

# **INTERNSHIP MANUAL**

## **CLINICAL REHABILITATION COUNSELING & CLINICAL MENTAL HEALTH COUNSELING**

**Edinboro University of Pennsylvania**  
**Counseling Program**  
**January 2020**

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## PREREQUISITES

1. Students must have completed all core, required courses in the area of specialty unless otherwise approved by the advisor and instructor. COUN 730 and COUN 735 must be completed before enrolling for internship.
2. **Act 24** (Reporting Arrests and Convictions). Students who enroll in *Internship* are asked to complete the Act 24 form and submit with their paperwork. The Arrest/Conviction Report and Certification Form is available at:  
<https://www.education.pa.gov/Documents/Teachers-Administrators/Background%20Checks/Arrest%20or%20Conviction%20form.pdf>
3. **Act 34** (Criminal History Record Request Form). Students in Pennsylvania are required to complete the Criminal History Request Form. To request a Criminal History Record, refer to: <https://www.psp.pa.gov/Pages/Request-a-Criminal-History-Record.aspx>
4. **Act 151** (PA Child Abuse History Clearance): A child abuse history clearance is required for all students prior to internship. Instructions for downloading the Child Abuse History Clearance online (Child Welfare Portal):  
<https://www.compass.state.pa.us/cwis/public/home>. The Child Abuse History Clearance must be downloaded and sent in (mailed). Your state representative can facilitate requests if you are short on time.
5. **ACT 126** – Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania Online Training. All student interns must also complete this training, available at:  
[https://www.reportabusepa.pitt.edu/webapps/portal/execute/tabs/tabAction?tab\\_group\\_id=91\\_1](https://www.reportabusepa.pitt.edu/webapps/portal/execute/tabs/tabAction?tab_group_id=91_1)
6. Students must have contracted for professional liability coverage prior to their field experience (practicum and/or internship). Proof of liability insurance must be provided with paperwork.
7. Students are expected to turn in a Supervisor Data Sheet (Appendix B) with their paperwork to verify appropriate supervisor training and experience.
8. Students are required to submit the Supplemental Internship Agreement. This agreement is to be developed with on-site supervisor (Appendix C).

## PURPOSE

The purpose of this manual is to provide information regarding the Clinical Rehabilitation Counseling and Clinical Mental Health Counseling internship experience.

## DEFINITION

The Clinical Rehabilitation Counseling and Clinical Mental Health Counseling internship is a 600-hour clinical experience involving on-the-job training performed in a rehabilitation setting. A minimum of 240 hours of direct service with clients is required. Internship sites may include any of the following:

1. State offices of vocational rehabilitation, commission for the blind or developmental disability, mental health and mental retardation;
2. Vocationally oriented facilities;
3. State training schools and rehabilitation centers;
4. Medical hospitals, medical rehabilitation facilities;
5. Psychiatric hospitals;
6. Community mental health clinics;
7. Correctional institutions;
8. Drug and alcohol treatment settings;
9. Agencies for the culturally (economically) disadvantaged;
10. Institutions that provide services for older persons;
11. Consumer organizations;
12. Independent living centers and/or agencies;
13. Private, for profit, rehabilitation agencies;
14. University and college offices for students with disabilities;
15. Rehabilitation units of a larger entity (e.g., Workers' Compensation, Railroad, Public Utilities, etc.)

### **INTERNSHIP PLACEMENT**

Steps the prospective intern must complete are as follows:

1. Secure the following materials from your advisor:
  - A. Internship application (see Appendix A)
  - B. Check to see that an Affiliation Agreement exists between Edinboro University and the site. If it does not exist, this process must be initiated.
  - C. Information regarding liability insurance (see Appendix G)
2. Contact personnel where the prospective internship is to be located to determine both the possibility and the feasibility of placement. The counseling program will only endorse an internship experience for which the student is being academically prepared.
3. Determine the general requirements for the experience mandated by the university.
4. Design a rough draft of a supplemental site contract covering all aspects of the proposed internship placement (see below and Appendix C).
5. Present the contract to both the on-site supervisor and the campus supervisor for possible revisions and eventual approval.

Following the completion of step #5 (above), the campus intern supervisor will route the complete intern material packet through the department chairperson and the respective dean for his approval.

*Note: No student may begin the internship until all officials have approved the internship plan.*

### **SUPPLEMENTAL SITE CONTRACT**

Duties pertaining to the internship site should be clearly stated in a fashion that relates as closely as possible to tangible evaluation. In addition, the contract should include duties pertaining to program responsibilities including weekly site supervisor meetings and tapes of individual and group sessions. For an example of a Supplemental Contract, see Appendix C.

## INTERNSHIP INSTRUCTIONS

1. Must have completed all required courses.
2. Act 151 and Act 34 Clearances (current) and Act 24 form
3. Liability insurance
4. 600 hours including, 240 hours of direct service (counseling)

### PACKET:

1. Application for permission to register for graduate internship.
2. Supplemental Contract – NOT copied from manual – needs to be your individual duties.
3. Internship Supervisor Data Sheet
4. Clearances (151, 34, 24)
5. Liability insurance
6. Proof of completion of Act 126 Child Abuse Recognitions and Mandated Reported training

**REGISTRATION:** Unlike any other class, Internship cannot be registered for directly. To register, log on to SCOTS. Click on Look Up Classes to Add, and then scroll down to **Intent** (NOT Counseling). You will want to register for either 12 graduate credits or 6 graduate credits depending on whether you are doing 600 hours (12 credits) or 300 hours (6 credits). Once your paperwork has been signed it goes directly to Records and Registration and they will automatically switch you from Intent in to the correct Internship section. It is imperative that you register for “Intent,” otherwise this could jeopardize your internship registration.

EVERYTHING IN THE PACKET MUST BE HANDED IN AT THE SAME TIME – AT LEAST 1 MONTH PRIOR TO THE START OF THE INTERNSHIP.

**NOTE: It is the student’s responsibility to make sure an Affiliation Agreement is in place between the internship site and Edinboro University. Please check with your advisor and/or the Clinical Coordinator to make sure that this requirement is met.**

### SUPERVISION:

1. The student's internship experiences will be carried out under the weekly supervision of a Certified Rehabilitation Counselor (CRC).
2. A minimum of one (1) hour of supervision per week provided by on-site supervisor (*Note:* This time does NOT count as direct service; however, it DOES count as part of the required 600 hours.)
3. Two (2) site visits by on-campus supervisor (the campus supervisor visits you and your on-site supervisor at your site). (*Note:* For the site visits, 2 hours count toward your campus supervision hours.)

### REQUIREMENTS:

1. Completion of “Weekly Time Log” each week.
2. Completion of “Weekly Internship Summary” each week.
3. Adherence to the current Code of Professional Ethics for Rehabilitation Counselors. Clients have the right to expect confidentiality and will be provided with an explanation of its limitations, including disclosure to supervisors and/or treatment team professionals.
4. Completion of five (5) audiotapes or videotapes (including at least one group session and one individual session). For students completing a 300-hour internship, three (3)

audiotapes or videotapes are required (including at least one group session and one individual session).

5. Preparation of a "Taping Consent Form" for use at internship site.
6. Preparation of a "Treatment Agreement and Informed Consent" form for use at internship site.
7. Determine the child abuse reporting procedure used at your internship site.
8. Identification of three goals you would like to accomplish through the supervision process during your internship, for example: (a) specific skills you would like to develop, (b) counseling techniques you would like to use or focus on at your site, (c) some skills or technique(s) you would like to refine, (d) areas you need to improve that you want to address (and desire feedback).
9. Completion of two Clinical Rehabilitation Counseling Intern Evaluation forms (midterm and final) completed by on-site supervisor.
10. Completion of the *Knowledge, Skills, and Dispositions* form and *Diversity Survey on LiveText*.
11. Preparation of a 3-5-page reflection paper at end of internship (i.e., final report).

## **POLICIES RELATED TO CONFIDENTIALITY AND DUE PROCESS**

Student interns are expected to adhere to the policies pertaining to confidentiality in the Code of Professional Ethics for Rehabilitation Counselors (Section B), including the areas that address: (a) right to privacy, (b) groups and families, (c) records, (d) consultation, and (e) alternative communication. In the event that a student is suspected or accused of unethical behavior, the procedures outlined in Section L of the Code of Professional Ethics for Rehabilitation Counselors will be followed (Section L outlines procedures for resolving ethical issues). Each student will be provided with an electronic copy of the Code of Professional Ethics for Rehabilitation Counselors at the beginning of the internship experience.

The Code of Professional Ethics for Rehabilitation Counselors is available at the following Web site: <https://www.crcrcertification.com/code-of-ethics-3> or [https://www.crcrcertification.com/filebin/pdf/Final\\_CRCC\\_Code\\_Eff\\_20170101.pdf](https://www.crcrcertification.com/filebin/pdf/Final_CRCC_Code_Eff_20170101.pdf)

## **RISK ASSESSMENT**

**Suicidal threats.** Student interns are to develop an understanding of and follow the procedure/protocol that is used at the internship site in response to a client's threat of suicide.

**Crisis plan.** Student interns are to develop an understanding of and follow the crisis plan in place at the internship site. For example, students are to be familiar with applicable codes, lockdown procedures, etc.

## **3-CREDIT HOUR INTERNSHIP**

Students must complete 6 credit hours of internship to obtain a Master of Arts in Counseling. Students may choose to complete two 3-credit hour internships to fulfill this requirement.

Students electing to take two 3-credit hour internships may take both internships at the same site over two semesters (or one semester and one summer) or may intern at two different sites. All requirements for internship paperwork remain the same. Non-consecutive internships will need to be approved by the advisor.

FOR STUDENTS REGISTERING FOR 3-CREDIT HOUR INTERNSHIPS, THE FOLLOWING CHANGES IN REQUIREMENTS WILL BE IN EFFECT:

- Complete a 300-hour internship with a minimum of 120 hours of direct service with clients.
- Complete a minimum of three (3) tapes (audio or video). At least one group tape and one individual tape; the third can be either.
- Current clearances required at the start of the second internship, also.
- **These requirements are different from the 6-credit hour internship.**

THE FOLLOWING REQUIREMENTS WILL ALSO BE IN EFFECT:

- Submit weekly time logs
- Submit weekly internship summary (narrative)
- Meet weekly with on-site supervisor for a minimum of 1 hour
- Participate in a minimum of 24 hours of campus internship group meetings
- Submit internship final report

### **THE INTERNSHIP EXPERIENCE**

During the internship, the intern is to be involved with all activities that a regularly employed member of the staff of the assigned Clinical Rehabilitation Counseling area is expected to perform. Both the on-site supervisor and the campus supervisor provide monitoring and supervision. Interns are required to return to the campus of Edinboro University for scheduled group intern seminar sessions conducted by the campus supervisor. Interns will also meet with the campus supervisor during site visits. The on-site supervisor will maintain daily contact and supervision with the intern and spend at least 1 hour per week in individual supervision with the intern. Interns will record a minimum of five audiotapes and/or videotapes of their interactions with clients. These tapes will be reviewed and critiqued in campus supervision sessions. The internship experience will include as many of the following activities as can be provided:

1. Orientation to the mission, purpose and function of the agency.
2. Specific orientation to personnel, procedures and standards of the department setting to which the student is assigned. Included in this orientation will be provision of format for case recording and discussion of case management procedures.
3. A chance to observe and participate in intake interviewing, individual/family counseling with a small caseload (under qualified agency supervision), group counseling, and the use of special evaluation techniques for persons who are disabled, where applicable. If possible, tapes of some of these sessions should be made to facilitate intern supervision.
4. A chance to observe and participate in case conferences, team meetings, client meetings as well as to attend departmental and staff meetings of the agency.
5. The opportunity to work with members of other disciplines such as physicians, nurses, social workers, psychologists, speech therapists, hearing therapists, occupational therapists, physical therapists, etc. The experience is intended to be an interdisciplinary, educational one.
6. Experience in working with community agencies and the family as well as the client.
7. Attendance and participation in local professional meetings, conferences, and workshops.

At all times, the intern will be expected to work within agency policy and standards. Provisions should be made for the physical location of the intern. In order to gain the maximum possible benefit from the internship experience, the intern should...

1. Try to assess the tone, social structure, work patterns, day-to-day flow, etc., of the agency as soon as possible.
2. Maintain ethical confidentiality where necessary regarding all matters within the agency. Violation of this guideline will be grounds for both internship and program dismissal.
3. Maintain a sound, professional relationship with the on-site supervisor.
4. Secure feedback from supervisors in an on-going and timely manner.

Steps that may be taken to accomplish some of the above include the following:

1. Ask many questions.
2. Be a self-starter.
3. Handle constructive criticism effectively.
4. Learn from others.
5. Operate on a professional basis at all times.
6. Dress appropriately.
7. Arrive at the site before the expected time.
8. Do not be afraid to work late.
9. In case of illness or emergency, notify your supervisors as soon as possible.
10. Learn from your mistakes.

### **THE INTERNSHIP TIME LOG**

All interns are required to keep a daily time log of their internship activities. The one-page format may vary according to the specific internship (see Appendix D for an example of a log). Procedures for maintenance of the internship log will be explained in detail during the first internship seminar meeting. At the end of each week, the intern will complete a self-evaluation of his/her performance for the week. This self-evaluation will be maintained in the Weekly Internship Summary (refer to Appendix E). This completed self-evaluation will then be delivered to the campus supervisor on a weekly basis.

### **TAPING**

For 600-hour internships, all interns are required to audiotape or videotape five (5) sessions (at least one individual and one group, the others can be either) to be shared during group supervisions. For 300-hour internship, three taped sessions (at least one individual and one group) are required. This requirement should be made clear to prospective on-site supervisors **and should be included in the supplemental contract**. A taping consent form must be signed prior to taping by each client. In the event of minors, parental/guardian permission is necessary.

### **INTERNSHIP FINAL REPORT**

At the end of the internship experience, the intern will present a three-to-five page paper reflecting on his/her internship experience. The following topics should be addressed:

1. What I did in my internship
2. What I learned as a result of my internship
3. Personal strengths and limitations identified
4. What I would do differently if I were just beginning my internship
5. Supervision experience
  - On-site
  - On campus

What was helpful, what might have been improved (e.g., weekly supervision, tape critiques, case conceptualization, etc.)?

6. Recommendations for improvement to the Counseling Program (i.e., what I wish I had known, holes in the program).

### **EVALUATION OF THE INTERNSHIP EXPERIENCE**

The university, through the campus internship supervisor, will retain final authority for the assignment of the student internship grade. Assignment of the final grade will be made only after consultation with the site supervisor. The student will be graded either satisfactory (S) or unsatisfactory (U). No letter grades are awarded for the internship experience. Part, though not all of the grade, will be based on the rating scales completed by the site supervisor during the internship period (see Appendix F for this instrument). The rating scale will be completed twice, once at midterm and the second time at the end of the internship. Site supervisors are encouraged to share their ratings with interns prior to submitting them to the campus supervisor.

### **KNOWLEDGE, SKILLS AND DISPOSITIONS EVALUATION**

Students will self-assess their professional knowledge, skills and dispositions at the conclusion of their internship. This time has been identified as a transition point from student to professional. The evaluation will follow the same format as the one done as part of the candidacy process.

### **POLICY REGARDING CONCERNS THAT ARISE DURING A STUDENT'S INTERNSHIP**

Similar to the "Disposition Policy" outlined in the Advisement Guide for students in the Master of Arts in Counseling Programs, the following policy applies to students who do not demonstrate satisfactory knowledge or clinical skills while enrolled in Counseling Practicum (COUN 735) and/or Internship in Counseling (COUN 795).

Students enrolled in the counseling programs are evaluated throughout their graduate experience on professional knowledge, skills, and dispositions. Students are informed of these expectations through a number of venues including course syllabi, advisement, Graduate Catalogue, the candidacy application, course assignments, and clinical experiences.

The Department of Counseling, School Psychology, and Special Education Dispositions Policy is designed to assist students in meeting the Edinboro University Graduate Dispositions and professional standards in their advanced professional programs. Although program faculty will provide professional assistance, the student is expected to take ownership of his/her professional conduct. Should a student demonstrate a lack of satisfactory knowledge or clinical skills or demonstrate behaviors that are deemed by faculty to be unacceptable during practicum or internship, the following procedure will be enacted:

1. Faculty will discuss concerns with the student and, if appropriate, the site supervisor.
2. If necessary, faculty will discuss concerns with the counseling program committee.
3. If necessary, the program committee may direct the advisor and appropriate faculty to meet with the student to address concerns and specific recommendations aimed at improving the student's knowledge, clinical skills, or behavior.
4. If necessary, the program committee may require the student to meet with the program committee to discuss concerns and develop a plan to assist the student with interpersonal and professional growth.
5. The advisor will meet with the student and, if appropriate, the site supervisor to develop a specific plan of action. The plan will include a monitoring and reporting process.

In the event that the student's knowledge, clinical skills or behavior do not comply with the action plan, the program faculty may ask the Dean of the School of Education to remove the student from the program. Students have the right to appeal such a decision as outlined in the Graduate Catalog.

## **TAPE SECURING POLICY**

### **Policy: Tape securing procedures**

It is the policy of Edinboro University that student trainees must submit video- or audiotapes for clinical review and supervision. To ensure confidentiality of clients when being taped (video/audio) for the purpose of internship or practicum, the following procedures must be followed.

**Purpose:** The purpose of this policy is to remain compliant with the Health Insurance Portability and Accountability Act (HIPAA) and state regulations regarding confidentiality. References: Pa. Code § 3800.19 (Consent to treatment) and Mental Health Procedures Act (MHPA) of 1976, 5100.71 (Voluntary examination and treatment).

### **Tape securing procedures**

#### **Audio**

Students who present audio recordings for supervision or course requirements must ensure that the audio media they submit or bring to supervision can be played using equipment available to the instructor or supervisor. The audiotape must be clearly audible.

#### **Video**

Students are responsible to ensure that all tapes meet course requirements and are compatible with the equipment and software available to their course instructor(s) or supervisor(s). No deadline or consequence will be waived for inability to provide an assignment in an appropriate format. Students should be certain that the tapes they submit or bring to supervision are acceptable to their course instructor(s) or supervisor(s) in advance of course due dates and supervisory meetings.

#### **Security**

Videos or audio recordings of counseling sessions must meet HIPAA standards for security. Employ the double lock rule, which means that someone must get through two locks before getting to any protected health information (PHI) (e.g. locked door to file room and locked filing cabinet). This standard indicates that a video or audio recording must, at all times, be in a double lock security situation. For example, if you store a tape in a locked file cabinet (lock 1) in a room that has a locked door (lock 2), you have met the double lock requirement.

Transporting tapes to and from practicum, internship, or other classroom sites represents a potentially challenging situation. For example, a video in a locked car (lock 1) does not constitute double-lock security. A way to create a double-lock security situation includes storing the tape in a locked portable file cabinet or briefcase within the car (lock 2).

### **Video Lifetime and Destroying Procedure**

At the conclusion of each semester, all video and audio recordings will be erased.

**APPENDIX A  
APPLICATION FOR PERMISSION TO REGISTER  
FOR AN INTERNSHIP**



Daily from: \_\_\_\_\_ to: \_\_\_\_\_ Paid: \_\_\_\_\_ Nonpaid: \_\_\_\_\_

Student's phone number on site: (\_\_\_\_) \_\_\_\_\_ Hourly Amount: \_\_\_\_\_

**III. INTERNSHIP APPROVAL** (the following signatures must be obtained in sequence; copies will be sent to all signers)

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internship Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Department Chairperson: \_\_\_\_\_ Date: \_\_\_\_\_

Academic Program Dean: \_\_\_\_\_ Date: \_\_\_\_\_

Dean of Graduate Studies: \_\_\_\_\_ Date: \_\_\_\_\_

C: APSCUF, Bursar's Office, Scheduling Office, Advisor, Internship Supervisor, Student, Graduate Program Head, with all signatures completed (Responsibility of Graduate Studies Office).

**APPENDIX B**  
**INTERNSHIP SUPERVISOR DATA SHEET**

### INTERNSHIP SUPERVISOR DATA SHEET

Name of Supervisor \_\_\_\_\_

Title \_\_\_\_\_

Highest Academic Degree Earned \_\_\_\_\_

Major Area of Studies \_\_\_\_\_

[Note: "Supervisors should hold a master's degree in counseling or a closely related field" – CACREP guidelines.]

Certifications/Licenses: \_\_\_\_\_

[Note: "Supervisors should hold appropriate certifications and/or licenses"]

CRC

LPC

NCC

Other: \_\_\_\_\_

Total Number of Years of Pertinent Professional Experience: \_\_\_\_\_

[Note: "Supervisor should have at least 2 years of pertinent professional experience"]

Total Number of Years of Supervisory Experience (list supervision courses and/or types of training or experiences in supervision): \_\_\_\_\_

Intern's Name: \_\_\_\_\_

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

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

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

\_\_\_\_\_  
Intern's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Site Supervisor's Signature

\_\_\_\_\_  
Date

**APPENDIX C**  
**EXAMPLE OF SUPPLEMENTAL CLINICAL**  
**REHABILITATION COUNSELING & CLINICAL MENTAL**  
**HEALTH COUNSELING AGREEMENT**

**Supplemental Clinical Rehabilitation Counseling & Clinical Mental Health Counseling  
Internship Agreement  
(Sample)**

This contract constitutes an agreement between \_\_\_\_\_ (internship site), the Clinical Rehabilitation Counseling and Clinical Mental Health Counseling Program at Edinboro University of Pennsylvania (Department of Counseling, School Psychology, and Special Education), and the student intern \_\_\_\_\_.

The responsibilities of the intern shall include but are not limited to:

1. Individual and group counseling
2. Meet at least 1 hour per week with on-site supervisor for individual supervision
3. Produce five audiotapes or videotapes of counseling sessions for group supervision critique (*Note: Three tapes are required for students completing a 300-hour internship.*)
4. Observation of all aspects of the delivery of rehabilitation counseling services, as practiced by the agency or organization, including work with diverse populations
5. Completion of work assignments and tasks required of an employed rehabilitation counselor at the agency or organization
6. Perform appropriate case documentation
7. Provide information, education, training, equipment, and supports that people with disabilities need to make effective employment and life-related decisions
8. Evaluate the adequacy of existing information for rehabilitation planning
9. Integrate cultural, social economic, disability-related, and environmental factors in rehabilitation planning
10. Plan and implement a comprehensive assessment including individual, ecological, and environmental issues
11. Develop with the consumer (customer, client) an appropriate rehabilitation plan that utilizes personal and public resources
12. Explain insurance claims processing and professional responsibilities in workers' compensation and disability benefits systems
13. Identify and plan for the provision of independent living services with consumer (customer/client)
14. Establish working relationships and determine mutual responsibilities with other service providers involved with the individual and/or family, or consumer's advocate, including provision of consumer involvement and choice
15. Assist individuals in identifying areas of personal responsibility that will facilitate the rehabilitation process and maximize their vocational rehabilitation potential
16. Develop knowledge base of community resources and refer individuals when appropriate
17. Identify and plan for the appropriate use of assistive technology, including computer-related resources
18. Serve as a consultant to other community agencies to advocate for the integration and inclusion of individuals with disabilities within the community
19. Market the benefits and availability of rehabilitation services to potential consumers (customers, clients), employers, and the general public

20. Educate prospective employers about the benefits of hiring persons with disabilities including providing technical assistance with regard to reasonable accommodations in conformance with disability-related legislation
21. Apply disability-related legislation to daily rehabilitation practice
22. Utilize resources and consult with other qualified professionals to assist in the effective delivery of service
23. Apply labor market information to the needs of consumers (customers, clients) in one's caseload
24. Utilize career/occupational materials and labor market information with the consumer (customer, client) to accomplish vocational planning
25. Assist employers to identify, modify, or eliminate architectural and/or attitudinal barriers in facilitating the consumer's (customer's, client's) successful job placement
26. Consult with employers regarding accessibility and issues related to Americans with Disabilities Act (ADA) compliance

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

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Campus Internship Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX D**  
**EXAMPLE OF WEEKLY TIME LOG**

**Internship in Counseling (COUN 795)  
Weekly Time Log**

Name: \_\_\_\_\_ Week Number: \_\_\_\_\_

Internship site: \_\_\_\_\_

For the week of: \_\_\_\_\_

*(Note: Include month, day and year; e.g., January 13-19, 2020)*

Activity	M	T	W	Th	F	S	S	Total
Individual counseling*								
Group counseling *								
Family counseling•								
Assessments*								
Treatment planning								
Documentation/progress notes								
Team meetings								
Attend trainings and conferences								
Assist in program planning								
Meet with on-site supervisor								
Other (list):								

Hours this week

Cumulative hours

\*Direct service hours \_\_\_\_\_ Cumulative direct service hours: \_\_\_\_\_

Total hours for week \_\_\_\_\_ Cumulative hours for semester: \_\_\_\_\_

\_\_\_\_\_  
Signature of Site Supervisor

\_\_\_\_\_  
Date

**APPENDIX E**  
**WEEKLY INTERNSHIP SUMMARY FORM**



4. Plans for the following week(s).

5. Any expected changes in duties.

6. Additional comments:

**APPENDIX F**  
**INTERN EVALUATION FORM**

**EDINBORO UNIVERSITY OF PENNSYLVANIA  
M.A. COUNSELING PROGRAM  
CLINICAL REHABILITATION COUNSELING & CMHC INTERN EVALUATION FORM**

**Student Name:** \_\_\_\_\_

**Site Supervisor:** \_\_\_\_\_

**Site:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Circle one:**                      Midterm Evaluation                      Final Evaluation

**Key:**

- Target =                      Student is working at the level of a practicing counselor.
- Acceptable =                Student is working at the level of most graduate students at this point in the program.
- Developing =                Student is aware of the need for improvement and is putting forth effort to make changes.
- Unacceptable =              Performance is unacceptable for a graduate student in counseling. Immediate changes must occur for student to be successful in fieldwork.

**Directions:** Complete the following four sections for the student intern at your site (i.e., knowledge, skills, professional dispositions, and specialty skills).

	<b>KNOWLEDGE</b>	Target (3)	Acceptable (2)	Developing (1)	Unacceptable (0)	Not Applicable
K.1	Foundational knowledge of counseling concepts and theories for the fieldwork site					
K.2	Understands multiple perspectives, worldviews, and diverse populations					
K.3	Understands verbal and written communication techniques consistent with the work requirements of a professional counselor in this setting					
K.4	Understands use of counseling related technology					

	<b>KNOWLEDGE</b>	Target (3)	Acceptable (2)	Developing (1)	Unacceptable (0)	Not Applicable
K.5	Understands assessment strategies that are appropriate for fieldwork site					
K.6	Clear identity as a counseling professional and committed to professional standards of counseling					
K.7	Understands relevant ethical codes for fieldwork site					
K.8	Understands appropriate documentation strategies and requirements for this fieldwork site					
K.9	Understands case conceptualization and treatment planning					
K.10	Understands how to use supervision effectively and is prepared for supervision					

**SKILLS**

S.1	Counseling behaviors and skills that are appropriate for the fieldwork site					
S.2	Counseling behaviors that are most appropriate for diverse clients/ students at this site					
S.3	Counseling strategies that foster rapport, positive interactions, safe environment, active engagement, intrinsic motivation, and goal-oriented behavior					

	<b>SKILLS</b>	Target (3)	Acceptable (2)	Developing (1)	Unacceptable (0)	Not Applicable
S.4	Verbal communication techniques consistent with the work requirements of a professional counselor					
S.5	Written communication techniques consistent with the work requirements of a professional counselor					
S.6	Active critical inquiry, discussion, and reflection to adequately meet the counseling and advocacy needs of clients/students at this fieldwork site					
S.7	Active professional development to increase counseling skills and enhance professional identity					
S.8	Demonstrates ethical counseling practice at this fieldwork site					
S.9	Demonstrates appropriate documentation strategies and requirements for this fieldwork site					
S.10	Demonstrates skills in case conceptualization and treatment planning appropriate for this fieldwork site					
S.11	Uses supervision effectively (e.g., integrates information, applies feedback and suggestions from supervision)					

**Professional Dispositions:** Specific areas of assessment include personal responsibility, integrity, and professionalism.

	<b>Professional Dispositions</b>	Target (3)	Acceptable (2)	Developing (1)	Unacceptable (0)	Not Applicable
D.1	Demonstrates self-management and regulation (e.g., initiative, sets personal limits, uses effective stress management techniques, responding versus reacting)					
D.2	Demonstrates self-awareness, self-respect, and personal growth (e.g., understands the consequences of one's behavior, understand own psychological needs, aware of habits that decrease effectiveness)					
D.3	Demonstrates self-care (e.g., get adequate sleep, eat healthy, exercise, engages in self-reflection, able to be compassionate toward self)					
D.4	Able to effectively communicate, including the ability to give and receive feedback (e.g., responsiveness, open, reliable, respectful)					

	<b>Professional Dispositions</b>	Target (3)	Acceptable (2)	Developing (1)	Unacceptable (0)	Not Applicable
D.5	Demonstrates effective problem-solving (e.g., able to be open-minded, transparent with communication and intentions, flexible when brainstorming solutions)					
D.6	Demonstrates respect for others (e.g., avoids imposing values on others, values diverse opinions and points of view)					
D.7	Demonstrates congruence (e.g., inner and external experiences are consistent, mindful of nonverbal behavior, verbal and nonverbals are consistent)					
D.8	Demonstrates open-mindedness (e.g., maintains a nonjudgmental attitude, adaptable and open to new ideas, growth mindset)					
D.9	Demonstrates cultural and social sensitivity and responsiveness (e.g., respect the diverse views, beliefs, and behaviors of others, tailor counseling to unique needs and perspectives)					

	<b>Professional Dispositions</b>	Target (3)	Acceptable (2)	Developing (1)	Unacceptable (0)	Not Applicable
D.10	Demonstrates empathy and care for others (e.g., attuned to others, demonstrate understanding of another's feelings and experiences)					
D.11	Demonstrates professional and ethical behavior (e.g., effective boundaries, confidentiality, follow all relevant ethical guidelines)					
D.12	Demonstrates effective communication (e.g., uses effective microskills, able to assertive, follows social expectations for counseling professionals)					
D.13	Demonstrates adaptability and flexibility (e.g., able to work collaboratively with others, able to adapt to unexpected circumstances)					
D.14	Demonstrates collaboration and cooperation (e.g., able to take responsibility in working with others, dependable and reliable, solicit input and feedback from others)					

	<b>Professional Dispositions</b>	Target (3)	Acceptable (2)	Developing (1)	Unacceptable (0)	Not Applicable
D.15	Demonstrates advocacy beliefs and behaviors (e.g., use power and influence to advocate for client rights and needs, thorough understanding of client issues and awareness of how to help in a respectful manner, uses respectful and assertive communication style when appropriate)					
D.16	Demonstrates overall professionalism (e.g., regular attendance, is dependable and punctual, dressed appropriately, behaves as a professional counselor)					

**Directions:** Complete for Clinical Rehabilitation Counseling & CMHC Student Interns.

	<b>SPECIALTY SKILLS</b>	Target (3)	Acceptable (2)	Developing (1)	Unacceptable (0)	Not Applicable
a.	Able to use assessments for assistive technology needs					
b.	Able to use career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening					
c.	Able to use strategies to advocate for persons with disabilities					
d.	Able to use strategies for interfacing with medical and allied health professionals., including interdisciplinary treatment teams					
e.	Able to use strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations					

Specific Areas of Strength for this Student: \_\_\_\_\_

Specific Areas for Improvement: \_\_\_\_\_

General Comments/Feedback: \_\_\_\_\_

Signature of Site Supervisor

Date

Signature of Student

Date

\_\_\_\_\_

**APPENDIX G  
INFORMATION REGARDING LIABILITY  
INSURANCE AND CLEARANCES**

## **INFORMATION REGARDING LIABILITY INSURANCE**

Interns must have contracted for professional liability coverage prior to their internship experience. If intern insurance is being provided by the school or agency a letter to that effect must be presented to the campus supervisor. Many of the professional organizations (e.g., American Counseling Association) offer free insurance to student members. Interns who wish to secure their own insurance should contact their professional organization or the following organization:

Seabury & Smith Associates, Inc.  
Professional Insurance Administrators and Consultants  
75 Remittance Drive  
Chicago, Illinois 60675-1788  
Toll free: 1-800-621-3008, ext. 45105

For further information, see your campus intern supervisor.

## **INSTRUCTIONS FOR DOWNLOADING CLEARANCE FORMS ONLINE**

Go to <http://www.dhs.pa.gov/provider/childwelfareservices/childabusehistoryclearanceforms/> (Child Abuse History Clearance) or to <https://epatch.state.pa.us/> (Criminal History). The Criminal Record Check can be completed online using a credit card. The Child Abuse History Clearance must be downloaded and sent in (mailed). Your state representative can facilitate requests if you are short on time.

### **Endorsement Policy**

#### **Department of Counseling, School Psychology, and Special Education**

Faculty members endorse or recommend students only for positions in the area of specialization experience. Faculty members will review appropriate credentials to make judgments about student recommendations are consistent with professional and ethical obligations.

**APPENDIX H**  
**TAPING CONSENT FORM**

**TAPING CONSENT FORM  
Sample – Adult Client**

I hereby give my permission to be audiotaped or videotaped during a group and/or individual counseling session. I realize that \_\_\_\_\_ is a graduate student being trained in counseling skills and is receiving supervision. The tape may be listened to by the course supervisor and other counselors-in-training as part of the counselor training program. The tapes will be strictly used to critique the graduate student’s counseling skills and abilities. I also understand that the tape will be erased after it is reviewed in order to ensure that the information I provide remains confidential. I acknowledge that my participation in this taping session is voluntary.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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**TAPING CONSENT FORM  
Sample – Minor Client**

I hereby give my permission for my son/daughter to be audiotaped or videotaped during a group and/or individual counseling session. I realize that \_\_\_\_\_ is a graduate student being trained in counseling skills and is receiving supervision. The tape may be listened to by the course supervisor and other counselors-in-training as part of the counselor training program. The tapes will be strictly used to critique the graduate student’s counseling skills and abilities. I also understand that the tape will be erased after it is reviewed in order to ensure that the information my child provides remains confidential. I acknowledge that my participation in this taping session is voluntary.

Child’s Name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

**APPENDIX I**

**INFORMED CONSENT & CONFIDENTIALITY FORM**

## **SUBJECT: INFORMED CONSENT & CONFIDENTIALITY**

### **Policy:**

It is the policy of at Edinboro University to maintain confidentiality and provide fully informed consent for all interventions rendered by the student trainees enrolled in the counseling program. Faculty and trainees are obligated to the policies, procedures and rules of the Placement Agency or program. Faculty and graduate trainees share in professional responsibility, accountability and confidentiality of information regarding services to clients.

### **Informed Consent:**

Informed consent is explained to clients using plain language. In obtaining informed consent Edinboro University students provide needed information concerning the procedures and expectations of interventions used. Clients and/their legal representative freely and without undo influence give informed consent as documented by their signature.

### **Purpose:**

The purpose of this policy is to ensure that compliance with state and federal regulations regarding consent to care. References: Pa. Code § 3800.19 (Consent to treatment) and Mental Health Procedures Act (MHPA) of 1976, 5100.71 (Voluntary examination and treatment). In order to provide the highest quality of care, consultation with faculty or other professional staff may occur.

### **Confidentiality:**

Students and faculty members hold in strictest confidence information gained during practicum and internship placements such as supervision or any other manner that may be construed to be associated with the field placement. This practice in accordance with established Codes of Ethics from professional associations as well as federal and state laws. Breaches of confidentiality will not be tolerated and may result in disciplinary action including possible dismissal from the Counseling Program.

Students are instructed regarding confidential and situations in which we are required by law and/or professional ethics to release information. Clients are informed that information and disclosures will remain confidential with exception to the following:

1. Danger to self or others
2. Child or elder abuse/ neglect
3. Court order a part of a legal proceeding

I have read the above policy concerning confidentiality and understand the expectations the Counseling Program has for graduate students. I agree to abide by the policy and understand that breach of confidentiality can be cause for dismissal from the program.

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