

The University of Texas at El Paso



REHC 5990  
Internship Manual

Master of Rehabilitation Counseling

Department of Rehabilitation Sciences  
College of Health Sciences

El Paso, TX 79901

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## REHC 5990- Internship in Rehabilitation

### Overview and Guidelines

The internship provides supervised clinical practice in rehabilitation counseling and its successful completion is required for the Master of Rehabilitation Counseling (MRC) Degree. In order to enroll for and participate in the internship, the student must have completed the Practicum (REHC 5390) with at least a 3.0 grade. The internship experience is the culminating activity in the academic training program which gives the student, under skilled supervision, an opportunity for the application of theory to the practice of rehabilitation counseling in a rehabilitation setting. During the internship, the student engages in the full range of rehabilitation counselor functions. The internship is designed to enable the intern to take on more progressive responsibility so that by the end of the internship the student has demonstrated adequate entry level mastery of all the core functions of a professional rehabilitation counselor and successful implementation of the rehabilitation process relevant to agency mission and client needs.

The purpose of the internship overview and guidelines is to provide a document which clearly describes the expectations and procedures of the internship experience. The handbook is distributed to rehabilitation agencies and facility supervisors to give useful, uniform information to all parties participating in the internship. All participants are asked to carefully read the following information. If further questions arise, please feel free to contact the coordinator of the program for more information. In addition, students should also review the requirements set forth in the syllabus for REHC 5990 in relation to course specific activities, grading procedures, and other course requirements.

The internship consists of 600 clock-hours (9 pass/no pass credit hours) completed over one semester, which involves supervised, full-time participation in a rehabilitation facility or agency. The Council on Rehabilitation Education (CORE) has provided internship standards on which this handbook is based. The complete CORE standards are available from the Dr. Tansey, MRC program director.

### Selecting a Site

A listing of the types of acceptable sites recommended for internship is available from the program. The training program also maintains a file of current information on available internship sites. The development of new internship sites is an ongoing process to assure that students have an adequate choice of opportunities in areas of prioritized need, special interests, and new employment settings in the field. Sites which are accredited by nationally recognized bodies are given priority. Evaluation of the internship experience provided in current sites occurs on a regular basis in order to maintain or improve the quality of the training experiences provided. It is the student's responsibility to review this material and begin site selection process at least four to five months prior to the beginning of the semester they plan to begin the internship experience. The sites should be selected in consultation with the student's advisor on the basis of the students counseling skills, interests, career goals, and supervision

requirements. Depending upon the individual's particular interests, and needs, placement in a non-traditional site, or an out of state site may be considered and should be discussed with the student's advisor.

Sites chosen for the internship experience must be willing to participate in the training of students and have the resources to provide quality supervision. The site supervisor should possess a master's degree in rehabilitation counseling or related fields, have experience in the field of rehabilitation, and be a Certified Rehabilitation Counselor.

Students might find it helpful to identify both a preferred site and at least one alternative site during the review process. After identifying a possible site, the student should make an appointment with an on-site supervisor or other designated individual at the site under consideration. The purpose of the on-site visit will be mainly that of information gathering and information giving. The student should be able to articulate their training needs, professional interests, and be able to ask informed questions about the clinic, facility, agency or institution. Once the student has visited has identified and visited their preferred internship site, they will meet with their advisor to discuss the site. The training program faculty reserves the right and responsibility to approve or disapprove a site as appropriate for an internship. The final decision for student placement at the internship site rests with the faculty although every effort is made to accommodate the individual's expressed interests and desires.

## Requirements

### Time at the Facility:

The internship student is required to work a full-time agency schedule for one 15 week semester or longer if necessary, to complete 600 hours of experience. Sick leave or work weeks below 40 hours, for example, would require an extension of the 15 week period. The student intern will begin the first day of the semester and will terminate upon completion of the 15th week (or upon completion of the 600 hours) with the expectation that all cases and counseling duties will be closed or transferred to the agencies permanent staff. Even though this intern position is transitional, the potential for employment during or after the internship is acknowledged, encouraged, and desired.

### Focus of Experience

The agency related goals and objectives of the internship will be established by the student in consultation with their advisor and the site supervisor as described below. These goals will be specific in nature so that objective assessments can be made during and at the conclusion of the internship. Focus will be on the refinement of the student's skills in counseling, client assessment, planning, problem solving, placement, and case management relative to the client's rehabilitation needs.

## Guidelines for Developing Goals and Objectives:

The student will engage in the full range of rehabilitation counseling functions including plan development, case recording, and case load management from the intake interview through effective job placement and follow-up. In addition, the student is expected to participate in case conferences, client staffings, visitations to community agencies, employers and others.

Objectives of the internship should include at least the following:

1. **Orientation:** Includes the physical plant, administrative structure of the training facility, facility's program components, inter and intra-agency program relationships, supervisory practices and performance standards ( time and attendance rules, call-in procedures for illness, dress code, etc.), staff introductions, and other basic information about job responsibilities and the agency.
2. **Observation:** Includes an introduction to all programs and processes at the agency/facility and others working with the training agency/facility. Interns shall sit in on intake, counseling sessions, staff meetings, case conferences, skill training and related workshops, and other activities with the supervisor available to respond to questions and clarify programs. This time will also be used for field visits, where appropriate.
3. **Work Assignments:** Includes all activities required of an employed rehabilitation counselor from intake to discharge and/or placement. A major element to be included shall be experiences in job placement not merely job counseling. Trainees/interns shall also have experiences in caseload management.

## Training Experience Agreement

The purpose of the training experience agreement is to define what the internship goals are and how they will be achieved by clearly stating the objectives for each goal. The goals and objectives should be designed in such a way that they are easily measurable to assist in the evaluation process.

During the first week of the internship, the student, with input from the agency supervisor, will develop a draft of proposed training goals and related objectives based on those described above, but specific to the internship site. During the second week, the university supervisor will meet with the student and agency supervisor, at the internship site, to review the proposed training draft and clarify each party's responsibilities. Once an agreement has been reached as to the specific goals, objectives and responsibilities; the student will submit the formal training experience agreement which is then signed by all parties. The training agreement will be reevaluated midway through the internship experience by all parties to ensure that the goals and objectives remain an accurate reflection of the student's role and function at the site. Any changes or modifications to the student's responsibilities will be incorporated or noted in the training agreement.

## Documentation and Reporting

The student is responsible for maintaining regular documentation of client activity, agency records, and other reports required of the agency's counseling staff. In addition, the student is required to submit summary logs each week and also prepare other academic reports as assigned by the university supervisor.

The student must also provide the university supervisor with two written reports on his or her progress during the internship. The reports are to be completed during the seventh week and one week prior to the final week of the internship experience. The reports can be completed in either a narrative form or utilizing the university internship evaluation form. Included in the report should be a review of the student's accomplishments towards his or her training goals and recommendations to address areas of further needs. The final report, in particular, should include a careful self-evaluation of the student's skills and the areas requiring further development.

## Supervision

Agency supervisors must provide a minimum of one hour per week of individual supervision for the student. Clinical experiences shall be carried out under the regularly scheduled supervision of Certified Rehabilitation Counselors. In those cases where such a person is not available in the internship setting, an RCE faculty member who is a Certified Rehabilitation Counselor shall also provide additional clinical supervision of those interns in conjunction with the site supervisor. University faculty is available to provide consultation in supervisory techniques and other needed services to agency supervisors.

University supervisors will provide a minimum of two on-site visits and maintain regular communication with the student through weekly reviews of the written reports. The university supervisor is available for consultation with the student for individual sessions or additional site visits throughout the internship experience as needed.

## Evaluation

The criteria for assessment will be based on evaluations of the student's performance on the goals and objectives outlined in the internship training agreement. Sources of evaluation information will include the agency supervisor, the university supervisor and the self-assessment of the student.

The agency supervisor will provide the university supervisor with two reports on the student's progress during the internship. The reports are to be completed during the seventh week, and one week prior the final week of the internship experience. The reports can be completed in either a narrative format or by utilizing the university internship evaluation form. There are two content areas that need to be addressed in the supervisor's evaluation. The first is an evaluation of the students general skill levels in the areas identified on the evaluation form, the second is a narrative evaluation of the

student's accomplishments towards his or her training goals and objectives as outlined in the training experience agreement.

## Internship Manual and CRC Code of Ethics Statement

Name: \_\_\_\_\_

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

Internship Manual

CRC Code of Ethics.

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Signature

Date



## CORE Clinical Experience Internship Standards

### Section D: Clinical Experience - Internship

D.2 Students shall have supervised rehabilitation counseling internship activities that include a minimum of 600 hours of applied experience in an agency approved by the RCE Coordinator, with at least 240 hours of direct service to persons with disabilities.

D.2.1 The internship activities shall include the following:

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

b. observation of all aspects of the delivery of rehabilitation counseling services, as practiced by the agency or organization, including diverse populations if possible. At least a portion of the counseling sessions must be directly observed by a qualified supervisor, whether live or via appropriate technology (e.g., videotaping);

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

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

D.2.2 Written expectations and procedures for the internship activities shall be contained in a manual or other appropriate document(s) and distributed to students and supervisors.

D.2.3 The internship shall include an evaluation of student performance, including self-evaluation by the student, the field site supervisor, and the faculty supervisor.

D.2.4 Internship experiences shall be carried out under the weekly scheduled supervision of a Certified Rehabilitation Counselor (CRC). The expectations of this supervision shall be communicated in writing to the on-site supervisor.

a. In those cases where a CRC is not available in the internship setting, an RCE faculty member will supervise the student intern, in addition to the ongoing supervision provided by the field-site supervisor.

b. Any faculty member who is responsible for internship supervision shall be a Certified Rehabilitation Counselor (CRC).

D.2.5 The RCE Program shall use internship experience sites that provide rehabilitation counseling services to individuals with disabilities appropriate to the mission of the program.

D.3 The individual supervision of five students shall be considered equivalent to the teaching of one course due to the intensive, one-on-one instruction and the ongoing evaluation necessary in practicum and internship.

D.4 For both practicum and internship experiences, there shall be a minimum of one (1) hour per week of individual or 1 ½ hours per week of group (no more than 10 students) supervision by a program faculty member or qualified individual working in cooperation with a program faculty member. When using distance education modalities, this may be done by a variety of methods such as video conferencing, teleconferencing, real time video contact, or others as appropriate.

D.5 There shall be a progress and review procedure for responding to students who do not demonstrate satisfactory clinical knowledge or skills.

## Internship Training Agreement

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.



The University of Texas at El Paso  
Master of Rehabilitation Counseling Program  
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

\*\*\*\*\*

## Weekly Log

The purpose of the weekly log is to provide a means of communicating key information about client progress and direction, site supervision, and how the student is spending his/her time during the internship experience to the university internship supervisor. The internship supervisor will review the logs and provide guidance and support as needed to the student.

The logs are to be in a narrative form and can be either typed or handwritten. Entries can be made either daily or weekly and should reflect a summary of the student's experiences. The length of the weekly log will vary for each student.

### LOG FORMAT

**STUDENT NAME:** \_\_\_\_\_

**INTERNSHIP SITE:** \_\_\_\_\_

**HOURS THIS WEEK:** \_\_\_\_\_

**TOTAL HOURS TO DATE:** \_\_\_\_\_

The entries in the log should be divided into two sections:

**Section One** Should include information about the main events of the day/week such as client contacts, community contacts, job development, and meetings with site supervisors, important meetings or training programs etc. This is an excellent area to note progress towards or completion of the goals and objectives outlined in the internship training agreement.

**Section Two** should address a specific experience or issue that has provided an insight or challenge to you as a professional during the week. Areas might include a client or site based issue, an ethical issue, areas of professional relationships, the problems of translating theory to practice etc. that you have encountered. Present the issue in depth and discuss your reactions to the experience, what you have learned from it and how it might impact you as an intern and/or professional. If you need or would like input from your university supervisor, you can note it here or contact your supervisor by phone for a more immediate response.

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Hours 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. Please use the form below to document your internship hours. Submit this form at the completion of your internship along with your final self-evaluation and supervisor evaluation.

Student Name: \_\_\_\_\_ Internship Semester(s): \_\_\_\_\_

Internship Site: \_\_\_\_\_ Site Supervisor: \_\_\_\_\_

Internship Week	Dates	Hours
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		
26		
27		
28		
29		
30		

Total Internship Hours: \_\_\_\_\_

The University of Texas at El Paso  
Master of Rehabilitation Counseling Program

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

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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 skills and competencies. NA 1 2 3 4

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. NA 1 2 3 4

6. Determines the level of intervention necessary for job placement (e.g., job club, supported work, OJT). NA 1 2 3 4

Comments:

## V. Counseling Skills

1. Counsels clients to select jobs consistent with their abilities, interests, and rehabilitation goals. NA 1 2 3 4

2. Develops a therapeutic relationship characterized by empathy and positive regard for the client. NA 1 2 3 4

3. Adjusts counseling style or approach according to the client's cognitive and personality characteristics. NA 1 2 3 4

4. Identifies social, economic, and environmental forces that may adversely affect a client's rehabilitation process. NA 1 2 3 4

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.

## CRC Code of Ethics

In this section of the internship manual is provided the general information related to the CRC Code of Ethics that guides the CEP 893A Rehabilitation Counseling Internship process. The full CRC Code of Ethics can be found at the following web address:

<http://www.crccertification.com>

### CODE OF PROFESSIONAL ETHICS FOR REHABILITATION COUNSELORS

*Adopted in June 2009 by the Commission on Rehabilitation Counselor Certification for its Certified Rehabilitation Counselors.*

*This Code is effective as of January 1, 2010.*

Developed and administered by the:

Commission on Rehabilitation Counselor Certification  
1699 E. Woodfield Road  
Schaumburg, Illinois 60173  
(847) 944-1325