

INTERNSHIP MANUAL

Rehabilitation Counseling and Administration Program
Rehabilitation Institute
Southern Illinois University Carbondale

Spring 2013

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INTERSHIPS

REHABILITATION COUNSELING AND ADMINISTRATION PROGRAM

PURPOSE

The purpose of the internship in Rehabilitation Counseling and Administration is to enable students to experience the full range of the role of the rehabilitation counselor and administrator in an agency setting. Consequently, internships are to provide an intensive and comprehensive supervised opportunity which allows students to integrate counseling, case management, assessment, vocational development and placement and other pertinent rehabilitation counseling job functions. The internship allows the student to place into practice the disability, psychosocial, vocational and other rehabilitation counseling skills acquired during the academic portion of the training program. Some counseling agencies may offer specialized internships for students concentrating their studies in specialty areas such as substance abuse, for example. Other agencies may offer more broadly based internship opportunities.

MISSION AND GOALS

The overall mission of the Master of Science Degree in Rehabilitation Counseling at SIUC is to prepare professional Rehabilitation Counselors to work with people with physical, mental, or emotional disability, primarily in a five-state region that includes Southern Illinois, Eastern Missouri, Western Indiana, Western Kentucky, and Western Tennessee. However our graduates are sought and employed by rehabilitation programs all over the United States, and some in other countries.

Our overall mission is implemented with three goals in mind:

1. Prepare highly qualified rehabilitation counselors to partner with persons with disabilities in their achievement of maximum vocational, personal and social independence. This preparation is accomplished by classroom and clinical experience in (a) individual and group counseling; (b) evaluation and assessment; (c) employment and occupational choice; (d) case and caseload management; (e) medical and psychosocial information; (f) job development and placement; (g) research utilization; and (h) problems of special populations. Community service to a culturally and ethnically diverse population, professional functions, critical thinking, advocacy, applied research activities, and ethical standards are integrated throughout student preparation and development.
2. Provide in-service training and consultation services to public and private rehabilitation agencies and facilities, and to professionals and consumers. The Master of Science Degree in Rehabilitation Counseling at SIUC supports and encourages the development of workshops, training sessions and special programs to all segments of the rehabilitation community. These special programs reflect significant, emerging national and regional training trends.
3. Contribute to the body of knowledge on disability and rehabilitation practices and issues. Faculty and students remain current with developments within the field through internal and collaborative research projects, and dissemination of research results.

STUDENT OBJECTIVES

The Rehabilitation Counseling and Administration Program at Southern Illinois University Carbondale is designed to:

1. Prepare qualified rehabilitation counselors and administrators to enter the rehabilitation professions in public and private rehabilitation settings.
2. Prepare graduates who are competent and knowledgeable in the areas of rehabilitation counseling, rehabilitation administration, assessment and evaluation, vocational and career development, research, case and caseload management, medical and psychosocial aspects of disability, and job development and placement as their particular profession requires. Rehabilitation counseling preparation will include at least 48 semester hours of coursework, including a 128-hour practicum (16 weeks times 8 hours per week) and a 640-hour internship (16 weeks times 40 hours per week). Rehabilitation administration preparation will include a minimum of 33 semester hours of coursework and may include additional course and field work.
3. Prepare graduates with awareness and sensitivity to the unique needs of individuals with disability and to the needs of minority population members who have disabilities.
4. Prepare graduates who have demonstrated competence in the application of research knowledge to rehabilitation issues, as evidenced by successful completion of a master's research paper or thesis or through demonstrating competence through successful completion of the research class for rehabilitation counselors.
5. Prepare graduates who are knowledgeable, concerning the importance of professional advocacy, and are capable of being advocates for individuals with disabilities.
6. Prepare graduates to work with organizations such as the American Rehabilitation Counseling Association, the National Rehabilitation Counseling Association, National Rehabilitation Association, National Association of Rehabilitation Leadership, and regional and state organizations related to those associations.
7. Prepare graduates who understand and act in a manner consistent with the Code of Ethics for Rehabilitation Counselors.

PREREQUISITES

Students must have successfully completed the following classes prior to beginning their internship: REHB 501, 513, 521, 530, 551, 575, 589, and 594C

Students may take the following courses concurrently with their internship as their schedule permits: REHB 400, 593 (research paper), 593A (research class), and any electives

INTERNSHIP SITES

Agencies or programs selected as internship sites must offer a broad range of rehabilitation counseling activities and must be approved as an internship site by the Rehabilitation Counseling and Administration (RCA) Program faculty. Internship sites must agree to enter into a linkage agreement with the Rehabilitation Counseling and Administration Program (See Appendix A). Linkage agreements are signed by an administrator from the cooperating agency and the coordinator of the Rehabilitation Counseling and Administration Program. Students seeking to do internships at new, unapproved sites must provide information about the site for faculty review and approval and the rehabilitation counseling faculty must approve the site before the internship can begin. Students seeking approval for a new internship site must submit a written request to the RCA Coordinator who will present the request to the RCA faculty. A description of the agency and the agency's service population shall be included in the request, along with the name and credentials of the agency staff member who will serve as the on-site supervisor. The proposed Agency Supervisor must hold at least a master's degree in rehabilitation counseling or a closely related field. It is preferred that the Agency Supervisor hold the CRC credential. Internships may not be completed at unapproved sites. An internship agreement (See Appendix B) which outlines expectations for the internship shall be signed by the Student, the Faculty Supervisor and the Site Supervisor.

SUPERVISION

The internship experience will be directed by the Site Supervisor who is expected to provide ongoing, daily supervision and to complete an evaluation of student performance at the completion of the internship. A Faculty Supervisor from the Rehabilitation Counselor Training Program (usually the student's faculty advisor) will supervise the students progress and maintain close communication with the Site Supervisor. Typically at least two site visits should be conducted each semester by the Faculty Supervisor. Out-of-the-area internship site visits may be conducted by phone. Site Supervisors must hold a master's degree in rehabilitation counseling or a closely related counseling field and preferably should hold the CRC credential. Supervisors in specialty sites should be credentialed in the specialty area. For example, supervisors in substance abuse treatment agencies should hold the Certified Drug and Alcohol Counselor (CADAC) certification. The student is expected to follow the internal rules and procedures of the supervising agency, including adherence to the Rehabilitation Counseling Code of Ethics and Standards of Professional Practice.

INTERNSHIP HOURS

The internship encompasses 640 clock hours of agency involvement for which the student is awarded 8 hours of academic credit. Typically an internship is accomplished in a 16 week semester of 40 hour work-weeks, however internships may be completed over two semesters by working a minimum of 20 hour weeks for 32 weeks. In this latter instance students should register for 4 credits per semester. Part-time internships involving fewer than 20 hours per week are not acceptable. Students typically should register under their faculty advisor's 700 number for internships.

INTERNSHIP SEMINAR

Interns will return to campus for a three hour seminar each month during the semester(s) of internship. Typically offered on a Friday afternoon, these seminars provide an opportunity for interns to discuss and share their internship experiences with their peers and the RCA faculty. Site Supervisors may attend the seminar at their discretion. Each intern will be expected to present a case for group discussion during the seminar series.

GRADES

Internships are graded Satisfactory or Unsatisfactory. Grades are issued following the submission to the Faculty Supervisor of the Site Supervisor's evaluation, the student's self-evaluation, and the internship report. The Faculty Supervisor is responsible for assigning the final grade. Incomplete grades may be issued when the student is not able to complete the internship during the semester. Assignment of the INComplete grade may occur only after the Site Supervisor, the Faculty Supervisor and the student have agreed upon a plan for completing the internship. The plan shall be signed by all parties and placed in the student file.

INSURANCE

Professional liability insurance shall be the responsibility of the employer at paid internship sites. The University carries minimum liability coverage for students at non-paid sites. Consequently RC students are required to obtain their own professional liability coverage. Professional liability coverage is available through rehabilitation counseling professional organizations (E.g., American Rehabilitation Counseling Association, National Rehabilitation Counseling Association) and is required of all Rehabilitation Counseling and Administration students.

COMPETENCIES EXPECTED FROM THE INTERNSHIP EXPERIENCE

Students are expected to have the opportunity to gain the following competencies during their internship experience:

1. Application of counseling theories and models in the practice of individual, group and family counseling.
2. Collaboration with clients and professional colleagues in developing, implementing, and monitoring effective treatment plans.
3. Productive communication and cooperation with other members of the agency professional team and with professional colleagues from other cooperating agencies.
4. Analysis, interpretation and integration of test data and other client information relevant to the rehabilitation program of clients.
5. Knowledge of and effective use of community and professional networks.
6. Awareness and effective utilization of occupational knowledge and information in developing

vocational rehabilitation plans for clients

7. Knowledge and awareness of agency operations, policies and procedures.
8. Utilization of standardized test results, reflecting knowledge of measurement principles, relevant instruments and the value and limitations of test-based data.
9. Demonstration of appropriate case management strategies.
10. Demonstration of personal and professional and the ability to use constructive supervisory feedback.
11. Demonstration of awareness of professions, professional responsibilities and professional ethics.
12. Demonstration of advocacy for clients, the agency and the rehabilitation profession.

AGENCY SELECTION

Interns will be provided with the opportunity to both observe and participate in the full range of job functions of the rehabilitation counselor. The following criteria will be used to evaluate the suitability of a training site (sites will differ to the extent that they have these conditions):

A caseload of clients requiring a full range of rehabilitation services including case management, counseling, job placement, referral to other agencies, assessment, and other appropriate activities.

A Site Supervisor who has time and experience to supervise the intern and is willing to do so, and who is appropriately credentialed. Appropriate credentials include possession of a master's degree in rehabilitation counseling (CRC preferred) or a master's degree in a closely related counseling field.

An atmosphere where the intern is considered a colleague.

An opportunity for the intern to have regular, ongoing contacts with clients, with at least 50% of the internship time spent in direct client counseling activities.

An opportunity for regular contacts with agency staff and staff from other agencies.

An assigned caseload for the intern.

Ample work space with privacy and security.

Documented evidence that the site is accredited or seeking accreditation by recognized national accrediting bodies.

In-service education, information, and/or other professional development activities for intern supervisors provided by the agency.

ORIENTATION

The agency will be expected to provide students with orientation to all aspects of the agency including: program components; policies and procedures; expectations of the student intern. This orientation should occur during the initial part of the internship experience. This familiarization should include a tour of the facility; location of files and reference materials; introduction to co-workers; an introduction to other program resources; and an introduction to agency policies and procedures.

OBSERVATION

The student should work under the close supervision of the Site Supervisor. The supervisor must be a full-time employee and must be willing to devote the necessary time for proper training and have demonstrated the ability to supervise graduate-level interns.

Interns should have the opportunity, especially in the first phase of the internship, to observe interviews; diagnostic procedures; team meetings and case conferences; and the opportunity to accompany a counselor on field visits to clients' homes, employers, and community resources.

WORK ASSIGNMENTS

The student should be assigned work in the agency that will allow her or him, under supervision, to work with clients in the following areas: intake, diagnosis, vocational and personal adjustment counseling, placement, and follow-up.

The student should be assigned work with the agency that will encourage the intern to communicate and coordinate activities with a broad range of professionals inside and outside the internship agency.

Cases assigned to the intern should: 1) be representative of cases served by the agency; 2) increase in complexity as the intern increases in experience and knowledge; 3) allow the student intern to broaden in involvement with increasing experience; and 4) be of appropriate number given the intern's ability to manage multiple cases in a caseload.

REPORTING AND SUPERVISION

Each student will receive one hour of individual supervision per week from the Site Supervisor and an hour of weekly supervision from the Faculty Supervisor. During his or her internship, the student will track professional activities, using a log (see Appendix C), which must be turned into the Faculty Supervisor upon completion of the internship. The evaluation of the student intern is a joint process participated in by the intern, the Site Supervisor, and the Faculty Supervisor, with the latter assigning the grade. The emphasis is on the intern's growth toward professional maturity. Together they evaluate the intern's readiness to enter the profession and his/her needs for further training.

Interns completing an internship in substance abuse treatment must maintain weekly logs of their

client involvement and their supervision (Appendix E & F).

The student will complete a form (see Appendix C) evaluating his/her own performance and experience along dimensions that reflect the competencies outlined in section one of this document.

The Site Supervisor will complete a form (see Appendix D) evaluating the intern's performance and experience along a number of dimensions that reflect the competencies described in section one of this document. Supervisors in substance abuse treatment settings must complete an additional evaluation form (Appendix G) for inclusion in the intern's portfolio for certification as a drug and alcohol counselor. The Faculty Supervisor shall complete an evaluation of the internship, also, including assignment of the final grade.

The evaluation will involve the intern rather than merely concern the intern.

A final grade for the internship will not be entered until all evaluations have been completed, reviewed and approved by the Faculty Supervisor.

CERTIFICATION REQUIREMENTS IN SUPERVISION

Internship experiences will be carried out under the regularly scheduled supervision of a Certified Rehabilitation Counselor (CRC), and the expectation of this supervision shall be communicated to the Site Supervisor. In those cases where a Certified Rehabilitation Counselor is not available in the internship setting, a Rehabilitation Counseling and Administration Program faculty member will supervise the student intern, in addition to the on-going supervision provided by the Site Supervisor. Students completing internships in substance abuse treatment agencies shall be supervised by staff members holding Certified Alcohol and Other Drug Abuse certification credentials.

All faculty members of the Rehabilitation Counseling and Administration Program shall hold the CRC credential.

RESPONSIBILITIES OF THE AGENCY SUPERVISOR

The Site Supervisor is generally selected by the agency, but the Faculty (RCA faculty) Supervisor should join in the evaluation of her or his qualifications to supervise an intern, in terms of professional background, certification, time available to supervise and supervision abilities.

The Site Supervisor's duties include:

1. Encouraging the intern to present and discuss cases, and to satisfy any and all inquiries the Site Supervisor has about his/her caseload, counseling, professional behavior, agency contacts, etc.
2. Assignment of new cases.
3. Answering questions which the intern may raise about agency procedure.
4. Answering other questions and concerns the intern may have about his/her duties.

5. Provide information regarding new developments in rehabilitation as they affect the intern.
6. Be available to the student in the event of crisis situations involving clients.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

A member of the RCA faculty will be assigned to serve as the Faculty Supervisor. In most instances the Faculty Supervisor will be the intern's faculty advisor. The student shall meet with the faculty advisor prior to beginning the internship to discuss possible internship sites and supervisors. The Rehabilitation Counseling and Administration Program faculty must approve the prospective internship site and Site Supervisor before the internship can begin.

The Faculty Supervisor will generally have the following responsibilities:

1. To assure that a pre-internship meeting occurs between the prospective intern and the agency personnel.
2. To provide the agency with information on each intern, including their experiences in rehabilitation and in the RCA Program.
3. To obtain an internship contract signed by all concerned parties and placed in the student's academic file.
4. To assure that a linkage agreement has been signed with the agency.
5. The Site Supervisor or his/her representative will contact the internship facility to schedule at least two conferences with the intern and the Site Supervisor during each semester the intern is enrolled in an internship. The purpose of these conferences will be:
 - A. To monitor intern progress during the internship.
 - B. To provide an opportunity for the intern to discuss his/her experiences with the faculty supervisor.
 - C. To assist the intern with the integration of academic knowledge and theory with applied practice.
 - D. To give the faculty supervisor an opportunity to evaluate the student's ability to apply past knowledge to current experiences.
 - E. To modify the internship program whenever appropriate.
 - F. To offer the University's assistance to the agency in providing the most effective internship experience possible.

RESPONSIBILITIES OF INTERNS

Student interns have the responsibility to demonstrate their progress toward becoming rehabilitation counseling professionals through competency in their daily activities. The student intern will have the following specific responsibilities:

1. To keep the Site Supervisor regularly updated on the progress of all cases assigned.
2. To perform within the limits and policies of the agency and actively seek out information when it is not systematically provided.
3. To keep the Faculty Supervisor informed of significant learning experiences, problems, and progress in the internship.
4. To ask for assistance and supervision when needed, so that the client receives adequate rehabilitation services.
5. To be a dependable asset to the rehabilitation agency providing the internship.
6. To complete any and all dictation, case recordings, and paperwork related to assigned clients within the time guidelines established by the agency.
7. To maintain an anecdotal record relating to internship activities: the characteristics of clients served; the kinds of rehabilitation services provide to clients; significant learning experiences and number of hours spent in the internship.
8. To prepare and present a case review to peers.
9. To abide by the Rehabilitation Counseling Code of Ethics and to follow the Rehabilitation Counseling Standards of Practice.

APPENDIX A
LINKAGE AGREEMENT FOR INTERNSHIP

**Linkage Agreement for Internship
Rehabilitation Counseling and Administration Program
Southern Illinois University Carbondale**

_____ agrees to serve as an **internship** site for students completing the Rehabilitation Counseling and Administration Program in the Rehabilitation Institute at Southern Illinois University Carbondale.

It is mutually understood and agreed that **internship** shall include a minimum of 640 hours on-site. During this time each student is expected to provide direct counseling services, intake and assessment, case management, client orientation, education and outreach, aftercare and follow-up, and other professional activities designated by the agency. The agency agrees to work in cooperation with the University to assure that a minimum of one hour per week of supervision is provided to the student by an appropriately credentialed individual (Master's Degree or higher in Rehabilitation counseling [preferably CRC] or closely related field). It is the student's responsibility to maintain a weekly log of clinical activities and a Record of Supervision contacts using forms provided by the university. The on-site supervisor is expected to complete an evaluation of the student's progress at the end of the **internship**. This evaluation shall be reviewed and signed by the student, the university supervisor, and the agency on-site supervisor and returned to the Rehabilitation Counseling and Administration Program at the University to be placed in the student's permanent file. The agency may elect to use additional evaluation materials as appropriate. The student is responsible for completing an evaluation of the **internship** which must be completed prior to assignment of a grade, which will be assigned by the student's university supervisor.

The agency agrees that the on-site supervisor shall be appropriately credentialed in the field with the requisite education and experience to serve as a supervisor. The university agrees to provide an appropriately credentialed and experienced university supervisor, and agrees to provide professional liability coverage for students who are enrolled in **REHB 595B, Internship**. The agency acknowledges that it is licensed by the appropriate state licensing or credentialing authority (e.g., OASA, DMH, ORS, IDPH, etc.).

During the **internship**, students are expected to abide by the policies and procedures of the host facility or agency. Maintenance of standards of confidentiality with regard to case records, clients, families and significant others will be followed at all times. Audio or video tapes may be recorded only with the permission of the client and the host facility. The student will take appropriate safeguards to maintain the confidentiality of the tapes, and all tapes will be erased following supervision. This agreement shall be effective from _____ until _____. Termination of this agreement may be made by either party on a semester by semester basis.

Faculty Supervisor
RCA Program

Date

Agency Liaison

Date

Name of student _____

Please Print Name

APPENDIX B

INTERNSHIP AGREEMENT

**INTERNSHIP AGREEMENT
REHABILITATION COUNSELING AND ADMINISTRATION PROGRAM
SOUTHERN ILLINOIS UNIVERSITY CARBONDALE**

_____ is accepted for internship at _____
for _____ Semester, 20____.

The duration of the internship is for a period of _____ hours a day, _____ days a week for a period of _____ weeks. Under the terms of the agreement, the above-named student is required to complete a total of _____ clock hours of internship experience which should include at least 50% time in direct client counseling. Other activities may include but are not limited to: case management, evaluation and assessment, note writing and other paperwork as well as experience in the full range of agency services. Students in internship are expected to present themselves in a cooperative, ethical and professional manner. Maintenance of standards of confidentiality of case records, clients, their families and significant others is to be followed at all times. During the internship, students are expected to abide by the policies and procedures of the host facility or agency.

_____ will serve as the on-site supervisor, and will have the responsibility for on-site supervision. The on-site supervisor is expected to complete an evaluation of the student's progress at the end of the internship. The internship site may elect to use additional evaluation materials as appropriate. _____ will serve as the faculty supervisor of the student and will make periodic contacts with the site supervisor at the internship site to assess the student's progress.

If, at any time during the internship, problems or questions arise, the student or site supervisor should

contact the faculty supervisor immediately. The undersigned understand and agree to the conditions of this agreement and will abide by the requirements and responsibilities outlined within.

Rehabilitation Counseling Internship Student Signature

Rehabilitation Counseling and Administration Program
Faculty Supervisor for Internship Signature

Internship Site Supervisor Signature

Date

PLEASE RETURN THE ORIGINAL SIGNED COPY OF THIS FORM TO
THE REHABILITATION COUNSELING AND ADMINISTRATION PROGRAM
FACULTY SUPERVISOR FOR INCLUSION IN
THE STUDENT'S PERMANENT FILE

APPENDIX C
WEEKLY SUMMARY OF HOURS & STUDENT
EVALUATION

LOG

WEEKLY SUMMARY OF HOURS OF INTERNSHIP EXPERIENCE

Semester _____ Year _____

(Use a separate log for each supervised work setting and for each status indicated below.)

Name of Student _____

Site Supervisor _____

Internship Site _____

Faculty Supervisor _____ Week of _____

	Mon.	Tues.	Wed.	Thur.	Fri.		Total Hours
Individual Counseling/ Observation (number of hours)							
Individual Counseling Performed by You (number of hours)							
Group Counseling Performed by You (number of hours)							
Job Placement and Development (number of hours)							
Case Management (number of hours)							
Administering and Evaluating Tests, Writing Clinical Reports, Process/ Progress Notes (number of hours)							
Supervision, Individual Face-to- Face (number of hours)							
Workshops, Seminars, Training Sessions or Conferences (number of hours)							
						Total for Week	

STUDENT EVALUATION OF INTERNSHIP

Student _____

Site of Internship _____

Dates of Internship _____

Number of Clock Hours Completed at Site _____

Internship Position Title _____

Name of Supervisor at Site _____

Name of Faculty Supervisor at University _____

Percentage of total Internship site spent delivering Rehabilitation Counseling Services to Individuals with Disability _____%

Percentage of Counseling time spent serving individuals with each of the following disabilities:

_____ Substance Abuse/Dependence

Neurological Disorders _____

_____ Mental Disorders

_____ Vision/Hearing Disorders

_____ Learning Disabilities

Physical Disabilities _____

_____ Developmental Disabilities

Other _____ (Please explain/list below)

Degree of frequency during internship that you performed the following functions:

(Key: D=Daily W= Weekly M = Monthly N = Not performed in this position)

	D			W	M N
Intake Interviews		—	—	—	—
Employment Development/Placement Counseling	—	—	—	—	
Job Analysis and Modification		—	—	—	—
Service Planning/Coordination		—	—	—	—
Coordinating Medical/Psychosocial Services		—	—	—	—
Professional Development/Meetings and Staffings		—	—	—	—
Vocational Assessment		—	—		—
Direct Counseling		—	—	—	—
Case Notes/Record Keeping, Reading Client Files	—	—	—	—	

Please describe positive aspects of your internship experience:

Please describe any negative or unsatisfactory aspects of your internship experience:

What, if anything, would have helped to make your internship experience more valuable?

Please type a summary of your internship experience. In the summary include:

13. A description of the agency/facility in which you did your internship (What population do they serve? Was it public or private? What Specific Services do they provide? Etc.).
2. What were your responsibilities on a day-to-day basis?

APPENDIX D
REHABILITATION COUNSELING INTERNSHIP REPORT
FORM
(SUPERVISOR)

CONFIDENTIAL

**REHABILITATION COUNSELING
INTERNSHIP REPORT FORM**

Name of Student: _____ **Date:** _____

Training Site: _____

Period of Internship: Fall ☐ Spring ☐ Summer ☐ Year _____

14. Development of Professional Skills:

15. Development of Interpersonal Relationships:

16. Acceptance of Professional Duties and Responsibilities:

17. Growth of Self-Direction and Self-Evaluation:

18. Characterization of Trainee:

19. Recommendations:

20. Other Remarks or Comments:

21. Rating.

Overall Performance:

Excellent ____ Good ____ Satisfactory ____ Poor ____ Very Poor ____

Name

Title

REHABILITATION COUNSELING

Student Rating Sheet (to be used at Mid-Term & at Final Evaluation)

Name of Student: _____

Date: _____

	Above Average	Adequate	Below Average	Not Applied or Not Observed
1. Understanding of agency organization and functions and adherence to agency policy and Procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Understanding of relationship of agency to other welfare programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Cooperative relationship with staff, other agencies and individuals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Professional standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Ethical conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. General industry and attention to duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Insight into problems of the clients:				
a. Psychosocial.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Personal/Emotional.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. Vocational.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Above Average	Adequate	Below Average	Not Applied or Not Observed
8. Integration of data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Maintaining relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Developing plans and/or programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Maintenance of records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Use of occupational and educational information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Coordinating programs and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Evidence of professional growth during training period.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: a. Concerning student. b. Concerning apparent weakness in student's academic preparation.				

Agency: _____ Supervisor: _____ Date: _____

APPENDIX E
WEEKLY STUDENT RECORD (SUBSTANCE ABUSE)

**Rehabilitation Institute
Southern Illinois University Carbondale
Studies in Substance Abuse
Practicum and/or Internship
Weekly Student Record**

From (Date): _____ **to** _____

Instructions: Each day, enter number of hours in each of noted activities. Compute and enter total number of hours in each activity during week. In the summary, briefly describe activities of week.

ACTIVITY	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Total
Group A Client Screening Client Intake Client Orientation Client Assessment								
Group B Treatment Planning Individual Counseling Group Counseling Family Counseling								
Group C Case Management Crisis Intervention Client Education Intervention Referral								
Group D Reports & Record Keeping Consultation								
Group E Clinical Supervision								

Summary:

APPENDIX F
DOCUMENTATION OF SUPERVISION
(SUBSTANCE ABUSE)

Application for IAODAPCA, Inc., Counselor Certification

PORTFOLIO

IV. DOCUMENTATION OF SUPERVISION

General

This section is designed to address the on-site clinical supervision you have received in specific counselor functions. On the following pages record the time actually spent discussing your work with a clinical supervisor.

	PADC-B	CADC	CRADC	CSADC	CMADC
GROUP A Client Screening Client Intake Client Orientation Client Assessment	20	20	40	40	40
GROUP B Treatment Planning Individual Counseling Group Counseling Family Counseling	10	20	40	40	40
GROUP C Case Management Crisis Intervention Client Education Intervention Referral	20	40	80	80	80
GROUP D Reports & Record Keeping Consultation	10	20	40	40	40
GROUP E Clinical Supervision	—	—	—	25	50
Any Group of Combination of Groups A, B, C, or D	5	50	100	75	50
TOTAL (Combined Minimums)	65 hrs	150 hrs	300 hrs	300 hrs	300 hrs

IV. DOCUMENTATION OF SUPERVISION (continued)

FUNCTIONS	# of hours	SUPERVISOR	METHOD OF SUPERVISION (see IL MODEL pages X-3 – X-6)
GROUP A: A-1 Screening The process by which a client is determined appropriate and eligible for admission to a particular program.			
A-2 Client Intake The process of collecting client information at the beginning of treatment that is used in assessment of a client for treatment.			
A-3 Client Orientation Individual or group sessions to familiarize clients with program services, expectations and goals.			
A-4 Client Assessment The process by which a counselor evaluates the intake information collected in order to determine the appropriate services. This includes Substance Abuse Evaluation, knowledge and application of the major theories and stages of addiction and the symptomatology of substance abuse in assessing a client's use of chemical substances.			
GROUP B: B-1 Treatment Planning Defining areas of problems and needs,			

establishing long and short-term goals, and developing appropriate strategies for reaching these goals.

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IV. DOCUMENTATION OF SUPERVISION (continued)

FUNCTIONS	# of hours	SUPERVISOR	METHOD OF SUPERVISION (see IL MODEL pages X-3 – X-6)
B-2 Individual Counseling A one-to-one counselor/client process for the purpose of assessing a client's problems and facilitating appropriate changes.			
B-3 Group Counseling A process involving clients for the purpose of jointly exploring the client's problems and facilitating appropriate changes.			
B-4 Family Counseling A process of exploring the dynamics of the family system and facilitating appropriate changes.			
GROUP C: C-1 Case Management Activities which bring services, agencies, resources or people together within a planned framework of action toward the achievement of established goals. It may involve liaison activities and collateral contacts.			

C-2 Crisis Intervention Those services which respond to an alcohol and/or drug abuser's needs during acute emotional and/or physical distress.			

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IV. DOCUMENTATION OF SUPERVISION (continued)

FUNCTIONS	# of hours	SUPERVISOR	METHOD OF SUPERVISION (see IL MODEL pages X-3 – X-6)
C-3 Client Education Seminars or workshops which have the major goal of increasing the client's knowledge and recognition of significant symptoms and patterns of problematic behavior.			
C-4 Referral Identifying the needs of the client that cannot be met by the counselor or agency and assisting the client to utilize the support systems and community resources available.			
C-5 Intervention The formalized process of attempting to interrupt the progression of alcohol and/or other drug abuse/dependency as indicated by high-risk behaviors.			
GROUP D D-1 Record Keeping Charting the results of the assessment and treatment plan; writing reports, progress notes, discharge summaries and other client-related			

data. This includes written communication-letters and other professionals regarding a client's needs and treatment planning.			
D-2 Consultation Relating with counselors and other professionals in regard to client treatment (services) to assure comprehensive, quality care for the client.			

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IV. DOCUMENTATION OF SUPERVISION (continued)

FUNCTIONS	# of hours	SUPERVISOR	METHOD OF SUPERVISION (see IL Model pages X-3 – X-6)
D-3 Outreach Direct contact by a counselor with persons in a community setting to identify and /or counsel persons with substance abuse-related problems.			
GROUP E: (Required for CSADC and CMADC only) E-1 Clinical Supervision The process of assuring that each AODA counselor is provided monitoring and feedback to assure that quality AODA services are being delivered.			

The above documentation is an accurate listing of AODA-specific clinical supervision I have received.

Applicant Signature

Date

I hereby certify that I have provided the clinical supervision attributed to me above.

Applicant Signature

Date