



PRACTICUM & INTERNSHIP MANUAL FOR REHABILITATION COUNSELING

College of Education and Health Professions
Department of Rehabilitation, Human Resources
& Communication Disorders
Rehabilitation Education Program

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Program Mission and Objectives

Mission

The primary mission of the Rehabilitation Education Program is to increase and enhance employment opportunities for individuals with disabilities. This mission is accomplished by both improving the quality and increasing the number of professional rehabilitation counselors available for employment in public and private agencies as well as institutions involved in the vocational and independent living rehabilitation of individuals with physical and intellectual, developmental, and emotional disabilities. A major emphasis is on individuals who are severely disabled.

The program seeks to meet its mission by providing graduate academic education designed to upgrade the competence of rehabilitation counselors who provide vocational, social, and psychological services to, as well as advocacy for, individuals with disabilities.

Program Objectives

1. To recruit trainees who are dedicated to preparing themselves to serve individuals with disabilities. Individuals with disabilities and/or minority status are encouraged to apply.
2. To provide academic and experiential training in accordance with standards developed by the university, college, and appropriate accrediting, certifying, and licensing agencies.
3. To improve the quality of rehabilitation counseling by teaching students the philosophy, theory, and skills necessary to enhance the lives of individuals with disabilities.

Need and Rationale

The rationale of the Rehabilitation Education Program is to provide master's graduates with the knowledge, skills, and attitudes required to function effectively as professional rehabilitation counselors. Individuals trained in this program will be qualified to seek employment in the following settings: public and private rehabilitation agencies, independent living service centers, the Veterans Administration, the Employment Securities Department, sheltered workshops, labor unions, hospitals, correctional institutions, school settings, nursing homes, insurance companies, and the Social Security Administration.

The need for the program was developed and is modified through interaction with the program's multiple constituencies including students, faculty, the university and college, advisory committees, consumers, practicing professionals, professional organizations, and accrediting and certifying bodies. Generally, the overall need for the program (e.g., the three emphasis areas) is established by national (RSA) and local (Arkansas Rehabilitation Services) priorities. Changes within the program tend to result from input from any of the constituencies.

The Rehabilitation program has a graduate program coordinator who has responsibility for all of the graduate level Rehabilitation programs offered within the Rehabilitation, Human

Resources and Communication Disorders Department. The department head reports in turn to the dean of the College of Education and Health Professions. The duties of the Rehabilitation graduate program coordinator include:

- Teaching rehabilitation education courses
- Coordinating and scheduling other faculty teaching in the program
- Operating the program within university guidelines and regulations
- Developing methods to recruit and select students into the program
- Coordinating, monitoring, and advising individual student's academic programs
- Advising students, as needed, to enhance their success in the program
- Serving on appropriate departmental, college, and professional committees
- Monitoring program and student records
- Identifying funding sources, initiating and writing grants to increase program funding
- Developing and maintaining good working relationships with advisory committees, state, regional, and national personnel involved in promoting rehabilitation counselor education
- Supervising personnel and monitoring program budgets
- Preparing and submitting reports as requested by funding and accreditation agencies
- Contributing to the field of rehabilitation counseling through scholarship and professional activities

TABLE OF CONTENTS

| | Page |
|---|------|
| A. Introduction..... | 1 |
| B. Philosophy and Objectives..... | 1 |
| C. Prerequisites for the Clinical Internship..... | 3 |
| D. Internship Curriculum | 5 |
| E. Participant Roles | 8 |
| F. Evaluation Procedures and Reports..... | 10 |

APPENDICES

| | |
|---|----|
| 1. Internship Contract | 12 |
| 2. Internship Performance Report Form | 15 |
| 3. Field Experience Log..... | 19 |
| 4. Internship Hours Verification Log..... | 21 |
| 5. Internship Self-Evaluation Form | 21 |
| 6. Glossary of Terms | 21 |

CLINICAL INTERNSHIP MANUAL FOR REHABILITATION COUNSELING

A. INTRODUCTION

The mission of the Rehabilitation Counselor Education program at the University of Arkansas is to prepare rehabilitation counselors for professional practice in public and private rehabilitation settings. Rehabilitation counseling represents the major professional specialty in counseling services for persons with disabilities. The program at Arkansas is one of over 80 graduate programs at leading universities and colleges throughout the United States. Through the curriculum, supervised practice and clinical internships, students are prepared to practice counseling with people with disabilities. This manual was designed to provide students, agency internship supervisors, and faculty with a workable guide to the internship experience.

Although the practice of rehabilitation counseling has traditionally emphasized the vocational aspects of rehabilitation, the program at the University of Arkansas provides students with training appropriate to vocational, personal/social adjustment and/or independent living rehabilitation settings. Founded in 1976, the Rehabilitation Education Program is accredited by the Council on Rehabilitation Education (CORE).

Rehabilitation counseling as a professional endeavor has grown in stature to a level of professional maturity reflected by such indices as a national certification program through the Council on Rehabilitation Certification (CRCC), accreditation of rehabilitation counselor education programs through the Council on Rehabilitation Education, licensure in several states including Arkansas, and professional organizations such as the National Rehabilitation Counseling Association. The master's degree in rehabilitation counseling is the standard of the profession and rehabilitation counselors are practicing in a variety of settings, including state vocational rehabilitation agencies, rehabilitation facilities, rehabilitation workshops, independent living programs, mental health centers, the Veterans Administration, private insurance carriers, and private practice.

This manual provides essential information to all participants in the internship process. A glossary of terms is provided in the Appendix to familiarize the reader with some of the language used in the field.

B. PHILOSOPHY AND OBJECTIVES

The following desired characteristics of a graduate of the rehabilitation program reflect the underlying philosophy of the faculty and the University.

1. Belief in the dignity of each individual and commitment to individual human values.
2. Excellence in interpersonal communication and counseling skills involving the use of

personal and environmental resources to encourage the full development of people with disabilities through the facilitation of the processes of self-understanding, decision-making, and program development to meet vocational, educational, personal/social, and independent living needs.

3. High ethical and professional standards allowing the graduate to be respected by consumers they serve, as well as, professional colleagues and the community at large.
4. A self-learner in seeking continued knowledge and professional competence.
5. Knowledge of the vocational, personal/social and independent living rehabilitation process as applied to persons with disabilities.
6. Knowledge of the disciplines and related professions involved in rehabilitation to facilitate team-work relationships.
7. Understanding of the respective roles of private, state and federal agencies and the role each plays in the rehabilitation process.

Rehabilitation counselors ally with the counseling profession and the variety of disciplines making up the rehabilitation community, and abide by the ethical and professional standards of the Commission on Rehabilitation Counselor Certification.

The general objectives of the rehabilitation counseling program are to provide students with the knowledge and skills in the following, as they relate to the needs of and services to people with disabilities.

1. Medical, educational, social, and vocational evaluations
2. Rehabilitation planning and case management
3. Career and vocational counseling
4. Personal and social counseling
5. Independent living
6. Job development and placement
7. Community resource utilization
8. Program evaluation, research utilization and Professional Reports.
9. Professional advocacy
10. Professional development/ethics
11. Working with culturally diverse populations (disability, ethnicity, culture and gender)
12. Transition services

The specific objectives for the clinical internship are as follow.

1. *To provide for the practical application of knowledge and skills.* The internship brings together, in a realistic setting, people with the diverse disabilities with which a rehabilitation counselor is concerned, thus allowing the student to acquire proficiency and confidence in applying theoretical knowledge and skills under the supervision of an

experienced, qualified rehabilitation supervisor.

2. *To provide experience, additional knowledge, and skills in client self-exploration, understanding, decision-making, planning and rehabilitation programming.* The internship provides a first-hand experience with the counseling process involving the major life function of people with disabilities.
3. *To provide the student with knowledge of agency organizational structure, protocols, working relationships, other disciplines, teamwork and general working conditions.*
4. *To provide the student with experience, knowledge, and skills in the preparation of counseling records and reports.*
5. *To stimulate the formulation of a professional identity.*
6. *To provide a valuable service to the agency.*
7. *To provide the capstone educational experience to the students.*

The internship represents the student's final educational experience. In many ways it is the most valuable educational service because of the actual exposure to rehabilitation counseling practice. This experience is only possible through the cooperation of the agency supervisor who acts as an adjunct faculty member. Also, the internship is a required program component for students who desire continued professional recognition through certification and licensure.

C. PREREQUISITES FOR THE CLINICAL INTERNSHIP

Students must have successfully completed the 100 hour practicum as a prerequisite to the supervised rehabilitation counseling internship.

Rehabilitation counseling students complete a four semester program of studies, including the 600 clock hour internship. This usually involves course work in rehabilitation counseling, counseling theory and techniques, assessment and appraisal, and electives in either vocational or independent living counseling. At least 240 hours of the internship program should include direct services to persons with disabilities.

The Vocational Rehabilitation, Independent Living and Deafness Rehabilitation tracks) call for 48 semester hours, including 3 hours of supervised practicum and 9 hours of internship. The following courses are usually completed prior to beginning the internship.

Rehabilitation Education (27 hours)

1. Vocational Rehabilitation - Survey of the philosophy of rehabilitation, including history and legislation.
2. Medical Aspects of Disability - Orientation to medical and medically-related aspects of

Students. The student is a worker-in-training during the internship. During the experience the student is expected to assume the role of a staff member much the same way in which a new employee is expected to assume the role. As the student proceeds through the internship, it is expected that more responsibilities will be assigned. The internship normally proceeds through orientation, observation, and participation stages with most time devoted to participation activities. The student is expected to:

1. adhere to the arranged work hours and rules governing professional staff behavior;
2. adhere to agency/program policies governing the strict observance of confidentiality;
3. assume responsibility for personal actions and activities;
4. maintain professional with all clients served by the agency program;
5. relate and use knowledge acquired in the classroom to practice in the agency/program;
6. assume a positive attitude, and an eagerness to help disabled persons;
7. develop self-awareness in regard to attitudes, values, and behavior patterns that influence personal practices;
8. prepare for and utilize conferences with the agency supervisor; and
9. submit internship logs, reports and other required assignments to the faculty supervisor and agency supervisor.

Agency Supervisor. It is the direct responsibility of the agency supervisor to provide direct, on-the-job supervision to the student. A minimum of one hour per week of individual supervision is required with a qualified staff member at the internship site or a faculty member. The overall agency administrator is responsible for the selection of a qualified staff member to provide consistent and close supervision to the student during the internship. The agency supervisor is expected to:

1. introduce and orient the student to the program in terms of working hours, standards of conduct, staff meetings and conferences, travel requirements, etc.
2. introduce the intern to program policies governing confidentiality and other important considerations for program operations;
3. orient the intern to policies and procedures regarding case management, records, intake, eligibility, and case termination activities;
4. orient the intern to clients and client-related tasks as the intern is ready to assume more responsibility;

5. assign the intern to clients and client-related tasks as the intern is ready to assume more responsibility;
6. inform the Faculty Supervisor of any problems or difficulties encountered during the internship;
7. report formally, at least twice during the semester, the progress of the intern, using the Intern-report; and
8. direct the day-to-day activities of the intern as required during the internship.

Faculty Supervisor. The Faculty Supervisor will serve as the representative of the University and also provide supervision during the internship when arranged locally. The Faculty Supervisor is expected to:

1. arrange with cooperating agencies for internship assignments;
2. provide the agency with information on the intern;
3. visit the internship agency for conferences with the intern and agency supervisor at intervals, at least twice during the internship, if travel permits;
4. provide direct supervision the intern when arranged locally; and
5. evaluate the internship experience and provide an assessment to interns and agency supervisors.

APPENDIX 1
INTERNSHIP CONTRACT

APPENDIX 2

INTERNSHIP PERFORMANCE REPORT

(To be completed by the on-site supervisor)

APPENDIX 3

FIELD EXPERIENCE LOG

Appendix 4

Internship Hours Log

Internship Hours Log

| Month | | | | | | |
|-------|--|--|--|--|--|--|
| Day | | | | | | |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
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| 6 | | | | | | |
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| 27 | | | | | | |
| 28 | | | | | | |
| 29 | | | | | | |
| 30 | | | | | | |
| 31 | | | | | | |
| Total | | | | | | |

Internship hours are to equal an minimum of 600 Clock hours

Internship Supervisor

Date

Student

Date

Appendix 5

Counselor-in-Training Self-Evaluation

Internship Counselor-in-Training Self-Evaluation

Name: _____ Date: _____

Use this form to rate yourself and evaluate the experiences that you have obtained during your internship. Check the column which best describes your level of performance. Mark N/A in those areas that you did not participate or observe during your internship assignment.

| Factors | Above Average | Average | Below Average | Not Applicable |
|---|------------------|---------|------------------|-------------------|
| 1. Organization and planning of work | | | | |
| 2. General industry and attention to work assignments | | | | |
| 3. Cooperative relationship with staff | | | | |
| 4. Motivation and follow through for work assigned | | | | |
| 5. Knowledge of principles of human behavior | | | | |
| 6. Knowledge of agency goals | | | | |
| 7. Skills in interviewing, counseling, problem solving | | | | |
| 8. Use and interpretation of psychological data | | | | |
| 9. Attitude toward agency supervisor | | | | |
| 10. Attitude toward clients serviced by the agency | | | | |
| 11. Evidence of professional/ethical standards of conduct | | | | |

Above Average Average Below Average Not Applicable

| | | | | | |
|-----|---|--|--|--|--|
| 12. | Self-recognition of strengths and weaknesses in a helping role | | | | |
| 13. | Ability to accurately record client/counselor relationship | | | | |
| 14. | Ability to write/speak concisely | | | | |
| 15. | Ability to establish and maintain a satisfactory counseling relationship | | | | |
| 16. | Ability to use imagination and initiate new ideas | | | | |
| 17. | Ability to formulate a rehabilitation plan | | | | |
| 18. | Ability to be objective without emotional involvement | | | | |
| 19. | Ability to accept increasing responsibility | | | | |
| 20. | Personal appearance / dress | | | | |
| 21. | Case Management Skills | | | | |
| 22. | Ability to advocate effectively for the client | | | | |
| 23. | Knowledge and application of the Rehabilitation Counseling Code of Ethics | | | | |

➤ For the following please give your impressions and experiences of your internship:

1. I have come to identify my rehabilitation service and process strengths as:

2. I have come to recognize my counseling skill strengths as:

3. The situations that I found most challenging were:

4. Are there suggestions or areas that you feel would have been of benefit for you to have had more information about prior to your internship assignment?

Do you have anything that you wish to suggest or share?

APPENDIX 6
GLOSSARY OF TERMS

GLOSSARY OF TERMS

A brief glossary of terms is provided to facilitate the understanding by participants in the internship experience.

Agency: An agency or institution operating an organized program of rehabilitation services designed to help physically, developmentally and/or mentally disabled persons function optimally in society.

Intern: The student assigned to a 600 clock hour internship.

Agency Supervisor: A qualified rehabilitation counselor or supervisor in an approved agency who has direct responsibility for the supervision of an intern. The desired qualifications are a master's degree in rehabilitation counseling, three years minimum experience, and the status of Certified Rehabilitation Counselor.

Faculty Supervisor: The faculty member designated by the University to provide supervision and coordination of the clinical practice experience.

Rehabilitation Counseling: The provision of vocational, personal/social, and/or independent living counseling and related services to persons with disabilities.

Persons with Disabilities: Individuals who have a substantial physical, developmental, and/or emotional disability.

Certified Rehabilitation Counselor: A rehabilitation counselor who has fulfilled all of the requirements for the certification and holds a current certificate from the Commission on Rehabilitation Counselor Certification.

Vocational Counseling: Counseling through a one-to-one or group process which concerns vocational decision-making, selection of rehabilitation services for vocational preparation, job acquisition, or adjustment to the work setting.

Personal/Social Counseling: Counseling through a one-to-one or group process which has as the goal the resolution of a personal/social problem such as the adjustment to the onset of disability, marriage and family problems, or the development of personal/social skills, such as assertiveness. Counseling in this context does not include work with acute emotional problems such as those experienced during active psychosis.

Independent Living Counseling: Counseling through a one-to-one or group process which has as the goal independent living in the community through personal skill development, awareness of rights and opportunities, participation in a self-help group or coalition, and personal advocacy for required modifications in the environment (e.g., transportation, housing, and affirmative action).