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## *College of Education*

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# **REHABILITATION COUNSELING INTERNSHIP MANUAL**

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The Pennsylvania State University  
Rehabilitation Counseling Internship Manual

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This manual provides Rehabilitation Counseling students, faculty, supervisors, and other interested people with an overview of the process and content of the internship experience. The mission of the Rehabilitation Counseling emphasis within the Counselor Education program is to prepare counselors with knowledge and skills to improve the quality of life for people with disabilities. Founded in 1955, the Rehabilitation Counseling emphasis trains students to provide individualized services to clients with physical, sensory, developmental, addiction, and psychiatric disabilities. The holistic nature of the program recognizes that it is not possible to divide people into individualized parts—physical, mental, psychological, educational, social, vocational, or economic. As a result, interns will learn about and participate in a variety of rehabilitation counseling opportunities to increase their competence in providing effective and empowering services to people with disabilities.

### **Purpose of Internship**

The major focus of the internship for students in the Rehabilitation Counseling emphasis is to develop and enhance their professional counseling competencies. All students will be involved in as many aspects of the rehabilitation process as their academic preparation and variations in agency/facility functions permit. Interns should be able to demonstrate the following competencies:

1. Basic listening skills.
2. Understand ethics and legal issues related to rehabilitation counseling.
3. Conduct and evaluate tests and assessments related to rehabilitation counseling.
4. Awareness of how interpersonal and intrapersonal values affect professional relationships.
5. Advocacy skills that promote full client access to community services.
6. Ability to work in rehabilitation interdisciplinary teams.
7. Assist in rehabilitation treatment planning.
8. Locate and access community resources.
9. Respond to supervision appropriately and effectively.
10. Understand a variety of counseling techniques and strategies.

Internship settings can include public and private rehabilitation agencies and human service facilities such as Office of Vocational Rehabilitation district offices, rehabilitation hospitals, schools, mental health programs, group homes, community programs for persons with developmental disabilities, alcohol and other drug treatment programs, supported employment programs, programs for older people, correctional institutions, children and youth service agencies, and proprietary rehabilitation facilities.

From the student perspective, an internship assists with career development by providing real work experiences that provide students with opportunities to explore their interests and develop professional skills and competencies. During internship students are provided with opportunities to apply what they learned in classes to actual practice. It is expected that students will also be challenged to examine how their attitudes, beliefs, and values influence the helping process.

From the agency/facility perspective, an internship provides a unique training experience designed to enhance the professional development and functioning of the student/supervisee. In accepting students as interns, the agency/facility representative recognizes that the internship is a learning process designed to promote professional growth of the supervisee.

### **Prerequisites**

Students registering for CN ED 595C Internship in Rehabilitation Counseling must have completed all coursework listed below, as well as electives, and obtained a grade of B or better in CN ED 595B.

RHS 403 Medical Aspects of Disability  
CN ED 501 Counseling Theory and Methods  
CN ED 506 Individual Analysis and Counseling Procedures  
CN ED 507 Multicultural Counseling  
CN ED 509 Introduction to Rehabilitation Counseling  
CN ED 525 Use of Tests in Counseling  
CN ED 526 Research in Counseling  
CN ED 560 Psychological Aspects of Disability  
CN ED 561 Job Placement of Persons with Disabilities  
CN ED 595B Practicum in Rehabilitation Counseling

### **Selecting an Internship Site**

To ensure a quality internship experience, the internship should take place in a rehabilitation agency/facility that matches the student's area of interest and must be appropriate to the field of rehabilitation counseling. Students with specialty areas of interest should select an internship consistent with their preparation and interest. Students and internship site staff should review the following criteria to ensure the Internship Coordinator will approve the internship site:

1. The agency/facility should be established and recognized as providing professional services to clients with disabilities. This may be measured by reputation in the community, accreditation (e.g., Council for Accreditation of Rehabilitation Facilities, Joint Commission on Accreditation of Hospitals), state licenses, and/or certification. Selection of the site is primarily determined by the student's interests and learning objectives.
2. The agency/facility should have professional staff whose members identify with rehabilitation counseling or closely related human service professions. A staff member providing direct supervisory responsibility for a Rehabilitation Counseling intern must hold a master's degree in Rehabilitation Counseling or a closely related field and preferably be a Certified Rehabilitation Counselor (CRC). Students must ask about supervisor credentials when selecting a site. Verification of supervisor credentials is contained in Appendix C. Students interning in alcohol and other drug program settings should be supervised by a Certified Addictions Counselor, if possible.
3. The agency/facility should have a variety of rehabilitation programs that offer the intern a well rounded experience and considerable opportunities to work directly with clients with

disabilities. Internship duties should be consistent with the appropriate degree level (master's degree) the student is working toward.

4. The agency/facility should provide rehabilitation and human services, and have designated staff willing to supervise the student and work with the Internship Coordinator in designing internship experiences that benefit agency/facility aims and intern goals.

5. Pennsylvania Acts 33 and 151/33 specify that prospective employees of agencies that serve children and public and private schools must undergo background checks. These Acts are intended to cover employees but some agencies also require background checks for interns. Out-of-state residents must also present evidence of a FBI background check. At the time of this publication, the State Police Request for Criminal Record Information cost \$10.00 and the FBI charges \$10.00 for a Fingerprint Record search. Background checks can take up to 4-6 weeks so students should complete the background check process early. Failure to do so could result in delaying internship and possibly graduation. Request for Criminal History Record Information (Act 34) and Child Abuse History Clearance (Act 151/33) forms are available in 228 Chambers Building (UP), school districts, and State Police stations, as well as <http://www.pa.cogentid.com> and <http://www.dpw.state.pa.us/findaform/childabusehistoryclearanceforms/index.htm>.

### **Applying for Internship**

#### **Scheduling Internship**

1. Students begin the internship selection process by meeting with their academic adviser to ensure all academic requirements are met prior to the expected internship date. During that meeting students will receive as much guidance as necessary to begin the internship selection process (this can include everything from exploring possible internship sites to signing the final Internship Application). Verification that the student has or will have complied with all graduation requirements (with the exception of internship) requires the academic adviser's signature on the Internship Scheduling Sheet (Appendix A).

2. Students should identify several possible internship sites before making their final selection. Information on over 300 sites students have used over the years can be found on the RHS/RC Internship Database <http://www.ed.psu.edu/internships/Default.asp>). Prior to contacting potential sites, it is strongly recommended that students meet with their academic adviser to discuss preparation strategies and protocol. Students should also have a current resume when they start the interview process. Career Services (<http://studentaffairs.psu.edu/career/>) is a great resource to help with this preparation, which includes everything from developing a resume to preparing for the interview. It is expected that students will conduct themselves in a professional manner throughout the internship search process. Students must remember they represent the rehabilitation counseling emphasis at Penn State. As such, their behavior reflects on the program. It should be noted that students cannot make an unconditional commitment to any site until returning to discuss the arrangements with their academic adviser.

3. After interviewing at several sites (it is recommended that students visit at least three), students should discuss the relative advantages of each site with their academic adviser before making a final decision. Students should then notify the Site Supervisor or person with whom

they spoke during the interview to accept the internship placement. As a professional courtesy, students should also notify individuals with whom they spoke from other sites but did not select for their internship. When contacting people by U.S. mail, e-mail, or telephone always remember to practice basic courtesy.

4. Once students have selected an internship site they must complete and submit the Internship Application, which consists of the following:

- a. Internship Scheduling Sheet (Appendix A).
- b. Student Acknowledgement of RC Pre-Internship Responsibilities Form (Appendix B).
- c. Site Supervisor Information (Appendix C).
- d. Job description or typed statement of expected job duties the student will perform during internship. The Site Supervisor or other designated person at the internship site may provide this documentation. If not provided, the student should work with the Site Supervisor to create a list of job duties.
- e. Typed statement of specific goals (at least five) the student intends to achieve during internship. To write useful goals, students should answer the following question: "At the end of the internship, how will I determine whether this experience was successful and helped me professionally?" Good goals should also include at least two objectives, or ways of accomplishing the goals, and be specific with a specific end date. An example of a goal is as follows: Goal: I will learn to co-lead drug and alcohol awareness groups by the end of internship; Objective One: I will observe three groups by February 14; Objective Two: I will co-lead two groups by April 20.
- f. Student's resume.
- g. Copy of the student's unofficial transcript.
- h. Some sites (most often hospitals, Veteran's Administration, Office of Vocational Rehabilitation) require a formal written contract between the agency/facility and Penn State. Penn State's Office of General Council must review these contracts. This process can take 6-8 weeks because the Office of General Council is responsible for serving all Penn State campuses. Be sure to ask before accepting the internship if a contract will be needed. If a contract is needed, notify the Internship Coordinator so the review process can begin. Students who pursue internships that require a contract WILL NOT be able to begin their internship until this contract agreement is reviewed and approved by the legal representatives from Penn State and the internship site.

The completed Internship Application is submitted to the students' academic adviser, who will approve and sign off on it, and pass it on to the RHS Professor-in-Charge (PIC). The PIC will then approve the application and then pass it on to the Internship Coordinator. Students and advisers should not give the application directly to the Internship Coordinator (unless s/he is the student's academic adviser). Students will know their internship has been officially approved when they receive a copy of the letter the PIC mails to the Site Supervisor. Typically, this approval comes approximately two weeks after the internship deadline application.

## **Deadlines**

The Internship Application must be completed and submitted prior to the date specified below during the semester prior to enrollment in internship. Students who do not submit the Internship Application by the deadline will receive a full letter grade deduction for internship. For example, if the student receives a grade of B for the internship and did not submit the Internship Application by the deadline, s/he will receive a final grade of C. Students must apply for internship by the following deadlines:

Summer Session: April 1<sup>st</sup>  
Fall Semester: July 1<sup>st</sup>  
Spring Semester: November 1<sup>st</sup>

## **Liability Insurance**

Many rehabilitation agencies require student interns to carry malpractice and/or personal liability insurance. Rehabilitation counseling students must maintain the coverage they obtained in their practicum experience. Low cost (around \$35.00) policies are available to students. Application forms are available in 125 CEDAR for March Affinity Group Services and for HPSO. Applications for HPSO may also be obtained by visiting [www.counseling.org](http://www.counseling.org).

Students are not covered by the University for accidents, health problems or damage to property or people that may occur during an off campus internship. You must rely on personal or family insurance to provide this liability coverage.

## **Rights and Responsibilities**

### **Student Rights and Responsibilities**

1. Develop a schedule with the Site Supervisor to meet the required number of hours for internship. In general, the minimum number is 600 hours. There is an additional requirement that 240 of the 600 hours must involve direct client contact. Meet with your adviser to discuss exactly what this contact involves. If students must miss days at their internship site because of weather or sick days they should consult with the Site Supervisor to make up the missed hours. Students who miss three or more days during the internship should notify the Internship Coordinator in the event there is need to make up missed hours.
2. Treat internship as a professional commitment. Although still a student, your Site Supervisor and other staff will perceive your role as that of an employee. As such,



- demonstrating good work habits, being receptive to supervision, and following through on assigned work are key elements in this commitment.
3. Observe and follow agency/facility procedures, policies, and regulations.
  4. Ask for assistance and supervision when needed.
  5. Attend conferences, staff meetings, counseling sessions, and other learning experiences assigned by the Site Supervisor.
  6. Inform the Site Supervisor of work-related difficulties and challenges.
  7. Complete daily logs and post them to the ANGEL course site the end of each week for the Internship Coordinator to review. Copies of all forms will be posted on ANGEL.
  8. Participate in weekly supervision (minimum 1 hour) with a qualified Site Supervisor.
  9. Attend all-day monthly group supervision meetings.
  10. Keep detailed records including:
    - a. Total number hours spent at internship site.
    - b. Supervision meetings (individual and group, if relevant).
    - c. Attendance at agency/facility conferences and in-service training programs.
    - d. Goals and objectives related to the internship experience.
    - e. Copies of all forms (e.g., Internship Application, liability insurance certificate, evaluations).

### **Internship Coordinator Rights and Responsibilities**

1. Review the Internship Application.
2. If needed, prepare student for the field experience.
3. Assist students in using supervision effectively.
4. If needed, help student refine learning goals and objectives.
5. Address problems and concerns that may develop between students and Site Supervisors.
6. Assess students' progress and professional behavior, and provide feedback to students at mid-semester and final semester evaluation.
7. If necessary, assist student in integrating knowledge and theory with fieldwork.
8. Monitor student progress via weekly logs, phone conversations, evaluation reports, and, when necessary, site visits.
9. Be available for consultation should questions or problems arise.

The Internship Coordinator will contact the agency/facility supervisor three times over the course of the semester: at the beginning of the semester (within the first two weeks), at midterm, and before final evaluations are due (last two weeks of the semester). The Internship Coordinator will visit agency/facility sites only on a case-by-case basis as needed.

### **Site Supervisor Rights and Responsibilities**

1. Provide an opportunity for internship experience in a professional setting.
2. Provide orientation to the student, explaining agency/facility mission and goals, services, and policies and procedures.
3. Provide student with opportunities to observe relevant aspects of agency/facility services.
4. Provide opportunities to integrate knowledge and practice new skills.
5. Provide opportunities for case recording and reporting.
6. Provide opportunities for interactions with clients.

7. Provide individual student supervision at least 1 hour per week.
8. Model professional and ethical competence and conduct.
9. Stay current on the number of internship hours the student has completed.
10. Inform student of strengths and weaknesses, as well as areas needing improvement during mid-semester and final evaluations.
11. Complete mid-semester and final evaluations with the student in a timely manner.
12. Communicate any concerns about the student's internship experience to Internship Coordinator.

## **Supervision**

### **Group Supervision**

Due to geographic constraints and to maximize supervision time, graduate students in the Rehabilitation Counseling emphasis will be required to meet from 10-4 on a monthly basis at the University Park campus.

### **Site Supervision**

ALL students are required to obtain a minimum of one hour of individual supervision per week at their agency/facility. Rehabilitation counseling students must be supervised by a qualified CRC, when possible. If the Site Supervisor is not a CRC, the Internship Coordinator will serve as the CRC supervisor. Site Supervisors will focus on the following skill areas during the clinical supervision process.

*Process skills:* These are observable counselor behaviors and include what counselors do in their sessions, such as greeting clients, reflecting statements, and confronting. Students should develop a greater awareness of client-counselor process, refinement of their preferred counseling orientation, and intervention techniques consistent with their counseling orientation.

*Conceptualization skills:* These are skills that include identifying the client's major concerns, planning for the future counseling sessions, and choosing specific counseling techniques based on students' counseling orientation.

*Personalization skills:* These are personal attributes a counselor uses in session that include the degree to which the individual is comfortable with the role as a counselor and the ability to effectively handle client confrontation and (counter)transference issues.

*Professional skills:* These are skills relating to performance inside and outside of the counseling relationship and include respecting confidentiality, proper documentation, receptiveness to supervision, behaving professionally and demonstrating consistently strong work behaviors (attendance, punctuality, dress, appearance, grooming, etc.).

## **Supervisory Roles**

To promote professional development of interns, Site Supervisors may take on different roles during the supervisory process including teacher, counselor, and consultant. In the teacher role the supervisor is responsible for presenting what the student needs to do and learn. In this capacity, the supervisor provides specific instruction as to how the student intern should respond or act. The counselor role allows the supervisor to focus on the interpersonal or intrapersonal dynamics of the student. In this role, the supervisor may ask the student to explore feelings or reactions with regard to client and/or supervisor interactions. At times, this role can be uncomfortable to students as it often raises issues regarding student beliefs and worldviews, but in no way does the supervisor actually function as the student's personal counselor. Finally, as a consultant the supervisor encourages the student to think independently and trust his/her own insights. As the student progresses during internship, supervisors may use one or several roles to promote professional development and growth.

## **Internship Coordinator Supervision**

The Internship Coordinator will contact the Site Supervisor three times over the course of the semester: at the beginning of the semester (within the first two weeks), at midterm (weeks 7-8), and before final evaluations are due (week 15). The Internship Coordinator will visit agency/facility sites only on a case-by-case basis as needed.

## **Internship Content**

Since students intern in a wide variety of settings and bring with them varying degrees of training and experience, it is not possible or desirable to require a specific set of activities. The outline below is intended only as a guideline for structuring a well-rounded, mutually beneficial internship experience. There is a logical sequence built into the outline, but activities may overlap in time or continue for the duration of the internship.

### **Orientation**

Orientation to the agency/facility should include an introduction to staff and tour of the physical site as well as an overview of regulations and policies including hours of attendance, use of technology (phones, computers, etc.), chain of command, confidentiality of records, and crisis procedures. Orientation will also incorporate information regarding the history of the agency/facility, funding sources, client populations, referral sources, client services, case management procedures, and client eligibility criteria. This period can last from a few days to the first several weeks.

### **Observation**

The second component of internship can include observation of intake interviews; diagnostic and/or assessments procedures; and individual, group, and family counseling sessions; as well as available therapies and trainings such as vocational training and activities of daily living training. Students may observe and/or participate in staff meetings that incorporate client review, in-service trainings, and administrative responsibilities. The final element of observation includes

participation in field visits. This experience may include home visits, job development and/or placement activities, and collaboration with community agencies. This phase can vary from several weeks to the majority of the internship experience.

## **Participation**

As students develop competencies through observation and supervisor feedback, they will take on greater responsibility for providing direct client services. Depending on intern competencies, supervisor preferences, and specific site regulations, participation activities will vary greatly. The observation and participation phases are not arbitrary points in time but reflect an increase in assigning students responsibility for direct client services as the internship progresses.

## **Assignments**

### **Weekly Internship Logs**

Students are required to submit weekly internship logs throughout the semester. Logs are due at the end of each week. Completed logs must be submitted by Monday of the following week. For example, for a week that ends on Friday January 14 the log would be due NO LATER than Monday, January 17 by midnight. Additionally, logs must be submitted in Microsoft Word document format. No other format will be accepted and until it is in the appropriate format, the log will not be counted. Students who submit their logs late more than once may encounter a penalty in their final grades, depending on individual circumstances. Given that students are aware of the lateness policy, there is a clear expectation that logs will be handed on time.

The purpose of the logs is to help students reflect upon their experiences and to provide the Internship Coordinator with insight into the interns' daily activities as well as the daily operation of the agency/facility. The weekly log is also the main line of communication between the intern and the Internship Coordinator. At the end of the log, there is a comments section that provides interns with an opportunity to express thoughts and concerns, and ask the Internship Coordinator questions. Students should use the daily log as a way to think and write about what they learned each day. The logs do not need to be shared with the Site Supervisor. See Appendix D for a copy of the blank weekly log and examples of completed logs.

When writing the weekly log, the basic strategy is for students to provide sufficient information to detail the activities they engaged in, as well as how what they are learning impacts their professional development. For each weekly log, the Internship Coordinator will evaluate the quality of the report in one of two categories:  $\checkmark$  = Acceptable and  $\checkmark^-$  = Unacceptable. Given that the weekly logs constitute 20% of a student's final grade, it is important that students write satisfactory logs that document work activities as well as detail how these experiences impact their professional development for a given week. As noted above, examples of acceptable logs are provided in Appendix D. Finally, although logs should be thorough they do not need to be more than 2 single-spaced typed pages.

## **Rehabilitation Counseling Internship Hours Logs**

Graduate students are required to keep a log of their internship hours (see Appendix G for a copy of the log). At the end of the semester graduate students should send a copy (by mail or uploaded to ANGEL) of the completed logs for the entire semester to the Internship Coordinator, keeping the original logs for their own records. The logs will be kept in the student's permanent folder and will be used to verify completed internship hours for certification and accreditation purposes.

## **Internship Critique**

During the last week of the internship (15<sup>th</sup> week for fall and spring; 12<sup>th</sup> week for summer) each student is required to complete a short critique of the internship experience. The critique should include: (a) an overview of the activities the intern engaged in with a critique of the personal and professional development gained from these activities, (b) an assessment of the supervision and support the intern received at the site, (c) self-assessment of the intern's performance and relative strengths and weaknesses, (d) suggestions for improving the internship experience for future interns, and (e) any other relevant comments. The critique should be 3-5 typewritten pages. When writing the critique, be sure to use these exact headings: Overview of Internship Activities, Supervision Assessment, Self-assessment, Suggestions for Improving the Internship Experience, and, if relevant, Other Comments. The critique must be uploaded to the ANGEL site no later than the last day of University classes.

## **Videotapes**

Because of certification and accreditation requirements, graduate students must produce evidence of clinical competence and, as such, evidence of client-intern counseling sessions must be available for the Internship Coordinator to review. Students must arrange for videotaping or other electronic means (e.g., Studiocode) of counseling sessions. During monthly group (all day) sessions, these sessions will be reviewed. Recognizing the importance of ensuring client confidentiality, client and Site Supervisor permission must be received before the Internship Coordinator and supervision group peers can review the tapes. A consent form for taping purposes can be found in Appendix H. The client should be aware of his/her right to stop the tape at any time. The tape should not be used for any other purpose than for the monthly group supervision meetings.

## **Evaluation and Grading**

### **Ongoing Evaluation**

The Internship Coordinator will make three phone calls to the intern and three phone calls to the Site Supervisor. The first call will occur during the first two weeks, the second call will occur after receipt of the mid-semester evaluation, and the third call will occur during the last two weeks of the semester. At mid-semester and during the last week of the semester the intern and the Site Supervisor will complete an Intern Evaluation Report (see Appendix F) that provides feedback about the interns performance. Space is provided for the intern to make self-evaluative comments, and the intern and Site Supervisor must type their names at the end of the Intern

Evaluation Report. This typed name will serve as an electronic signature. The completed Intern Evaluation Report will need to be uploaded to the ANGEL site by the dates provided by the Internship Coordinator during the first week of internship.

The student and Site Supervisor will also need to complete the Plan of Supervision for Rehabilitation Counseling Students (see Appendix E) and upload it to ANGEL by the date provided by the Internship Coordinator.

## **Grading**

The Internship Coordinator is responsible for assigning the final grade. The information provided in the mid- and final semester Intern Evaluation Reports by the Site Supervisor is critical and constitutes the most influence on the grade, but other factors are also evaluated (intern self-assessment, submitting paperwork on time). In terms of the mid- and final semester evaluations, the general expectation is that the intern has shown improvement and there are no major deficiencies noted on the Intern Evaluation Report. Grading is assigned as follows:

Intern Evaluation Report	70% (Mid-semester is 30%; Final semester is 40%)
Weekly Logs	20%
Internship Critique	10%

In the majority of cases, the final grade range falls between A and B+. Lower grades are indicative of several deficient areas noted in the Intern Evaluation Reports, failure to submit weekly logs, and/or failure to complete the Internship Critique.

Students must earn a grade of B or higher for internship. In the event students do not achieve this level, they will be required to complete another internship. In this instance, a review of remedial action with the student, the student's advisor, and Internship Coordinator will be required prior to starting a subsequent internship. In the event student performance indicates a serious breach in professional behavior, ethical practices, and/or general rules of acceptable student conduct, the internship may be terminated. A review by the Internship Coordinator, academic adviser, and student will follow to determine an appropriate course of action.

## **Frequently Asked Internship Questions**

### **1. When should I start preparing or visiting possible internship sites?**

Student should begin looking at internship sites two semesters prior to beginning internship, and they should conduct on-site visits to potential internship sites at least one semester before they anticipate beginning internship.

### **2. How do I find information about possible internship sites?**

Information on over 300 internship sites students have used within the past several years is available at <http://www.ed.psu.edu/internships/Default.asp>. If students want more in-depth information on a site they find in the database, they may make an appointment with the Undergraduate Advisers (863-3482) to research the hard copy internship files located in the advising office (317 CEDAR Building).

### **3. How long will it take me to finish my internship?**

Internship requires approximately 40 hours of work a week for 15 weeks (600 hours). RHS students pursuing summer internships will follow the adjusted University schedule (520 hours). Rehabilitation counseling students pursuing summer internships must continue with internship until they complete all 600 hours, even though they will graduate in August.

### **4. Can I complete other courses while I am pursuing internship?**

Students should have completed all coursework prior to internship. Under very unusual circumstances students may be permitted to complete one course. The student's academic adviser and the RHS PIC must approve this exception. Under no circumstances will students be allowed to complete more than one course. Rehabilitation counseling students can be registered for their master's paper while they are completing internship.

### **5. Will my internship site provide me with housing?**

Interns are responsible for making their own living arrangements. A few sites provide room and/or board, but this is not common.

### **6. After I submit the Internship Application can I register for this course?**

No. After reviewing all required paperwork the RHS PIC will take responsibility for registering students for internships (RHS 495A or CnEd 595C).

### **7. How do I know if my internship has been approved?**

Students will receive a copy of the confirmation letter sent to the Site Supervisor. This letter is the students' confirmation that the internship is approved and that they have been registered for internship. Typically this letter is mailed 2-3 weeks after the internship paperwork deadline.

As a general practice, it is always good to contact the Site Supervisor at least two weeks prior to the starting date reminding him or her of the internship start date. This practice averts the problem of the Site Supervisor forgetting when the student will be arriving.

**8. Do I need to provide the Internship Coordinator with a copy of my child abuse and criminal background clearance forms or proof of malpractice insurance?**

No; however, if the site requires clearances, students must provide proof to them before starting internship. It is recommended that students make copies of all clearances for keep for themselves in case any of the documents get lost. Students should also retain the original documentation and make copies for the site as needed. This recommendation is made because after completion of the internship, in the event these clearances are needed for subsequent employment, future employers working in similar settings or with similar client populations typically need original documentation.

**9. When are the starting and ending dates for internship?**

The starting and ending dates are the same as the regular Fall and Spring semester and the Summer session schedule (including both summer sessions). These dates do not include exam week for fall and spring semesters. Students must consult with their Site Supervisor before internship begins about whether they will take a Fall/Spring Break.

**10. Can I “bank” hours during prior to the beginning of the semester?**

No. A student may be required to start internship on a date different from the University schedule, but in general students should not begin internship early. We do not recommend students work more than 40 hours per week to accrue hours to finish internship early. Burnout can occur when professionals work long hours. We do not endorse and will not accept practices where students work longer hours than expected. If a Site Supervisor expects an intern to work more than 40 hours a week, the student should contact the Internship Coordinator.

**11. After I have selected an internship site do I need to contact the other sites where I interviewed, even if I am not doing my internship there?**

Selecting an internship is a professional activity and students should remember they represent not just themselves but also the program and Penn State. Students must reach closure with every site contacted. A call, letter, or email thanking the person and providing information about the student's internship plans is consistent with good professional behavior.

**12. If I cannot finish my hours within the semester in which I am registered for internship, can I complete them during the break between semesters?**

All internship assignments must be completed by the last day of classes during the semester of the internship. If there are unusual circumstances that interfere with the expected completion date then students must discuss this situation with the Internship Coordinator.



**13. Can I complete an internship at my current place of employment?**

Although students are permitted to intern where they are currently working, in general, this practice is not encouraged. The expectations for an intern versus an employee are quite different. When these roles are mixed, it can sometimes lead to problems in supervision (e.g., frequency, intensity, focus) and, as a result, can negatively affect the internship.

**14. Can I take internship pass/fail?**

Internships may not be taken pass-fail. If a student intends to drop/add, it must be completed during the legitimate published drop/add period.

**15. Can I complete my internship outside of Pennsylvania?**

Yes. Depending on circumstances and learning goals, students are encouraged to find the best site for them in terms of location and services provided.

**16. Is it possible to get a paid internship?**

Payment or stipends are offered by some agencies/facilities, but internship sites should not be selected solely on this basis.

**17. Do I get a Fall/Spring Break when I am on my internship?**

The decision to take a Fall/Spring Break is between the student intern and the Site Supervisor. In some cases, Site Supervisors believe granting a semester break is disruptive to client care. In other cases, taking a break is allowed. The Internship Coordinator will support the decision made between the student intern and the Site Supervisor.

**18. Will the Internship Coordinator provide supervision of my internship work?**

No. The role of the Internship Coordinator is to make sure that all of the necessary paperwork and contractual agreements are in place prior to the start of the internship. The Internship Coordinator also monitors each student's progress, and should problems arise, addresses them with the student and Site Supervisor. It is the responsibility of the Site Supervisor to provide direct supervision as it relates to specific internship duties.

**19. What if I am having problems with my on-site supervision?**

Students should contact the Internship Coordinator immediately if problems arise.

**20. Will the Internship Coordinator visit me at my internship site?**

In general, the coordinator cannot visit students on-site. Most students complete internships throughout Pennsylvania and in other states, and given the number of students registered each semester it is not possible for site visits to take place. For this reason, it is critical that students complete and upload weekly internship logs to the Internship ANGEL course pages.

**21. When should I forward my weekly internship logs?**

At the end of each week students must upload the weekly internship logs to the ANGEL course pages. Logs must be uploaded by midnight on Monday following the week the internship log discusses. Logs that are submitted late could result in a lowered course grade.

**22. What should I write about in my weekly internship logs?**

Students should describe the intern activities they are involved with and how these activities impact them professionally (see examples in the Internship Manual). Often, internship provides experiences that affect students' learning. Describing these experiences as well as what students have learned or gained during on-site supervision should be included. Since these logs are forwarded only to the Internship Coordinator directly, it is important that students provide candid remarks. The logs do not need to be shared with the Site Supervisor.

**23. Can I change internships after I have already started one?**

Depending on circumstances it is possible (although highly unusual) to change sites. If students are experiencing problems and are seriously contemplating changing internship sites, they must discuss it with the Internship Coordinator prior to making any final decisions.

**24. When should I forward my final written internship critique?**

The final critique must be uploaded to the course ANGEL page by midnight on the last day of the last week of classes (not exam week).

**25. Who assigns the final grade for internship?**

The Internship Coordinator assigns the final grade.

**26. What if I cannot attend my internship because of weather, illness, family issue, etc.?**

Students are responsible for accruing the set amount of internship hours during the semester. If students must miss a day they should make arrangements with the Site Supervisor and Internship Coordinator to make up the hours. Often, doing additional reading or research can help students make up hours. In the event of three or more days missed because of illness or inclement weather, they should notify the Internship Coordinator to discuss whether there is a need to make up missed hours.

**REHABILITATION COUNSELING INTERNSHIP SCHEDULING SHEET (Appendix A)**

Submit to: Academic Adviser  
125 CEDAR Building  
University Park, PA 16802

Internship approved \_\_\_\_\_  
Number of credits \_\_\_\_\_  
Do you plan to graduate? \_\_\_\_\_

**INTERN INFORMATION:**

Name: \_\_\_\_\_ (please print legibly)

Address Where Student Will Be Living During Internship (Not Site Address)

\_\_\_\_\_

Phone: \_\_\_\_\_

Permanent Address: \_\_\_\_\_

\_\_\_\_\_ Phone: \_\_\_\_\_

**SEMESTER REGISTERING FOR INTERNSHIP (CN ED 595C):**

Fall 20\_\_\_\_ Spring 20\_\_\_\_ Summer 20\_\_\_\_

Student has met all requirements except internship credits: \_\_\_\_\_ (Advisor's initials)

**INTERNSHIP SITE INFORMATION:**

Supervisor Name: (Dr., Mr., Ms.): \_\_\_\_\_

Agency/facility Name: \_\_\_\_\_

Agency/facility Address (**full address including zip code**): \_\_\_\_\_

\_\_\_\_\_

County located: \_\_\_\_\_ Population served: \_\_\_\_\_

Site (Supervisor) Phone No: \_\_\_\_\_

Accreditation or Licensure (e.g., CARF, JCAH, PARF, M.A.): \_\_\_\_\_

Is there a required written contract with the facility? \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_ ID#: \_\_\_\_\_

PSU Email: \_\_\_\_\_ Other Email address: \_\_\_\_\_

## **Student Acknowledgement of Completion of Pre-Internship Responsibilities (Appendix B)**

This statement acknowledges that:

1. I have reviewed my audit with my academic adviser and, with exception of internship, have completed all degree requirements. I understand it is my responsibility to register my intent to graduate on eLion within the first two weeks of the semester I am completing internship.
2. I understand that in the event that I do not satisfactorily complete courses the semester prior to internship, I will not be able to begin internship. It is my responsibility to notify the Internship Coordinator and Site Supervisor if this situation occurs. Any deficiency must be satisfactorily completed before I begin internship.
3. I have submitted the following materials as part of my Internship Application:
  - Internship Scheduling Sheet (Appendix A)
  - Typed statement of internship job duties/job description
  - Current resume
  - Current unofficial transcript showing all course requirements have been met
4. Depending on individual internship settings, I have ascertained from my agency/facility Site Supervisor or appropriate agency/facility representative whether the following forms are needed, at least 60 days prior to the internship starting date:
  - Child Abuse Background Check form (Act 151 Clearance)
  - Criminal Background Check form (Act 34 Clearance)
  - Malpractice insurance form
5. If any forms noted in #4 are required, I verify that I have completed all necessary paperwork.
6. I have received assurance from the Site Supervisor that this person has a master's degree, and at least two years of experience in the field for which I am seeking training.

This signed and dated form must accompany the Internship Application. I am aware that failure to submit all necessary documentation by the required deadline could result in a delay in starting internship, which could affect graduation. I am also aware that submitting the Internship Application after the deadline will result in one letter grade deduction from my final grade.

**My signature below indicates that I have read and understand this information.**

---

Student Name (Signature)

---

Date

---

Student Name (Print)

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Student Identification Number

**SITE SUPERVISOR INFORMATION (Appendix C)**

Last Name: \_\_\_\_\_ First: \_\_\_\_\_

Office telephone : \_\_\_\_\_

Fax: \_\_\_\_\_ Email: \_\_\_\_\_

Name of Graduate Degree: \_\_\_\_\_

Year Degree Earned: \_\_\_\_\_

Current Job Title: \_\_\_\_\_

Years of Full-Time Professional Experience: \_\_\_\_\_

List Certificates/Licenses: \_\_\_\_\_

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## WEEKLY INTERNSHIP LOG EXAMPLE (Appendix D)

Missy Stewart  
Weekly Internship Log #5  
Agency/facility: Mental Health Agency (MHA)

Monday: 2/7/2011

Hours: 8:00AM-3:00PM

**Morning:** This morning I was able to sit in on a MHA advisory board meeting that is held every other month. I met many influential individuals within the mental health field, including Mike Smith, the CEO of Mental Health Inc., the parent company of MHA. During the meeting we discussed the budget of the MHA and how we can make the MHA self-sustaining, or able to be run without the financial help of Skills, Inc. Different suggestions were made, but the primary suggestion was to start our own garden to cut down on food costs. This would be awesome, especially because it would serve as another unit in which members could work. During the meeting we also discussed political advocacy and the proposed budget cuts to mental health services. We discussed talking to our senators and sending letters, faxes, and emails to Governor Corbett's office. The advisory meeting took up most of the morning.

**Afternoon:** During the afternoon, I worked primarily with members to complete the tasks of the work ordered day. I stayed in the kitchen and helped to clear tables and clean dishes. In the afternoon I worked with members in the Clerical Unit to complete filing tasks. To end the day, I helped staff write daily notes.

Tuesday: 2/8/2011

Hours: 8:00AM-4:00PM

**Morning:** Today I spent a lot of the day helping staff complete paper work. Every few months, staff members need to complete a recertification form to allow MHA members to continue to receive services. This morning I learned how to complete these recertification forms, which is really helpful since that is a big piece of staff responsibility. For example, MHA members can keep the MHA running smoothly without the help of staff, but staff are required to complete all of the necessary paperwork to comply with state and insurance regulations. I learned how to complete some of these forms today.

**Afternoon:** This afternoon passed like many other afternoons. I spent time with MHA members in the Kitchen Unit to help clean up after our meal. I helped to sweep the floors, clean the dishes, dry mop the floors, etc. Afterwards, I moved to the Clerical Unit where I talked with different members as they were completing their daily service records. Finally, I helped staff complete the daily notes after members were finished filling out their forms.

Wednesday: 2/9/2011

Hours: 8:00 AM-4:00PM

**Morning:** This morning was a very slow morning in the MHA. It was very challenging to get members to sign up for morning tasks during the AM unit meeting. As a result, I spent a majority of the morning facilitating the completion of tasks by encouraging members to get involved in the work ordered day by talking to members about following through with the tasks

that they signed up for, and by helping members complete certain tasks when they did not understand what to do. Additionally, I spoke with a MHA member about updating his recovery goal plan. We had established a plan at an earlier date (sometime last week) and I needed the member to sign his paperwork stating that the goal was acceptable and complete. Upon further discussion the member informed me that he no longer liked his goal and that he no longer wished to attend MHA. After talking to another staff member, I decided that it would be best to reassess the member's willingness to develop a goal plan at a later date since the member often changes his mind about his recovery process due to illness symptoms that he may be experiencing.

**Afternoon:** During the afternoon, I assisted with the PM cleaning of the MHA. Like usual, I helped out in the Kitchen Unit to clean dishes after the lunchtime meal. The primary event of the afternoon was our House Meeting, which typically takes place every Wednesday and Friday. During the House Meeting we discussed responsibility in the MHA. We emphasized that it is each member's job to participate in the work ordered day and to keep the MHA running. This had been a problem earlier in the day when no members were signing up for AM tasks. After the House Meeting, I helped staff to complete daily service notes.

Thursday: 2/10/2011

Hours: 8:00AM-4:00PM

**Morning:** Today was a quiet day in the MHA. There were only five members in attendance for the majority of the day. Because no member wanted to lead the AM unit meeting, I led it. I spent most of the morning with a new MHA member who came in today. I helped her become oriented with the MHA and helped encourage members to interact with her and help her through the day. I also helped a member establish a goal to work on while he is attending MHA. It was the first time that I have done a goal plan myself.

**Afternoon:** This afternoon I finished writing the goal plan with the member. Afterwards, I interacted socially with the new member and another member. We discussed family, illnesses, and medication. It was nice to hear members opening up about their lived experiences. Finally I called a new referral to encourage her to stop into MHA for a tour. I finished my day by helping staff write daily service records.

Friday: 2/11/2011

Hours: 8:00 AM – 4:00PM

**Morning:** This morning was a very productive morning in the MHA! We had a good group of individuals come in. During the AM unit meeting, we had more volunteers for tasks than we did actual tasks. It was great to see members so willing to get involved in the work ordered day. At the MHA, we like to say that we are "working ourselves out of a job" because if members are truly in recovery they could run the MHA without the help of generalists. I really felt like this in the morning. Because everyone was so willing to complete tasks, I did not have a specific task to do. Instead, I socialized with members about their plans for the weekend. We discussed fun events that members were doing, such as seeing their family, that would decrease isolation and promote their recovery.

**Afternoon:** The afternoon, like the morning, flew by. During the PM unit meeting, members were not as active as they were this morning, however, every task got done. I encouraged

members to get involved in the afternoon activities and helped members to complete activities when they were not sure what to do. Towards the end of the day, I helped staff complete daily paperwork, including writing daily service records.

General Feeling/Comments:

This was a very unique week! I feel really fortunate to have gotten to sit in on the advisory board meeting and am very excited to have met so many influential people. Additionally, this week was interesting because I am witnessing first-hand how important advocacy is in the mental health field. It is encouraging to hear that members are interested in writing to our representatives to bring about change. They do not want budget cuts, so they are using their democratic freedom and voice to bring about change! It is really an exciting thing to be a part of. It is inspiring me to do more research on the proposed budget cuts and to write a letter myself.

Total hours this week: 39

Total hours overall: 187.5

[This RHS student completed her internship at a program for adults living with mental illness.]



## REHABILITATION COUNSELING WEEKLY INTERNSHIP LOG (Appendix D)

Student:  
Agency:  
Weekly Log #\_\_\_\_\_

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Monday: \_\_\_\_\_(Date) Hours:\_\_\_\_\_.

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Tuesday: \_\_\_\_\_(Date) Hours: \_\_\_\_\_.

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Wednesday: \_\_\_\_\_(Date) Hours:\_\_\_\_\_

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Thursday: \_\_\_\_\_(Date) Hours: \_\_\_\_\_

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Friday: \_\_\_\_\_(Date) Hours: \_\_\_\_\_

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General Feeling/Comments:

Weekly direct client contact hours: \_\_\_\_\_  
Weekly indirect client contact hours: \_\_\_\_\_  
Total hours this week: \_\_\_\_\_  
Total direct client contact hours: \_\_\_\_\_  
Total indirect client contact hours: \_\_\_\_\_  
Total hours overall: \_\_\_\_\_

## Plan of Supervision for Rehabilitation Counseling Students (Appendix E)

Student's Name (serves as electronic signature): \_\_\_\_\_

Supervisor's Name (serves as electronic signature): \_\_\_\_\_

### Supervisor Survey:

- Previous supervision training? \_\_\_\_ Yes \_\_\_\_ No      Number of Hours \_\_\_\_\_
- Are you a Certified Rehabilitation Counselor? \_\_\_\_ Yes \_\_\_\_ No
- Professional memberships (Check all that apply)
- \_\_\_\_ American Counseling Association
- \_\_\_\_ American Rehabilitation Counseling Association
- \_\_\_\_ National Rehabilitation Association
- \_\_\_\_ National Rehabilitation Counseling Association
- \_\_\_\_ Other \_\_\_\_\_

Will you agree to provide at least one hour of weekly individual supervision? \_\_\_\_ Yes \_\_\_\_ No

Will the student intern be informed about how to receive additional supervision in the event that you are not available (i.e., as-needed basis, crisis/emergency situations)? \_\_\_\_ Yes \_\_\_\_ No

Group supervision is a requirement of the internship experience, related to CORE accreditation, so interns are required to attend monthly (all day) sessions at Penn State. Will you allow the intern to audio/videotape selected counseling sessions to be reviewed as part of the group supervision? Confidentiality practices consistent with the CRCC Code of Ethics will be adhered to and the group will focus on student-intern skill development. \_\_\_\_ Yes \_\_\_\_ No

### Methods of Supervision planned (check all that apply):

- \_\_\_\_ Individual (required)
- \_\_\_\_ Audio/video tape review (required for monthly group supervision)
- \_\_\_\_ Co-counseling or live supervision (suggested)
- \_\_\_\_ Non-participant observer in session (suggested)
- \_\_\_\_ Other: \_\_\_\_\_

Proposed Goals and Objectives for Supervision. (Tentative goals should be indicated here with revisions allowed as the intern and Site Supervision seem necessary).

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## INTERN EVALUATION REPORT (Appendix F)

Student Intern Name (Please Print)	Agency/Facility Name				
Site Supervisor Name (Please Print)	Date				
Unsatisfactory 1	Fair 2	Good 3	Very Good 4	Excellent 5	Not Able to Assess N/A

### General Knowledge and Understanding

Rehabilitation counseling principles and process	1	2	3	4	5	N/A
Psychosocial aspects of rehabilitation	1	2	3	4	5	N/A
Medical aspects of rehabilitation	1	2	3	4	5	N/A
Community resources	1	2	3	4	5	N/A
Ethical principles and standards	1	2	3	4	5	N/A
Appropriate legal principles and ethical decision-making models	1	2	3	4	5	N/A
Developing and maintaining a counseling relationship	1	2	3	4	5	N/A
Establishing consumer goals and objectives of counseling	1	2	3	4	5	N/A
Facilitating an individual's independent decision making	1	2	3	4	5	N/A
Multicultural counseling principles	1	2	3	4	5	N/A
Counseling approaches for culturally diverse consumers	1	2	3	4	5	N/A

### Individual Work Qualities

Dependability and punctuality	1	2	3	4	5	N/A
Completeness, accuracy, and neatness of work	1	2	3	4	5	N/A
Amount of work performed and rate of performing work	1	2	3	4	5	N/A
Ability to plan work efficiently and to anticipate problems	1	2	3	4	5	N/A
Initiative and assumption of responsibility	1	2	3	4	5	N/A

Independent judgment and decision making and creativity  
in problem solving

1 2 3 4 5 N/A

### **Case Documentation and Case Management**

Ability to maintain case records and interpret client-related ideas

1 2 3 4 5 N/A

Ability to determine appropriate client services

1 2 3 4 5 N/A

Ability to help clients develop treatment plans (e.g., IPE, IHP, IEP)

1 2 3 4 5 N/A

Ability to maintain a facilitative relationship with clients

1 2 3 4 5 N/A

Ability to use community resources to provide integrated,  
comprehensive, treatment programs for clients.

1 2 3 4 5 N/A

Ability to apply academic preparation to field work responsibilities

1 2 3 4 5 N/A

Ability to be empathic and demonstrate sincere client advocacy

1 2 3 4 5 N/A

Obtains pertinent evaluative information

1 2 3 4 5 N/A

Applies realistic concepts of eligibility, feasibility, and susceptibility

1 2 3 4 5 N/A

Helps consumers understand their strengths and weaknesses

1 2 3 4 5 N/A

Follows up adequately before closing a case

1 2 3 4 5 N/A

Maintains adequate case records

1 2 3 4 5 N/A

### **Interpersonal Relations**

Accepts constructive criticism from peers and supervisors, and  
modifies behavior accordingly

1 2 3 4 5 N/A

Works harmoniously with professional colleagues

1 2 3 4 5 N/A

Adheres to personnel policies and regulations

1 2 3 4 5 N/A

### **Professional Characteristics**

Maintains professional appearance via appropriate attire, grooming,  
and demeanor

1 2 3 4 5 N/A

Demonstrates self-development capabilities; defines own goals

And learning needs; critically evaluates own performance	1	2	3	4	5	N/A
Participates actively in staff meetings and/or professional conferences/ workshops	1	2	3	4	5	N/A
Shows evidence of becoming an effective counselor	1	2	3	4	5	N/A
Recognition of professional and ethical conduct	1	2	3	4	5	N/A

### **Comments**

Space is provided below for comments concerning additional performance factors or general feelings and impressions. Please be sure to record supervisor and intern signatures as noted below.

Supervisor's Comments

Student's Comments

Site Supervisor Name: \_\_\_\_\_ Date: \_\_\_\_\_

Intern Name: \_\_\_\_\_ Date: \_\_\_\_\_

Internship Coordinator Name: \_\_\_\_\_ Date: \_\_\_\_\_

[Note: Typed names will serve as electronic signatures]

Student Name: \_\_\_\_\_ Student Signature: \_\_\_\_\_  
Semester and Year: \_\_\_\_\_ Coordinator Signature: \_\_\_\_\_

Date	Individual Counseling*	Group/Family Counseling*	Supervision/ Consultation	Case Notes/ Documentation	Related Activities*
Total Hours for Page					
Total Hours					

\*Direct client hours include individual counseling (65 minutes for each 50 minute session), phone contact (actual time), email contact (5 minutes per email), consultation (beyond weekly supervision), time completing intake (15 minutes plus 60 minutes for individual counseling). Please note the numbers of hours (in 15 minute increments) spent on each activity.

Permission to Record/Observe Consent Form (Appendix H)

I, \_\_\_\_\_, hereby give my  
(Name of Client)  
permission for the use of recording devices, including audiotaping and/or videotaping,  
during my counseling session with

\_\_\_\_\_ from Penn State University  
(Name of Student Counselor)

in conjunction with

\_\_\_\_\_  
(Site Name and Address)

I understand that any information obtained during counseling sessions through these  
means will be used solely for the purpose of supervision by my counselor's supervisor(s),  
and that otherwise this information will be kept strictly confidential.

This authorization will expire on \_\_\_\_\_ or when I  
(Date)

terminate my counseling with the above named counselor. I also understand that any  
taped material will be summarily erased after supervision has taken place.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Client Signature



### Internship Site and Supervisor Evaluation Form (Appendix I)

Student's Name \_\_\_\_\_ Placement Site \_\_\_\_\_  
Site Address \_\_\_\_\_ City \_\_\_\_\_  
Site Phone \_\_\_\_\_ Site Supervisor \_\_\_\_\_

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

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

- |   |   |   |   |   |   |     |
|---|---|---|---|---|---|-----|
| 1. Offered constructive feedback                      | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Provided support when needed                       | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. Provided assistance with learning responsibilities | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Allowed adequate time for individual supervision   | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. Helped me integrate counseling theory and practice | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. Overall evaluation of supervision                  | 1 | 2 | 3 | 4 | 5 | N/A |

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

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

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Other comments:

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