.m. to the university supervisor. It is the student's responsibility to make sure all forms and assignments have been submitted on time in order to receive their grade. Students who do not turn in required documentation by the deadline will receive an unsatisfactory grade.

Students must have a CRC faculty supervisor, a CRC site supervisor or a CCDC III site supervisor for Chemical Dependency internships. Students who plan to pursue a PCC must have site supervision by a PCC with supervision status.

PROCEDURES FOR REGISTERING FOR RHB 801

Application Guidelines

Students must apply for internship by the following deadlines:

Summer Quarter and Fall Quarter - April 15
Winter Quarter - October 10
Spring Quarter - January 26

The entire application package consists of:

- Resume
- verification of Professional Liability Insurance (photocopy of the insurance application and check will fulfill this requirement)
- Copy of academic advising report from Wings Express
- verification of membership in rehabilitation professional organization (ARCA or NARCA)
- application form (Appendix 1)

This information must be submitted to the graduate assistant for practicum and internship. Each quarter the student wishes to take internship they **MUST** reapply.

After the above information is received, you will be notified of your conditional acceptance and you will have approximately two weeks to submit the following to the graduate assistant for practicum and internship:

- Placement Contract (Appendix 2)
- Site Supervisor Information Form (Appendix 3)
- Copy of the Supervisor's License
- Site Information Sheet (Appendix 4)
- Copies of Trainee Supervision Agreement which you will submit to the CSWMFT board for counselor trainee status (only if you are working toward the PC licensure & if this is your 1st quarter of internship)
- Proposal of Internship Objectives (this should be submitted to your university supervisor)

Once the internship has been completed the following must be submitted to the university supervisor:

- Site Supervisor Evaluation for Internship Students (Appendix 5)
- Student's Internship Placement Evaluation (Appendix 6)
- Time Log (Appendix 7)

If you have counselor trainee status, your hours must be reported to the CSWMFT board within 30 days of completing your 600 hours, using the Internship Supervision Evaluation which can be downloaded from the board's website (www.cswmft.ohio.gov/forms.stm). Copies of this do not need to be submitted to the graduate assistant for practicum and internship.

SELECTING AN INTERNSHIP SITE

NOTE: Students and the Faculty Supervisor will discuss possible internship sites. However, students are responsible for securing placement.

To procure an internship site the student should begin by arranging an on-site interview with the potential internship supervisor. The intern should provide a personal resume to the agency. This interview provides

an opportunity for both the students and the agency to clearly delineate their expectations for the internship experience. If the agency representative believes that the student's and the agency's particular experiences or expectations are mismatched, the placement may be refused. When this occurs the student must seek another placement site.

CRITERIA FOR SELECTING INTERNSHIP SITE

Agency Selection

- Agencies should be selected that have a primary function of serving people with disabilities, this may also include agencies that serve the socially disadvantaged.
- Agencies should have a broad variety of rehabilitation services that are designed to serve persons with disabilities.
- Agencies should be recognized in the community as a viable agency with appropriate accreditation (if it exists for that agency). Affiliation with appropriate funding agencies will be considered in lieu of accreditation.
- Agencies should be able to provide assurances that they can give adequate and appropriate opportunities for the intern to work with people with physical, mental, psychological, chemical dependency, and social disabilities.

QUALIFICATIONS OF SITE SUPERVISOR

The agency supervisor needs to be a **CRC** (certified rehabilitation counselor) or **CCDC III** (certified chemical dependency counselor III) and if you are interested in being a licensed counselor in the state of Ohio they should also be a **(L)PC** (professional counselor) or **(L)PCC** (professional clinical counseling). In addition, if you will be doing diagnosis or treatment plans at the site, your supervisor must be an **(L)PCC**. All supervisors must have Supervisor Counseling Status with the Ohio CSWMFT Board.

Other supervisor qualifications include:

- appropriate academic training at the Master's or Doctorate level.
- work experience that will provide the intern with a proper orientation to the field of rehabilitation.
- an interest and willingness to become a part of an academic training program.
- flexibility of schedule that allows the necessary time required for training and supervising interns as part of the supervisor's daily activities.
- sufficient experience and/or education in area of counseling or interpersonal relationships to provide interns with supervision in interviewing and/or counseling techniques.
- familiarity with the working relationship with other community agencies.

RESPONSIBILITY FOR STUDENT, SITE SUPERVISOR, AND UNIVERSITY SUPERVISOR

Student Responsibilities:

1. Maintain a regular attendance schedule and complete all assignments.
2. Conform to agency rules, regulations, and standards.
3. Demonstrate an awareness of personal skills and limitations by taking initiative when appropriate, yet seeking assistance when necessary.
4. Keep a log of all activities and reactions. The log should include:
 - a) date and number of hours spent at the internship;
 - b) description of activities (interviewing, personal or vocational counseling, interaction with staff and other professionals, planning, in-service training, utilization of community resources, placement activities, attendance at conferences, workshops, and any other job duties performed);
 - c) weekly personal reaction to activities performed.

5. Establish personal objectives to be met during the internship.
6. Provide an evaluation report of the internship experience using form in Appendix 6.
7. Abide by the NRCA, CRCC, and ACA/ARCA Code of Ethics.

Internship Site Supervisor Responsibilities:

Agencies should assign one staff member to supervise the intern. (However, if no one at the agency has both a CRC and (L)PC, or CCDC III and (L)PPC you will need two supervisors.) This supervisor may assign the intern to other professional staff in the agency but is responsible for making sure the intern's supervision and assignments best meet the needs of the intern and the agency. The internship site supervisor is responsible for planning, assigning internship duties, observing and monitoring the interns work performance as well as setting up priorities in terms of work tasks.

On-site supervision includes:

1. Assign work assignments according to the student's level of competence based upon the student's education and experience level.
2. Schedule weekly conferences to review the work of the intern, to monitor work performance, and to establish goals for the next week or two weeks. This enables both the intern and supervisor to modify the internship experience to meet the needs of both parties.
3. Communicate with University Supervisor if any problems arise and to give feedback regarding the intern's quality of work.
4. Abide by the ethical standards of the rehabilitation counseling profession and/or the ethical standards of the primary professional organization of the agency supervisor.
5. Completion of final evaluation of intern's work.

University Supervisor Responsibilities::

1. Review progress of the internship students on a regular basis.
2. Contact internship Site Supervisor at least twice within the quarter.
3. Reserves the right of final retention or dismissal of the student, and agrees to withdraw the student from the internship site when the student's practice and/or behavior does not meet minimum standards of the Agency and is so requested by the Site Supervisor.

EVALUATION PROCESS

The site supervisor evaluates the intern's performance during the internship. After the internship objectives have been delineated, the student will then be evaluated at mid-term and the end of the quarter in a joint conference with the University Supervisor, the Site Supervisor and the intern. Other scheduled evaluations may be performed by request of any of the three parties.

The field supervisor will be asked to utilize the following system for each listed objective.

Principles Of Evaluation

The following principles should be observed:

1. the underlying philosophy and approach of evaluation should be directed constructively toward strengthening the student both personally and professionally.
2. evaluation should be conducted and reviewed with the intern.
3. evaluation should be regarded as a continuing process, not as a single event in time.
4. in its most helpful form, the evaluation will also provide an opportunity to evaluate objectively the clinical practice supervision and setting as well as intern's progress from this experience.

The field supervisor will be asked to utilize the following system for each listed objective.

<u>CODE</u>	<u>EXPLANATION</u>
NA	No opportunity to demonstrate objective.
1	Unsatisfactory Progress: The student has not performed the objective at the expected level for an individual with his/her training or experience.
2	Satisfactory Progress: The student has performed the objective at the expected level for an individual with his/her training or experience. Student will accomplish this objective by the end of the internship.
3	Competency: The student can now satisfactorily perform the stated objective at the master's level of competency.
4	Superior Competency: The student has accomplished the objective on a number of occasions with a high level of performance and is capable of training and/or supervising others related to this objective.

The system described above would be utilized where a particular body of knowledge is required for the student, or where specific skills or attitudes need to be performed and observed. Another category of ratings would be marked ~C~ (completed) which would indicate that a particular experience (e.g. attendance at a workshop; observing a clinical progress; visiting a facility) has been accomplished.

PROFESSIONAL CERTIFICATION AND LICENSURE

Upon graduation students should pursue both licensure and rehabilitation certification. Most students will pursue the CRC (certified rehabilitation counselor) or CIRS (certified insurance rehabilitation specialist) or CCDC (certified chemical dependency counselor). Other certifications include CVE (certified vocational evaluator), CWA (certified work adjustor), and CCM (certified case manager). Students planning on staying in Ohio should consider getting their (L)PC (professional counselor) or (L)PCC (professional clinical counseling).

For information about CRCC, CIRS, CVE, CWA, and CCM certification contact:

Commission on Rehabilitation Counselor Certification
 Certified Insurance Rehabilitation Specialist Commission
 1835 Rohlwing Road Suite E
 Rolling Meadows, IL 60008
 (708) 394-2104

Students in a CORE accredited program are allowed to sit for the CRC exam following completion of 75% of their coursework.

For information regarding the CCDC certification contact:

Ohio Credentialing Board
 740 Lakeview Plaza Blvd.
 Worthington, Ohio 43085-4784
 614-847-0330

For information regarding PC and PCC licensure contact:

Ohio Counselor, Social Worker, Marriage and Family Therapy Board

50 West Broad Street, Suite 1075
Columbus, OH 43215-5919
614.466.6462
www.cswmft.ohio.gov

APPENDIX 1
Wright State University
College of Education and Human Services
Department of Human Services
M052 Creative Arts Center
Dayton, OH 45435
(937) 775-2075

Application For Internship - RHB 801

Deadlines for Application: Summer & Fall - April 15/ Winter - October 10/ Spring - January 26

Name _____

Address _____

City _____ State _____ Zip _____

Phone _____ Home _____ Work _____

Email _____ University ID Number _____

Rehabilitation Counseling Major: Chemical Dependency ____ Severe Disabilities ____

Application for: Winter ____ Spring ____ Summer ____ Fall ____ Year: _____

Indicate the number of internship hours you are registering for:

____ 2 credit hours (12 hours per week)

____ 3 credit hours (18 hours per week)

____ 4 credit hours (24 hours per week)

____ 5 credit hours (30 hours per week)

____ 6 credit hours (36 hours per week)

Core Courses: (please write in grade received)

_____ RHB 701 _____ CNL 863 _____ EDL 751

Rehabilitation Courses Completed: (please write in grade received)

_____ RHB 700 _____ RHB 704 _____ RHB 705

_____ RHB 711 _____ RHB 720 _____ RHB 865

_____ CNL 972 (SD) _____ RHB 702 (SD) or 707 (CD)

Application for Internship (continued)

Student Name _____ Date _____

Chemical Dependency majors only

_____ RHB 730 _____ RHB 731

Rehabilitation courses, which you are presently taking this quarter:

Course	Anticipated Grade
_____	_____
_____	_____
_____	_____

Verification of liability insurance must be attached to this application. No student will be permitted to enroll in internship without such documentation.

Copy of Academic Advising Report from Wings Express must be attached to this application. No student will be permitted to enroll in internship without such documentation.

List of previous experiences at human service agencies:

Name of Agency	Dates	Responsibilities
_____	_____	_____
_____	_____	_____
_____	_____	_____

Number of program hours completed: _____

GPA _____

Anticipated date of graduation: _____

Are you a full or part-time student? _____

Approximate number of internship credit hours completed to date _____

Are you on an approved, limited leave of absence or sabbatical? _____ Yes _____ No

If yes, please attach appropriate documentation from your employer.

Application for Internship (continued)

Registration Commitment:

By signing for this class, RHB 801:

- 1) I acknowledge the commitment of the Department of Human Services to hold a place for me until the mass registration date for this term, as class size allows.
- 2) I certify that I will have completed all prescribed course work and that I am eligible to take the course designated.
- 3) I accept the responsibility for registering as indicated. I realize that failure to do so on my part deprives another student of the opportunity and leaves the Department with partially filled classes, and that my slot may be given to a student on the waiting list.
- 4) If conditions arise so that registration is not possible, I will notify the graduate assistant for practicum and internship.
- 5) I understand that failure to register and/or failure to provide notification will result in my being denied the opportunity to take this course for the next term.

Signature _____ Date _____

APPENDIX 2
Wright State University
College of Education and Human Services
Department of Human Services
M052 Creative Arts Center
Dayton, OH 45435
(937) 775-2075

Counseling Internship Contract / Memo of Understanding - RHB 801

Student's Name _____

Phone _____ Home _____ Work _____

Quarter: Winter ____ Spring ____ Summer ____ Fall ____ Credit Hours _____

Site _____

Site Address _____

City _____ State _____ Zip _____

Phone _____

This memo of understanding is entered into between

_____ site supervisor for
(site supervisor's name)

_____, an internship student from Wright
(student's name)

State University, College of Education and Human Services, Rehabilitation Counseling
Program as represented by _____
(university supervisor's name)

The site supervisor agrees to assume responsibility for assisting the student in conducting activities related to his/her internship experience. These activities are here defined between the student and the College of Education and Human Services and are agreed to by the site supervisor. The university supervisor agrees to be available for consultation with the site supervisor either personally or by phone and to make on-site visits.

Counseling Internship Contract / Memo of Understanding (continued)

Student Name _____ Date _____

Student Responsibilities:

- 1) Behave according to the NRCA, ACA/ARCA, and CRCC Code of Ethics and meet the standards for quality service as specified by the internship site.
- 2) Be responsible for _____ hours at the internship site and maintain the mutually agreed upon time schedule.
- 3) Comply with the rules and regulations of the internship site and support the philosophy and objectives of the Agency and the department in which the experience is being obtained.
- 4) Be responsible for videotaping two counseling sessions (no more than one may be an intake interview) following proper confidentiality procedures and submit tape and C²SMF counseling form.
- 5) Be responsible for submitting daily/weekly log of internship experiences at the end of each week, and final submission of logs and evaluation forms by the Tuesday of finals week by 4 p.m.
- 6) Have written objectives and guidelines for the clinical experiences desired.

Site Supervisor responsibilities:

- 1) Provide the student with an orientation to the agency, and establish goals and experiences for the student's internship.
- 2) Provide the student with client contacts, attend staff meetings, make contacts with other cooperating agencies, record case notes, contact employers, and have involvement with all aspects of rehabilitation services.
- 3) Hold weekly conferences with the student to review progress, provide supervision, and establish continuing goals for the internship.
- 4) Complete the Evaluation Form and review with the student intern as a final feedback on the progress of the student.
- 5) Provide the student with adequate physical facilities in which to work.
- 6) Be available for conferences with the University Supervisor as scheduled.
- 7) Consult with the University Supervisor if there is a problem with the student. The Agency Supervisor may refuse to continue the clinical experience when a student's practice and/or behavior does not meet the minimum standards of the Agency.

University Supervisor responsibilities:

- 1) Review progress of the internship students on a regular basis.
- 2) Contact internship Site Supervisor at least twice within the quarter
- 3) Reserves the right of final retention or dismissal of the student, and agrees to withdraw the student from the internship site when the student's practice and/or behavior does not meet minimum standards of the Agency and is requested by the Agency Supervisor.

Site Supervisor's signature and date

University Supervisor's signature and date

Student's signature and date

** Please obtain the Site Supervisors Signature and date, as well as your own, above **before** turning in to Graduate Assistant / Practicum & Internship Coordinator.*

Student Name _____ Date _____

APPENDIX 3
Wright State University
College of Education and Human Services
Department of Human Services
M052 Creative Arts Center
Dayton, OH 45435
(937) 775-2075

Site Supervisor Information Sheet - RHB 801
***Please attach copy of most recent license**

Name _____

Site Name _____

Site Address _____

City _____ State _____ Zip _____

Phone _____ Home _____ Work _____

Present Position Title _____

Have you supervised WSU counseling students in the past? _____ Yes _____ No

If yes, when? _____

Who was your university contact? _____

Education: (Begin with the most recent)

Institution _____

Degree/Year _____

Institution _____

Degree/Year _____

Certification: (CRC/CIRS or CCDC required and PC preferred)

License Number _____ Renewal Date _____

Do you have supervisor counseling status with Ohio CSWMFT Board _____

Site Supervisor Information Sheet (continued)

Student Name _____ Date _____

Other Related Educational Experiences: (Begin with most recent)

- 1) _____
- 2) _____
- 3) _____

Professional Experience: (Begin with the most recent)

Employer _____

Employer Address _____

Dates of Employment _____

Job Title _____

Please describe duties _____

Employer _____

Employer Address _____

Dates of Employment _____

Job Title _____

Please describe duties _____

Employer _____

Employer Address _____

Dates of Employment _____

Job Title _____

Please describe duties _____

Site Supervisor Information Sheet (continued)

Student Name _____ Date _____

Professional Affiliations:

1) _____

2) _____

3) _____

4) _____

Site Supervisor Signature _____ Date _____

For your assistance with the education and training of Wright State University students, we would like to show our appreciation with a \$100 stipend, which is to be distributed the following quarter. If the student has two supervisors, the stipend will be split between the two. If you are able to receive this stipend, please complete one of the following sections:

I would like to have the check made out to my agency or school.

Site _____

Site Address _____

Tax ID # _____

I would like to have the check made out to myself.

Name _____

(as it appears on your social security card)

Home Address _____

Social Security # _____

I and/or my site are unable to accept the stipend.

If you have questions or concerns regarding the stipend, please direct them towards:

The Graduate Assistant for Practicum and Internship

M052 Creative Arts Center

937.775.4208

Or

The Chair of the Department of Human Services

Stephen B. Fortson, Ed.D., LPCC

M052 Creative Arts Center

937.775.2075

APPENDIX 4
Wright State University
College of Education and Human Services
Department of Human Services
M052 Creative Arts Center
Dayton, OH 45435
(937) 775-2075

Site Information Sheet - RHB 801

Student _____

Address _____

City _____ State _____ Zip _____

Phone _____ Home _____ Work _____

Counseling Concentration _____

Site Supervisor (including degrees) _____

Site Name _____

Address _____

City _____ State _____ Zip _____

Site Phone _____

Directions to site (including approximate mileage and time from WSU) _____

Clientele at Site _____

Job Description / Special Requirements _____

APPENDIX 5
Wright State University
College of Education and Human Services
Department of Human Services
M052 Creative Arts Center
Dayton, OH 45435
(937) 775-2075

Site Supervisor Evaluation for Internship Students - RHB 801

Student _____ Quarter _____ Year _____
 Internship Site _____
 Site Supervisor _____ Phone _____
 University Supervisor _____

Please rate the student according to the following:

CODE EXPLANATION

- NA No opportunity to demonstrate objective.
- 1 Unsatisfactory Progress:** The student has not performed the objective at the expected level for an individual with his/her training or experience.
- 2 Satisfactory Progress:** The student has performed the objective at the expected level for an individual with his/her training or experience. Student will accomplish this objective by the end of the internship.
- 3 Competency:** The student can now satisfactorily perform the stated objective at the master's level of competency.
- 4 Superior Competency:** The student has accomplished the objective on a number of occasions with a high level of performance and is capable of training and/or supervising others related to this objective.

INTERVIEWING SKILLS

- _____ 1. Quickly establishes rapport with clients/consumers and representatives from other disciplines.
- _____ 2. Creates positive and optimistic attitudes through tact rather than power or coercion.
- _____ 3. Creates a favorable impression of the agency.

Site Supervisor Evaluation for Internship Students (continued)

KNOWLEDGE OF DISABILITIES

- _____ 4. Displays knowledge of disabilities, particularly their causes, symptoms, and resulting limitations.
- _____ 5. Accurately interprets medical and psychological reports as they relate to vocational planning.

KNOWLEDGE OF REHABILITATION PROGRAMS

- _____ 6. Knowledgeable concerning placement procedures.

- _____ 7. Demonstrates acceptable knowledge and awareness of community resources of potential benefit to clients/consumers.

BASIC KNOWLEDGE OF PSYCHOLOGY AND SOCIAL WORK

- _____ 8. Demonstrates an adequate understanding of psychological factors relevant to rehabilitation.
- _____ 9. Interacts knowledgeably with psychological and social work personnel.

COUNSELING SKILLS

- _____ 10. Demonstrates ability to gain client trust and acceptance of the rehabilitation program.
- _____ 11. Demonstrates ability in eliciting the rehabilitation goals of clients/consumers.
- _____ 12. Consistent in his/her judgments when advising clients/consumers.
- _____ 13. Uses tact and diplomacy in his/her dealings with clients/consumers.
- _____ 14. Shares information with clients/consumers in a sensitive manner.
- _____ 15. Builds client esteem and motivation toward rehabilitation.
- _____ 16. Anticipates client needs and foresees possible hidden consequences of rehabilitation recommendations.
- _____ 17. Communicates confidential information to authorized individuals with a legitimate need to know.

Site Supervisor Evaluation for Internship Students (continued)

- _____ 18. Shows potential to see through facades presented by clients/consumers and grasp the truth of the matter.
- _____ 19. Formulates case plans that take into account the needs and wishes of the clients/consumers.
- _____ 20. Monitors one's own feelings and does not permit prejudices to interfere with one's work.
- _____ 21. Empathizes with clients/consumers while still holding the client responsible for personal behavior.
- _____ 22. Practices professional ethics in all relationships.

REPORT WRITING SKILLS

- _____ 23. Writes clear and effective memos and correspondence.
- _____ 24. Consistently records and documents decisions made on individual rehabilitation cases.

_____ 25. Composes, writes and/or dictates quickly and consistently.

INTERPERSONAL SKILLS

_____ 26. Understands and takes proper action with respect to oral and written communications received.

_____ 27. Communicates information effectively to co-workers, supervisors, clients/consumers and the general public.

_____ 28. Flexible, adjusts satisfactorily to new work surroundings, new procedures, new co-workers, and new supervisors.

_____ 29. Is conscientious in observing office rules and procedures.

_____ 30. Freely admits one's own mistakes rather than passing the buck (i.e. remains honest about one's failures).

_____ 31. Participates freely in individual and staff conferences.

Site Supervisor Evaluation for Internship Students (continued)

_____ 32. Works harmoniously with co-workers.

_____ 33. Neat and posed in appearance, makes a good impression on the public.

_____ 34. Shows courtesy, respect and consideration for others encountered on the job.

_____ 35. Follows through on promises made to consumers.

KNOWLEDGE OF LABOR MARKET ISSUES

_____ 36. Displays the necessary skills to provide vocational guidance, assessment and job placement.

_____ 37. Displays the necessary skills to provide vocational guidance, assessment and homemaker training.

_____ 38. Familiar with job market trends and the need of area employers.

_____ 39. Demonstrates a working knowledge of vocational guidance resources such as the Dictionary of Occupational Titles (DOT), the Occupational Outlook handbook, and other resources.

_____ 40. Has a firm understanding of the requirements for jobs that rehabilitation clients/consumers may be assuming.

COMMITMENT TO REHABILITATION WORK

_____ 41. Displays high work standards (i.e., strives to do an excellent job).

Site Supervisor Evaluation for Internship Students (continued)

_____ 42. Is receptive to constructive analysis and guidance aimed at bettering competence (i.e., reacts to supervision in a positive and constructive manner).

_____ 43. Identifies with the goals and missions of the organization.

_____ 44. Demonstrates authentic enthusiasm and imagination in conducting rehabilitation activities.

Site Supervisor Evaluation for Internship Students (continued)

_____ 45. Maintains the quality and quantity of one's work in spite of the emotional pressures encountered on the job (i.e. crisis situations, verbal abuse from clients/consumers).

CASE MANAGEMENT SKILLS

_____ 46. Completes forms and performs computations correctly.

_____ 47. Copes effectively with multiple, often conflicting demands on time.

_____ 48. Maintains a good attendance record.

_____ 49. Conforms to scheduled working hours.

_____ 50. Reports absences and tardiness in advance.

_____ 51. Distributes work to secretaries in a timely and orderly manner.

_____ 52. Asks for help where appropriate, but not to excess.

_____ 53. Establishes levels of priority and shifts priorities when necessary.

PRAGMATISM

_____ 54. Copes effectively and appropriately with problems.

_____ 55. Consults with higher levels of authority where appropriate before making commitments to clients/consumers.

_____ 56. Recognizes and resolves real and/or anticipated barriers to achieving planned rehabilitation accomplishments.

_____ 57. Understands operating efficiency and cost cutting measures (i.e. - use of similar benefits, supplies, equipment, and travel).

CREATIVE PROBLEM SOLVING

- _____ 58. Comprehends and applies new approaches and ideas in carrying out the job.
- _____ 59. Seeks out and considers pertinent data to logically reach workable solutions in new situations.

Site Supervisor Evaluation for Internship Students (continued)

- _____ 60. Innovative and creative in handling new situations appropriately.
- _____ 61. Demonstrates the necessary insight to systematically formulate rehabilitation programs from diagnosis to placement.

INITIATIVE ON THE JOB

- _____ 62. Makes an effort to check one's own work.
- _____ 63. Demonstrates a willingness to go out of the way to help clients/consumers/consumers.
- _____ 64. Implements effective techniques for maintaining case records.
- _____ 65. Is attentive to details.
- _____ 66. Can be relied upon to perform assigned tasks satisfactorily and to completion.
- _____ 67. Completes necessary tasks successfully with minimal supervision.
- _____ 68. Keeps supervisor informed of important developments.
- _____ 69. Demonstrates a willingness to make necessary decisions.
- _____ 70. Seeks to attain goals and improve his/her job performance.

A. Students overall performance:

Unsatisfactory Fair Good Very Good Excellent

B. Has the student adjusted well to the internship site:

Unsatisfactory Fair Good Very Good Excellent

C. Are there any deficiencies in the student's preparation?

- a) Knowledge of disabilities
- b) Counseling skills

Site Supervisor Evaluation for Internship Students (continued)

- c) Knowledge of careers and vocational information

d) Vocational assessment

e) Case management skills

D. What are the student's strengths?

E. What are the student's weakness (need to improve)?

F. Additional comments?

Discussed with student on _____ by _____

Student's comments on this evaluation _____

Student Signature and Date

Site Supervisor Signature and Date

***Please submit to the university supervisor.**

APPENDIX 6
Wright State University
College of Education and Human Services
Department of Human Services
M052 Creative Arts Center
Dayton, OH 45435
(937) 775-2075

Student's Internship Placement Evaluation - RHB 801

Student's Name _____ Quarter _____ Year _____

Placement Site _____

Site Address _____ City _____

Site Phone _____ Site Supervisor _____

Type of Clientele _____

University Supervisor _____

A. Please rate your site on the following areas from 1 (very poor) to 5 (very good).

- | | | | | | |
|---|---|---|---|---|---|
| 1. Adequate assistance in meeting university requirements. | 1 | 2 | 3 | 4 | 5 |
| 2. Staff acceptance of you as a counselor trainee. | 1 | 2 | 3 | 4 | 5 |
| 3. Support and cooperation of the administrative staff. | 1 | 2 | 3 | 4 | 5 |
| 4. Physical facilities (space to work in, phone...). | 1 | 2 | 3 | 4 | 5 |
| 5. Flexibility of site in meeting student and client's needs. | 1 | 2 | 3 | 4 | 5 |
| 6. Site requirements were reasonable. | 1 | 2 | 3 | 4 | 5 |

B. Please rate your Site Supervisor on the following areas from 1 (infrequently) to 5 (frequently).

- | | | | | | |
|---|---|---|---|---|---|
| 1. He/she offered constructive criticism. | 1 | 2 | 3 | 4 | 5 |
| 2. He/she provided support when needed. | 1 | 2 | 3 | 4 | 5 |

Student's Internship Placement Evaluation (continued)

- | | | | | | |
|---|---|---|---|---|---|
| 3. He/she provided assistance or referred you to someone who could. | 1 | 2 | 3 | 4 | 5 |
| 4. He/she allowed adequate time for individual supervision. | 1 | 2 | 3 | 4 | 5 |
| 5. He/she helped me integrate theory and practice. | 1 | 2 | 3 | 4 | 5 |
| 6. Over-all evaluation of supervision. | 1 | 2 | 3 | 4 | 5 |

C. 1. What did you especially like or dislike about the site or supervision?

2. Please describe how the internship was a learning experience for you?

3. What kind of supervision did you have? (e.g., listening to tapes, direct observation, group supervision, other).

4. Number of hours required by the site each week: _____

5. How would you characterize your Site Supervisor's style of supervision? (E.g., positive reinforcement, concentration on counselor dynamics, criticism, no criticism, other?).

6. Other Comments:

***Please submit one copy to university supervisor and one copy to P & I graduate assistant.**

Student Name _____ Date _____

APPENDIX 7
Wright State University
College of Education and Human Services
Department of Human Services
M052 Creative Arts Center
Dayton, OH 45435
(937) 775-2075

Time Log - RHB 801

DATE	HOURS WORKED (e.g., 3-5 p.m.)	TOTAL HOURS (e.g., 2 hours)	CUMULATIVE HOURS
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

(For the following quarters of internship, the board only requires the student to send a copy of their class schedule, informing them of enrollment in the course and the need to renew CT status.)

The form to be submitted within 30 days of completing the experience is

For practicum: Practicum Report Form

For internship: Internship Supervision Evaluation

Copies of the Trainee Supervision Agreement need to be submitted to the graduate assistant for practicum and internship when you submit appendix 2,3, and 4 at the beginning of practicum and the 1st quarter of internship.

It is **highly recommended** each student obtain a copy of the Rules and Regulations for Licensure from the State Board. This document contains information vital to your future as a counselor!