



# UNIVERSITY OF MARYLAND EASTERN SHORE

*Department of Rehabilitation*  
*Masters in Rehabilitation Counseling*  
*Student Internship Manual*

Revised May 2023

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## **Welcome to the Internship Experience**

Greetings! On behalf of the University of Maryland Eastern Shore's Department of Rehabilitation, I congratulate you on making it to this stage of the Rehabilitation Counseling Program.

Upon completion of the Internship, we desire that the student will have:

- Completed 600 hours with at least 240 hours of direct service to persons with disabilities.
- Received introduction to counseling approaches and rehabilitation issues affecting service delivery.
- In states that have specific internship supervision requirements for counselor licensure, the program and agency shall make the required supervision experiences consistent with the licensure requirements available to those students desiring to qualify for licensure
- Become oriented to facility program components, policies, and procedures
- Become acquainted with the staff and their role and function within the agency
- Reviewed and adhered to expectations of confidentiality procedures, risk assessment, and the Code of Professional Ethics for Rehabilitation Counselors
- Observed all aspects of the delivery of rehabilitation counseling services as practiced by your organization
- Completed at least a portion of the counseling internship experience sessions under the observation of a qualified supervisor
- Received an average of one (1) hour per week of individual and 1½ hours per week of group supervision (with no more than 10 students/group) by the site clinical supervisor
- Received supervision by a program faculty member or qualified individual working in cooperation with a program faculty member.

Furthermore, this experience required weekly supervision of a Certified Rehabilitation Counselor (CRC). However, if this is not possible, we will provide a faculty member to co-facilitate supervision and fulfill the role of CRC supervisor.

This information helps answer any questions about our expectations for our students. However, if you have any further questions, please contact me at (410) 651-6004 or Dr. William B. Talley, Dept, Chair, at (410) 651-6261 if you need further clarification.

Sincerely,

Leslie M. Santos- Román, Ph.D., CRC, LGPC  
Rehabilitation Counseling Program Clinical Coordinator

## **Introduction**

This manual is specific to the UMES Graduate Department of Rehabilitation Counseling Program. It provides graduate-level rehabilitation students, internship supervisors, and other interested individuals with an overview of the process surrounding the internship experience. If you have any questions or comments, don't hesitate to contact the University of Maryland Eastern Shore's Department of Rehabilitation Counseling at the following numbers: (410) 651-6004, 6262, or by fax at (410) 651-6736.

We genuinely acknowledge our debt to the members of the rehabilitation community for developing the techniques and methods needed to successfully guide our students through their internship experience. We want to thank our clinical site supervisors for their instruction and expertise in contributing to the professional development of students preparing to assume their roles as rehabilitation professionals.

## **UMES Rehabilitation Counseling Program**

The Master of Science in Rehabilitation Counseling (MSRC) is a graduate program offered through the Department of Rehabilitation in the School of Pharmacy and Health Professions at the University of Maryland Eastern Shore. Rehabilitation counseling is a thriving professional field, and graduates of our program can look forward to employment in rehabilitation and a growing number of human services and allied health settings. The Council for Accreditation of Counseling and Related Educational Programs accredits the UMES MSRC.

## **Mission Statement**

The mission of the Master of Science in Rehabilitation Counseling program is to train well-qualified rehabilitation counselors who are prepared to work with individuals from diverse backgrounds with physical, developmental, psychosocial, and sensory disabilities. A second part of

that mission which is no less important is to assist our graduates in developing an inclusive and holistic approach to rehabilitation that values the individuals' right to participate in the decision-making process regarding their development fully. This approach considers how all the components of that person's life (including vocational, psychosocial, spiritual, cultural, and emotional components) may impact their lifestyle and overall quality of life.

### **Program Goals**

Attract and train students from diverse sociocultural and academic backgrounds to become competent rehabilitation counselors with the knowledge, skills, and experiences to effectively assist individuals with disabilities in achieving their highest degree of vocational, psychological, economic, and social independence and the most excellent quality of life possible. Our process requires students to be grounded in the belief that they are also critical allies and advocates for individuals with disabilities.

### **Program Objectives**

1. Recruit and retain students of diverse backgrounds to be competent within the scope of practice of the rehabilitation counseling profession, offering them a well-rounded curriculum that integrates theory and practice to develop the attitudes, knowledge, values, and skills required to become a highly qualified rehabilitation counseling professional.
2. Develop our graduate's knowledge, skills, and dispositions grounded in ethical and culturally sensitive practice in rehabilitation counseling, consistent with the Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics and Scope of Practice, the Council for Accreditation of Counseling & Related Educational Programs (CACREP), and the applicable laws and regulations for the counseling professionals.

3. To prepare professionals capable of conceptualizing the rehabilitation counseling process from a bio-psycho-socio-spiritual framework to deliver services in various settings within the public and private sectors working with diverse people with disabilities.
4. To develop in our graduates a professional worldview framed in social responsibility, equality, and justice, to become active leaders in the community and the rehabilitation counseling guild.

### **Purpose of the Professional Practice Experience**

Professional practice is a necessary experience for completing the MS in Rehabilitation Counseling. According to the Council for Accreditation of Counseling and Related Educational Programs Standards (CACREP, 2016), professional practice, which includes Practicum and Internship, provides for applying theory and developing counseling skills under the supervision of a qualified supervisor. These experiences will allow students to work with clients from diverse populations. The internship experience helps counseling students develop and strengthen multicultural and ethical competencies and a professional identity consistent with the fields of action in Rehabilitation Counseling.

### **How to Apply for the Internship Experience**

- Consider your clinical experience when applying for graduate program admission.
- The internship experience should be related to your professional career goals.
- If you are still determining your professional career goals, please make an appointment during your first semester with the Clinical Coordinator to start exploring and discussing opportunities and options to help you begin this process.
- During the second semester of your first year, you should explore possible internship sites with the Clinical Coordinator and ask for facilities with an affiliation agreement with the UMES Rehabilitation Counseling Program.



- You must complete all prerequisite coursework
- Complete your resume; get assistance from the [UMES Career and Professional Development Center](#) or the clinical Coordinator, if needed.
- Before contacting any agency, you must get approval from the Clinical Coordinator or the CRC faculty Supervisor.
- After getting site approval from the Clinical Coordinator or the CRC faculty Supervisor, complete the application and the required documentation and return it to the Clinical Coordinator. Final approval of the application for the Internship rests with the Clinical Coordinator.
- Your application for the internship experience must be submitted for approval by April 15 for Summer (10-week session), June 15 for the Fall semester, and November 15 for the Spring semester and October 15 for Winter Session (4-week session)
  - **Note: Student enrolled in the Winter Session will need to be committed to complete a minimum of 25 hours per week. Students who started their Internship during the Fall are only eligible to enroll in the Winter session.**
- Plan to secure liability insurance (institutional and personal) (See Graduate Clinical Coordinator)

### **Application Deadlines**

The application deadlines are April 15 for Summer (10-week session), June 15 for Fall, or November 15 for Spring and October 15 for Winter Session (4-week session). If the dates fall on a weekend, the application deadline will be the following business day. Applicants must meet with the Graduate Clinical Coordinator before applying. No late applications will be accepted. (*Appendix B*)

### **Placement**

The Clinical Coordinator will then assist the student in selecting an appropriate placement. If a student fails to express a preference, the Clinical Coordinator will arrange for the professional practice experience to occur in an approved local setting. Most sites available for professional practice typically include mental health, substance abuse, rehabilitation, and community-based organizations. The student also could continue their Internship experience in the same facility where they did the Practicum.

*Recipients of RSA Scholarships are strongly encouraged to complete the Internship at State/Federal RSA sites.* The Clinical Coordinator will consider the student's preference when assigning professional practice sites. However, the Clinical Coordinator will also consider the students' training needs. Therefore, the final decision for placement remains with the UMES Graduate Program in Rehabilitation Counseling. In all instances, the student will be assigned to an agency previously approved by standards established by the Rehabilitation Counseling Program, University, and CACREP.

### **Selection of Professional Practice Sites**

The agency, public or private, should:

1. Be one whose primary function is providing rehabilitation services to persons with disabilities and/or chronic illnesses.
2. Operate a broad, organized program of services designed to help physically and/or mentally challenged persons function optimally in society within their capabilities and limitations.
3. Have a systematic plan for helping its consumers achieve maximum rehabilitation
4. The agency should be recognized as reasonably qualified, competent, and preferably accredited by an accreditation body.
5. Site supervision should be provided ideally by a Certified Rehabilitation Counselor or a master's level professional in counseling, behavioral science, or related fields.

## **Professional Practice Employment Policy**

Students currently employed in the field or related fields have been interested in completing their professional practice experience in their current work setting. The student could complete the Internship in the current employment setting but ONLY if they perform a DIFFERENT JOB from what they were hired. In addition, the supervisor could not be their current supervisor; the student will need a different supervisor for the internship experience that meets the supervisor's criteria.

Doing your Internship in your current work setting should be discussed with the Clinical Coordinator to discuss the possibility of conflict of interest, dual relationship, role, and responsibilities. The Code of Ethics of Rehabilitation Counselors (CRCC, 2023) identifies the risks of dual relationships (i.e., intern student and employee). The final decision for placement remains with the UMES Graduate Clinical Coordinator and UMES Graduate Program in Rehabilitation Counseling.

## **Non-Local and Out-of-State Internship**

It is possible to complete the Internship in a non-local and out-of-state agency. The student must require an interview with the Clinical Coordinator one semester in advance. The student's responsible for presenting the potential sites. Including general information regarding the agency, services provided by the agency, and the potential Site Supervisor. The student will be responsible for finding the site with the assistance of the Clinical Coordinator. UMES Clinical Coordinator could not guarantee non-local and out-of-state placements.

Students who complete out-of-state Internships will be required to participate in group supervision via a virtual/online classroom, designated day and time.

## **Site Supervisor Selection**

After an Affiliation Agreement (Appendix A) is in place requires that each agency designate a site supervisor responsible for providing direct supervision to internship students. The individual

identified as Site Supervisor shall give the student with a specific schedule of time for supervision and observation. In addition, the Site Supervisor shall meet with the assigned UMES faculty supervisor to discuss student progress throughout the semester. A qualified Site Supervisor must supervise students during their professional practice.

The Site Supervisor must comply with the following requirements:

1. A minimum of a master's degree in Rehabilitation Counseling or a closely related profession (i.e., Psychology, Clinical Social Work, Professional Counselor).
2. Have a valid state license to practice the profession. It will be required to submit a copy of a professional license for accreditation purposes.
3. At least two years of relevant professional experience in the specialty area.
4. Participate in an informative session on the professional practice requirements with Clinical Coordinator or Faculty Supervisor.
5. Participate in training sessions and workshops on supervision skills and other relevant topics related to counseling students' supervision.
6. Provide one hour of formal individual supervision or one hour and 30 minutes of formal group supervision per week.
7. The willingness and ability to devote time to the student's professional training.
8. An ability to teach and supervise rehabilitation counseling students in the field as demonstrated by successful experience and, preferably, professional training at the graduate level

### **Liability Insurance**

Professional Student Liability Insurance is required for all practicum and internship students. It will be required for all students to have two types of insurance: Institutional and personal. The University will provide *Institutional Liability Insurance* to all students during their professional

practice. Students *must* obtain verification of insurance before starting the internship experience.

The Clinical Coordinator will process the institutional liability insurance.

The students must also obtain *Individual Professional Liability Insurance* while enrolled in the professional practice experience. The student must provide the clinical coordinator with a policy copy before starting the Internship experience. Students will only be able to start clinical experience with institutional and personal liability has been in place.

Students not completing their internship in one semester are responsible for renewing the Individual Liability Insurance after the expiration date and submitted to the Clinical Coordinator and Faculty Supervisor. The student will be removed from the Internship site until the individual personal liability insurance is submitted.

For the benefit of the students, these are two insurance companies

1. Healthcare Provider Services Organization ([www.hpsso.com](http://www.hpsso.com)) (Sponsored by ACA)
2. Lockton Affinity Health ( <https://locktonaffinityhealth.com/counselors/>) (Sponsored by CRCC)

### **Change of Internship Site or Site Supervisor**

We strongly recommend that students complete all the internship experience requirements at the assigned agency. Nonetheless, some students could encounter difficult situations within the agency or Site Supervisor. If a conflict arises between the student and the agency or with the Site Supervisor, the Faculty Supervisor will mediate to resolve the conflict. However, an internship site or Site Supervisor change will be allowed if the issue cannot be resolved satisfactorily.

Some reasons for said change could be:

1. the approved supervisor leaves the site
2. there is no longer a qualified supervisor at the site
3. the site no longer exists

4. the student gains a full-time position designed for a master's level counselor or doctoral-level counseling and has a qualified supervisor at the site
5. Interpersonal issues resulting from interventions with supervisors, clients, or students that could not be resolved
6. Noncompliance with the Agreement between the Agency, Site Supervisors, Faculty Supervisors, or students

Students who want to change the agency or site supervisor must submit an intention letter explaining the reason for considering changes, along with a resume of the prospective site supervisor and information and contact person in the new agency. The letter must be addressed to the Clinical and Program Coordinator and signed by the Faculty Supervisor and the student. Students must be aware that they must continue attending the Internship Supervision Class until the Clinical Coordinator completes the process. If the student still needs to complete the internship requirement will receive an Incomplete until all the requirements are met. Students who do not complete all Internship requirements will not be able to graduate from the program.

### **Withdrawal from Professional Practice Experience**

Withdrawal from the Internship is possible if the student informs of their decision to the Clinical Coordinator before the beginning of the semester. This will allow the Coordinator to inform the site that the student will not attend. Once the student begins with his/her professional practice, he/she could withdraw from the course after submitting a formal notification to his/her Faculty Supervisor, the Site Supervisor, and the Clinical Coordinator. Students who choose to abandon the professional practice without notification will receive a No Passing grade.

### **Remediation, Repeating, and Dismissal from Internship.**

The Site Supervisor and/or the Faculty Supervisor can dismiss a student from a clinical experience who is not demonstrating satisfactory knowledge, skills, or dispositions. In this scenario,

the student will be benchmarked, notified in writing, and a remediation plan addressing the area of concern will be developed.

If a student continues with unsatisfactory progress, they may be dismissed or terminated from the professional practice placement and will be referred to the Program Coordinator.

It is important to notice that a student could be dismissed immediately from a clinical site if the student does not follow agency guidelines and policy, engages in unethical behaviors, or jeopardizes the client's well-being.

The Clinical Coordinator and Faculty Supervisor will evaluate the situation to determine a disciplinary action that is fair and consistent with the institutional rules and procedures.

The following actions apply when a student is removed from an internship experience:

1. The departmental chair and program coordinator must get approval before enrolling in the course again.
2. Select a different site from which were previously dismissed.
3. Complete the internship the following semester to which they were dismissed.
4. Students must meet all the stipulations in the Remediation Plan.

Suppose the student disagrees with the actions determined by the Clinical Coordinator and Program Coordinator in the remediation plan. The student must submit an explanatory letter appealing to the Department Chair, who will determine the appropriate action according to the institutional rules and procedures. (Appendix )

### **Relationship of the Student to the Agency**

The climate of the professional practice probably is best set if the agency accepts the student as a professional colleague, even though it is understood that neither expected nor required to carry the same responsibilities as fully qualified employed staff members. In accepting the student as a professional colleague, it is felt that the student will be more aware of his/her responsibilities.

The agency and the student should understand that the professional practice experience is designed to train the student. Please note that students can accept compensation from the participant agency for duties performed during the internship experience.

Students must:

1. Always keep all case information confidential, as noted in the Commission of Rehabilitation Counselor Certification and the American Counseling Association Code of Ethics.
2. Assume as much responsibility for being present during the training as the regularly employed staff.
3. Conform to the agency rules, regulations, and standards for beginning employees.
4. Complete all work assignments that the Site Supervisor assigns.

### **Internship Courses Prerequisites**

The student must have completed 75% of the graduate curriculum and demonstrate the knowledge, skills, competencies, and professionalism necessary to provide appropriate services to people with significant disabilities. Completion of RECN 622 (Theories and Counseling Techniques), RECN 642 (Techniques of Interviewing and Case Management), RECN 701 (Group and Family Counseling), RECN 720 (Advanced Counseling Skills), and RENC 705 (Rehabilitation Counseling Practicum) passed with A or B. In addition, successfully passed the Comprehensive Exam.

### **Professional Practice Experience Information Session**

All students who enroll in the RECN 712 Rehabilitation Counseling Internship must attend an informative session one week before the beginning of the semester. The informative session will be scheduled and directed by the Clinical Coordinator or a Faculty in Rehabilitation Counseling program member designated by the Clinical Coordinator. If a student has difficulties attending the



informative session, the student will be responsible for coordinating an individual orientation with the Clinical Coordinator. At the information session, the Clinical Coordinator will announce the starting date of the professional practice experience.

### **CACREP Internship Standards**

(Section 3: Professional Practice)

- J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
- K. Internship students complete at least 240 clock hours of direct service.
- J. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- K. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member

### ***Internship***

1. Students complete supervised counseling internship experiences that total a minimum of 600 clock hours. The purpose is to provide students with a more comprehensive and in-depths counseling experience allowing students a further development of counseling skills with diverse population.
2. Internship students complete at least 240 clock hours of direct service with actual clients that contribute to developing counseling skills.

3. Internship students have weekly interaction with supervisors that averages one hour per week of individual and triadic supervision throughout the Internship by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
4. Internship students regularly participate in an average of 1½ hours per week of group supervision throughout the Internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor under the supervision of a counselor education program faculty member.

### **Collective Objectives**

1. Students are covered by individual professional counseling liability insurance policies while enrolled in Practicum and Internship (3. A).
2. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients (3. B).
3. Students' formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's Practicum and Internship. (3. C)
4. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their Practicum and Internship. (3.D)
5. In addition to developing individual counseling skills, during *either* the Practicum or Internship, students must lead or co-lead a counseling or psychoeducational group. (3. E)

## **Student Learning Objectives**

Students are expected to meet the following general objectives during their participation in Internship .

- Enhance one's level of skills to establish and maintain counseling relationships.
- Understand the roles, services, and processes of an agency providing rehabilitation services to persons with disabilities.
- Become familiar with the roles and responsibilities of personnel working in the agency.
- Demonstrate counseling and related skills appropriate for a pre-internship student.
- Apply evaluative feedback about their strengths and weaknesses as rehabilitation counselors in training.
- Demonstrate understanding of rehabilitation counseling ethical standards and decision-making process.
- Enhance self-identification with the role of the professional counselor
- Strengthen the awareness of individual and cultural differences among clients, counselors, and supervisors.
- Develop and adjust the personal theory of counseling, which guides counselors' interpretation and conceptualization of clients' issues.
- Acquire a sense of professional counseling and supervision relationship.
- Develop clinical assessment experience over one or more domains: medical, psychosocial, vocational, educational, and environmental.
- Obtain knowledge and skills in teamwork for rehabilitation purposes.
- Gain experience in case and/or caseload management, such as case recording and documentation, given a particular agency

- To become acquainted with organization structure, protocol, relationships, processes, and working conditions of rehabilitation and other human service agencies, including an awareness of community resources and the clientele those resources serve
- Demonstrate the willingness to accept supervisor and peer feedback, comments, and recommendations.
- Demonstrate and behave ethically and professionally as described in the CRCC Code of Professional Ethics & ACA Code of Ethics
- Perform the duties of an employed rehabilitation counselor. Identify their own personal level of performance of the competencies of the rehabilitation counselor To utilize methods of planning, implementing, evaluating, and reporting progress of individual rehabilitation cases
- Accurately conceptualize cases as evidenced by case studies and supervision
- Demonstrate respect, understanding, and tolerance of multicultural and diversity issues as they relate to clients' needs and concerns.
- Demonstrate the willingness to accept supervisor and peer feedback, comments, and recommendations. To integrate into the community of rehabilitation counseling professionals and to develop a sense of personal identification with the profession

## **Program Expectations of Students**

### **Professionalism within the Agency**

The Rehabilitation Counseling program expects students to behave and carry themselves like any other employee or professional staff member of the agency throughout the internship experience.

### **Professional Conduct, Attendance, and Schedule**

The student and the site supervisor will identify a convenient schedule and maintain said hours for the remainder of the semester. The student will report on time to the internship site, call

the agency if he/she will be late or absent from the agency, and adhere to the work schedule and regulations of the agency. Likewise, students will observe the agency holiday schedule rather than the university one.

Students will be required to behave professionally, which includes dressing and acting professionally. The student will maintain the confidentiality of client information under agency policies and professional, ethical guidelines.

**Required clock hours.** The student is required to accrue a minimum of 600 clock hours to complete the Practicum. Professional clock hours that may be counted toward this requirement include conferencing with the agency supervisor; reviewing client files and agency materials; observing professional interactions; communicating with and counseling clients; and other onsite professional activities as assigned by the agency supervisor and/or the Faculty Supervisor. The student must complete a minimum of 240 clock hours of direct contact during the professional experience.

***Direct contact hours.*** Direct contact hours are documented when the student directly interacts with consumers (clients) or engages in activities related to clinical or case management interventions. Students must make up any missed time to meet the requirements of 600 hours of clinical experience. If, for any reason, a student is unable to complete the required number of hours, the student will need to meet with the clinical coordinator and/or faculty supervisor to review the best course of action (retake the course the following semester or work in remediation plan or received an incomplete until all requirements are met)

### **Documenting Practicum Experience**

Students are expected to keep a Weekly Activity Log (Appendix ), documenting the clock hours spent at their site. In addition, student documents are in the Weekly Review Log (Appendix ), Daily Log (Appendix ), Weekly Activity Log, and Daily Logs (e.g., counseling process, staff

meetings, administrative tasks). Site individual supervision and consultation sessions with the Site Supervisor are also documented in the Weekly Student supervision Note (Appendix ). The student must include the time spent in individual supervision sessions towards total indirect hours. Group supervision with the Faculty Supervisor will count toward the indirect hours.

The host agency should expose and encourage students to observe and participate in activities such as: accepting referral information, contacting clients, counseling and guidance for clients, establishing eligibility, preparing a service plan, arranging services to meet client needs, and other activities pertinent to the internship site.

Students should also be exposed to reading and studying materials that may include: the agency's mission and objectives, procedural manuals, manual of forms, new employee orientation manual, confidentiality requirements, and other material and information pertinent to the internship site and instructional requirements.

Every week, the student will submit to the Site Supervisor the time logs for assistance, evaluation, and a signature of practical experience verification. Faculty Supervisors will gather these logs weekly unless otherwise specified. All practicum documentation will be submitted through UMES Learning Management System CANVAS.

### **Professional Tasks at the Internship Site**

The Rehabilitation Counseling program expects students to engage in the following task during the internship experience.

***Caseload.*** To ensure maximum benefit from the internship experience, the student must establish ongoing relationships with clients. Internship students should see a few clients over time versus many clients for just a few sessions. The student will gain experience seeing a few clients throughout the counseling process, from the initial interview, through developing the therapeutic alliance, identifying client goals, and treatment planning to help clients achieve their personal goals.

Internship students should have a limited caseload in the beginning and continue increasing during the experience and be supervised by a qualified -site supervisor and the faculty supervisor.

***Interventions and Counseling Sessions.*** The student will conduct interventions with clients under the guidance of the Site Supervisor. The supervisor will provide the student with formal oral and written feedback to strengthen his/her counseling skills. The site supervisor should complete the formal appraisal of the student's performance in a counseling session once during the semester and share his/her observations with the Faculty Supervisor. We used the Counselor Competencies Scale-Revised (CCS-R; Lambie et al., 2018) to assess counselor skills development and professional competencies.

In addition, the student will videotape (or audio record) counseling sessions with a client and submit the recording for feedback from the Faculty Supervisor.

### **Rehabilitation Counseling Faculty Supervision**

The student will have regularly scheduled group meetings with the Faculty Supervisor and other students enrolled in the course weekly. Attendance at these meetings is required. Therefore, if a student misses more than two consecutive meetings in a semester without prior notification to the Faculty Supervisor, it could impact final significantly the final grade.

### **Evaluation of Student Performance**

1. The Department of Rehabilitation policies requires that students are assigned a grade after each clinical experience. The assignment of the final grade is the responsibility of the clinical faculty supervisor. The clinical faculty supervisor may get input from the agency supervisor to assist in the grade determination.
2. The evaluation process is joint, the student, the agency supervisor, and the clinical faculty supervisor. The emphasis is on the student's readiness to enter the profession and the need for further training, including coursework extended clinical experience, and/or more direct

supervision.

3. It is recommended that the clinical faculty supervisor, agency supervisor (and/or other counselors, when appropriate) evaluate the student's progress as the training proceeds in various stages. Emphasis should not be entirely on what was taught but should also consider what was learned and what the student has done.
4. A written progress review of the student's performance and counseling skills will be conducted.
5. In evaluating the student, several principles should be observed:
  - a. The underlying philosophy and evaluation approach should be directed constructively toward strengthening the student personally and professionally.
  - b. Evaluating the clinical experience is generally regarded as an ongoing process, not simply a single event.
  - c. In its most helpful form, an evaluation will provide an excellent opportunity for students to assess their progress during the internship experience.
6. Progress and Review Procedure
  - A. Students who do not demonstrate satisfactory clinical knowledge or skills will be placed on remediation and complete the following procedures.
    - a. Student will discuss areas of concern with the clinical coordinator.
    - b. Student and clinical coordinator will design a plan of action to correct identified deficiencies.
    - c. Student will meet with the clinical coordinator to note progress.
    - d. Student will meet with the department chair, graduate coordinator, and clinical coordinator to review progress and determine the need for an additional
7. Distribution of the evaluation criterion for internship Students (course component) t will be:

Video/Audio Recording and Write up	50%
------------------------------------	-----



Participation and Attendance	20%
Case Presentation	10%
Case Conceptualization Paper and Presentation	20 %

100 points possible

**Student needs to submit all required clinical documentation to successfully pass the course.**

- Student Performance Evaluation ( Midterm and Final)
- Student Self Evaluation
- Student Questionnaire

**Internship Documents  
Appendix A  
Affiliation Agreement**

**University of Maryland Eastern Shore Department of Rehabilitation**

Recognizing their common philosophies of education and client/ consumer

care (Placement site name): \_\_\_\_\_

(Address): \_\_\_\_\_

(Hereafter referred to as the Facility), and the University of Maryland Eastern Shore, Undergraduate and Graduate Rehabilitation Program, mutually agree to cooperate in a program of fieldwork/internship experience for sure students enrolled at University of Maryland Eastern Shore.

The two acknowledge that by working together they can enrich each other's approach in client/consumer care and can contribute to their mutual professional growth. Specifically, the Facility will benefit by association with the faculty, students, and educational programs of the University of Maryland Eastern Shore, Undergraduate, and Graduate Rehabilitation Programs. The University of Maryland Eastern Shore, Undergraduate and Graduate Rehabilitation Programs will benefit by being able to provide its students with a practical practicum experience.

The Facility will also benefit by having the services of the fieldwork/practicum/internship student. Both parties (U.M.E.S. and Facility site) will evaluate the training program at mutually agreeable times, plan for its continuous improvement by making recommendations as may be deemed advisable within the terms of the Agreement, and discuss any difficulties as they arise during this affiliation.

The University of Maryland Eastern Shore campus, Undergraduate and Graduate Rehabilitation Programs, will hereinafter be referred to as the "University." "Facility Staff" and "University Staff" refer to recognized personnel in the Department of Rehabilitation and the University of Maryland Eastern Shore, respectively.

#### **I. Mutual Rights and Responsibilities**

1. There will be no discrimination on the basis of race, age, religion, sexual orientation, creed or national origin with regard to the educational experience of the student.
2. The autonomy of the University and of the Facility will be observed at all times.
3. The affiliation will be subject to the terms of this Agreement.

4. The Agreement may be reviewed and modified annually or as deemed necessary by the University and the Facility.
5. Visits by Facility Staff to the University are encouraged to plan for curriculum and affiliation changes as may be necessary, to use the libraries and other departmental facilities, to attend continuing education courses and to sit in on the Rehabilitation courses, when there is space available.
6. Visits by University Staff to the Facility are welcomed to plan and evaluate the Clinical Education Program, discuss student performance, observe new developments and arrange for additional education experiences.
7. Students do not need to but may receive monetary compensation from the Facility during their full-time field placement. The student will assume financial responsibility for living expenses and room and board during the field placement. In addition, the Facility is not required to provide the student with any employee benefits or insurance such as liability, accident disability, health or life. The Facility must carry professional liability insurance for staff on its payroll and general liability insurance for the Facility at commercially reasonable rates and limits.
8. The Facility Staff will receive no monetary compensation from the University for its participation in the Training Program. The Facility Staff may, as permitted by the University enjoy the benefits listed in Section I, Paragraph 5 above and Section III, Paragraph 8 which follows. The University will compensate Facility Staff for expenses incurred at workshops and conferences given by the University related to Clinical education to the extent funds are made available.
  9. The student's physical status will be such that it will not prevent him or her from fulfilling the obligations of the affiliation agreement and including the rights and responsibilities outlined in this section. All students are required to complete and submit the health history form and proof of immunizations (this includes a TB test within 12 months prior to enrolling at the University). However, they may need a repeat the TB test if the placement facility requires one within a different time frame, i.e., within the previous 6 months. Students must go to the University Student Health Services to meet these requirements.
10. The student will be required to obey all rules, regulations, and procedures of the

Facility as required of any employee of the Facility. The rules, regulations, and procedures should be made available to the student through the placement site Supervisor.

11. The student(s) and the Facility's rehabilitation staff are expected to conduct themselves in accordance with the Code of Ethics set forth by the Commission on Rehabilitation Counselor Certification (CRCC) and American Counseling Association (ACA).
12. Publication of materials by students or University Staff based on research or the student's practicum experience at the Facility, will refrain from using the name of the Facility, without the prior written consent of the Facility.
13. Withdrawal of a student from his or her field placement on the part of the University or on the part of the Facility must be mutually agreed upon.
14. Each party represents and warrants that it and its officers, employees, and agents are in material compliance with federal, State of Maryland, and local laws, as applicable, to its activities and obligations under this Agreement.

## **II. Rights and Responsibilities of the Facility**

The Facility will:

1. Prepare and revise behavioral objectives for the purpose of structuring the field experience and for providing criteria to be used in the evaluation of student performance. Revision of objectives will be made as deemed necessary by either party, but the revised objectives must be acceptable to both parties.
2. Prepare written orientation material for students.
3. Designate a Center Coordinator of the field experience and/or Facility Instructor to:
  - a. Provide for student orientation
  - b. Coordinate the Facility's Fieldwork Education
  - c. Provide supervision
  - d. Provide the student with the necessary feedback to ensure proper client/consumer care
  - e. Maintain a current "Facility Information Form" from UMES that will be included with this Agreement.
4. Provide a client/consumer caseload for the student that is appropriate to his/her needs and level of proficiency and that is of adequate size and variety to ensure the

best educational experience possible.

5. Provide learning experiences such as in-service, home programs, observation, individual and group counseling, and opportunities to work with clients/consumers with supervision from Facility Staff, as these opportunities become available.
6. Notify the University in writing at least five (5) days prior to student assignment if there are any changes that will significantly affect the educational experience.
7. Provide the student with instructional and practical experiences on new equipment and techniques as they are acquired.
8. Notify, as soon as possible, appropriate University personnel of problems arising with an individual student or groups of students (410-651-8468).
9. Evaluate the student in accordance with the grading policy specified by the University.
10. Provide the student assistance with emergency medical care, the cost of medical care will not be borne by the Facility.
11. Have full and sole responsibility for the care rendered to clients/consumers of the Facility.

### ***III.*** Rights and Responsibilities of the University

The University will:

1. Assume full responsibility for the planning and the execution of the educational program and encourage participation by the Facility staff in its modification or revision. The University is responsible for preparing students for the academic and Practicum portion of their education.
2. Appoint a person or persons to direct the clinical experience Program at the University and to act as liaison for the University, the Facility and the Student.
3. Be responsible for the determination of a student's final grade.
4. Arrange schedules for student assignments in cooperation with the Facility. The University will provide the Facility with a student resume, information on the student's level of experience, materials for evaluation, and other relevant educational information prior to arrival at the Facility.
5. Provide written notice to the Facility of full-time student assignment ten (10) days prior to their arrival.
6. Assist students in obtaining their own professional liability insurance coverage or coverage under the Maryland Tort Claims Act.

7. Provide continuing education programs and other programs of special interest to the Facility Staff as funds are made available and as space permits.
8. Permit Facility Staff, by arrangement, to sit in on undergraduate and graduate rehabilitation courses at the University (on occasion), tuition free. Additional privileges may be extended to the Facility Coordinator of Practicum Education at the University's discretion.
9. Revise and keep current the information contained in the Clinical Instruction Manuals.

**IV. Agreement**

1. This Agreement shall become effective when executed by the designated representatives from both parties. This Agreement is automatically renewable but may be terminated by either party by a written notice of such intent, which must be made at least sixty (60) days before the designated termination date.
2. This Agreement constitutes the entire Agreement between the parties. No change shall be binding unless reduced to writing and signed by both parties. This Agreement supersedes any and all prior agreements.
3. This Agreement shall be governed by, constructed and interpreted in accordance with the law of Maryland.

*This Agreement is hereby confirmed by the University and the Facility.*

·  
**Facility Supervisor**

**Date**

---

*Chair, The Department of Rehabilitation*

**Date**

---

*Clinical Coordinator (U.M.E.S.)*

**Date**

·  
*Dean, School of Pharmacy and Health Professions*

**Date**

·  
*Provost & Vice President, Academic Affairs*

**Date**

**Appendix B**  
**Internship Application**  
**University of Maryland Eastern Shore**

*Internship Guide*

*The intention of the internship checklist is to provide guidance for the internship experience. This checklist should be completed and signed prior to the beginning of the internship experience. Please consult with the Clinical Coordinator or the Clinical Supervisor for further instructions.*

- 
- Met with Graduate Coordinator to discuss Curriculum and CACREP requirements (600 hours) which includes 240 hours of direct services to the individuals with disabilities.
  - Met with Clinical Coordinator regarding the internship experience.
  - Completed the registration process for the internship experience.
  - Met with the Internship Coordinator to discuss internship manual.
  - Reviewed and discussed possible site placement with the clinical coordinator.
  - Reviewed information from various agencies that identified the availability of sites which provide exposure to rehabilitation professionals and individuals with disabilities from culturally diverse background.
  
  - Completed resume and prepared for interview with site personnel.
  - Scheduled and completed interview with potential internship site.
  - Completed and submitted application for internship experience.
  - Submitted internship application for approval
  - Discussed internship experience with the Clinical Coordinator or CRC Supervisor.
  - Reviewed internship experience with site supervisor.
  - Attended orientation session.
  - Secured Professional Liability Insurance.

*By signing this form I acknowledge that I have read the internship manual. Furthermore, my signature also certifies that I have completed the prerequisite practicum experience. I also acknowledge that I understand the guidelines, expectations, procedures, and policies for the successful internship experience.*

---

Student Signature

**University of Maryland Eastern Shore**  
**Department of Rehabilitation**  
Compliance Statement

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



I have read and understood that to complete my internship experience successfully; I must review and/or complete the following (please check all that apply):

- Internship Syllabus Student
- Internship Manual
- CRC Code of Ethics
- Statement of Confidentiality
- HIPPA Regulations
- Application deadline: April 15 for Summer session III
- Application deadline: July 14 for Fall semester
- Application deadline: November 15 for Spring semester
- Application deadline: October 15 for Winter session
- Individual Professional Liability Insurance
- Complete and submit Internship logs
- Complete and submit weekly progress logs

Signature

Date

**University of Maryland Eastern Shore**  
*Supervisor Internship Manual Accreditation Compliance Statement*

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

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

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

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

I receive the following (please check all that apply):

Supervisor Internship Manual

Student Internship Manual

Liability Insurance Certificate

Signature

Date

# University of Maryland Eastern Shore Internship Checklist

Student Name \_\_\_\_\_

\_\_\_\_ Application for Admission to Practicum

\_\_\_\_ Internship Guide

\_\_\_\_ Compliance Statement

\_\_\_\_ Supervisor Internship Manual Accreditation Compliance Statement

\_\_\_\_ HIPPA Statement

\_\_\_\_ Statement of Confidentiality

\_\_\_\_ Individual Professional Liability Insurance

\_\_\_\_ Learning Contract

\_\_\_\_ Weekly Activity Logs (one weekly)

\_\_\_\_ Weekly Review Logs (one weekly)

\_\_\_\_ Daily Logs (one of each day of Internship)

\_\_\_\_ Supervision Notes (one weekly)

\_\_\_\_ 600 Hour Log Documentation

\_\_\_\_ 240 Direct Hours

\_\_\_\_ Midterm Student Performance Evaluation (Site Supervisor)

\_\_\_\_ Midterm Student Performance Evaluation (Faculty Supervisor)

\_\_\_\_ Final Student Performance Evaluation (Site Supervisor)

\_\_\_\_ Final Student Performance Evaluation (Faculty Supervisor)

\_\_\_\_ Student Self Evaluation

\_\_\_\_ Student Questionnaire

\_\_\_\_ Supervisor Questionnaire

**University of Maryland Eastern Shore**  
Student Application for Admission to Internship

**Student's Information**

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

Student Classification: \_\_\_\_\_

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

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

(Street)

(City)

(State)

(Zip Code)

Phone Number: (       ) -

E-mail Address: \_\_\_\_\_

Please indicate your grade in the following prerequisite courses:

(Note: a B or better is required in the prerequisite courses)

RECN 720 \_\_\_\_\_ RECN 701 \_\_\_\_\_

RECN 705 \_\_\_\_\_

**Site Information**

Clinical Site: \_\_\_\_\_

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

(Street)

(City)

(State)

(Zip Code)

Supervisor's Name (on site): \_\_\_\_\_

Title: \_\_\_\_\_

**Please check all that apply and provide the license number:**

CRC \_\_\_\_\_  LCPC \_\_\_\_\_  LCADC \_\_\_\_\_ LCSWC

\_\_\_\_\_  CAC \_\_\_\_\_

Phone/ Fax Number: (       ) -

E-mail Address: \_\_\_\_\_

**DEPARTMENT INFORMATION**

Name of assigned unit: \_\_\_\_\_ Proposed work schedule:

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Hours					

**University of Maryland Eastern Shore**  
Statement on Confidentiality

Students participating in fieldwork placements involving direct contact with clients and/or consumers assume professional responsibilities. Therefore, the student must adhere to confidentiality to safeguard the privacy of the privileged information to which students are exposed. The Code of Ethics for Rehabilitation Counselors applies to students on fieldwork placements. The Code of Professional Ethics can be found by following the link

<https://crccertification.com/wp-content/uploads/2023/04/2023-Code-of-Ethics.pdf>

Adopted in September 2022 by the Commission on Rehabilitation Counselor Certification for its Certified Rehabilitation Counselors. This Code is effective as of January 1, 2023.

A copy of CRCC's guidelines and procedures for processing complaints along with a complaint form may be obtained from CRCC's website or by contacting CRCC at:

CRCC

1699 East Woodfield Road, Suite 300

Schaumburg, IL 60173

(847) 944-1325

**I HAVE READ AND UNDERSTAND THE POLICY OUTLINED ABOVE. I ALSO UNDERSTAND THAT IF I HAVE ANY QUESTIONS, IT IS MY RESPONSIBILITY TO ADDRESS THESE CONCERNS WITH THE CLINICAL COORDINATOR.**

**Student Signature**

**Date**

**University of Maryland Eastern Shore  
Department of Rehabilitation**

*Statement on Protecting the Privacy of Patients' Health Information*

Students participating in the Fieldwork Education Program involving direct contact with patients/clients and/or consumers assume professional responsibilities. Therefore, students are required to abide by the provisions of US Health and Human Services for Protecting the Privacy of Patients' Health Information (HIPPA), as interpreted by each supervised practice facility. A fact sheet may be viewed at: <https://www.hhs.gov/sites/default/files/hipaa-privacy-rule-and-sharing-info-related-to-mental-health.pdf>

**Student Signature**

**Date**

**Appendix C**  
**Site Supervisor Information Sheet**  
**UMES Graduate Rehabilitation Counseling Program**

Dr. Ms. Mr. Mrs.: \_\_\_\_\_  
Last First

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

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Work Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

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

Present Position Title: \_\_\_\_\_

Certification/License: \_\_\_\_\_

Expiration Date: \_\_\_\_\_

Do you have experience supervising interns in the past? Yes No

If, yes how many years of experience you have supervising interns? \_\_\_\_\_

Have you supervised UMES counseling interns in the past? Yes No

**EDUCATION** (Begin with most recent)

Institution, Location	Degree	Year

Other Educational-related Experiences: (Begin with most recent):

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**PROFESSIONAL EXPERIENCE (Begin with most recent)**

Employer	
Employer Address	
Dates of Employment	
Position Title	
Position Responsibilities	

Employer	
Employer Address	
Dates of Employment	
Position Title	
Position Responsibilities	

Employer	
Employer Address	
Dates of Employment	
Position Title	
Position Responsibilities	

**PROFESSIONAL AFFILIATIONS/MEMBERSHIPS:**

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



**Appendix D**  
**Supervision Agreement**  
**UMES Graduate Rehabilitation Counseling Program**

This form is to be completed jointly by the Clinical Coordinator on behalf of UMES Graduate Rehabilitation Counseling Program at Department of Rehabilitation, the Site Supervisor on behalf of the Agency Site, and UMES Graduate Rehabilitation Counseling Student. Please complete every part of this agreement.

Placement Period: Spring    Summer    Fall    Winter	Academic Year:
<b>Student's Information</b>	
Name:	UMES ID#
Address:	
Phone:	Email:
<b>Site Information</b>	
Agency Name:	Phone:
Agency Address:	
<b>Site Supervisor Information</b>	
Name:	License:
Phone:	Email:
<b>Faculty Supervisor Information</b>	
Name:	
Phone:	Email:

**Rehabilitation Counseling Graduate Clinical Coordinator:**

1. Will certify that the student or intern have been screened and have met all prerequisites for the practicum or internship.
2. Request to liability insurance.
3. Provide assistance to faculty supervising and instructing practicum or internship students, if needed.
4. Help assure that students in clinical practice are placed in an appropriate site and conform to the rules and regulations of the Site for clinical experience.
5. At the request of the Site, the Program will remove any student whose conduct or performance is regarded by the Site as inappropriate.
6. Cooperate with the clinical site in any circumstance that rise to a liability claim that involve a practicum or intern student.
7. Assure that all students and faculty supervisor will procure and maintain Professional Liability Insurance throughout the clinical experience

8. Provide evidence of the insurance coverage prior student start clinical practice.

#### **The Faculty Supervisor Responsibilities:**

1. Facilitate communication between the UMES and the Clinical Site about the counseling student's progress.
2. Review with the Clinical Coordinator that the Rehabilitation Counseling Student has completed the necessary educational prerequisites to be eligible for clinical experience.
3. Assess the student on appropriate and professional behaviors at the site including, but not limited to adhere to the administrative policies, rules, standards, schedules, and practices of the Clinical Site.
4. Be available for consultation with both the Site Supervisor and Counseling Student as needed.
5. Require the Counseling Student to purchase student professional liability insurance and maintain evidence of student liability insurance coverage.
6. Conduct a minimum of one Clinical Site visit to meet with the Site Supervisor to discuss the student's experience, progress, and professional development.
7. Monitor the field experience process to assure quality of site placement and satisfactory experiences for the student.
8. Consult with the clinical site regarding the student progress, possible conflicts, or impairment, including decisions regarding modification of duties or the termination of placement.
9. Provide a minimum of 1.5 hours of small group supervision weekly during the officially designated semester timeframe. These group supervision meetings will emphasize case presentation, counseling skills development, ethical issues, treatment, and confidential client information.
10. Meet individually with the student as needed to ensure appropriate professional development.
11. Evaluate the student's fulfillment of course requirements and performance, including videotape, audiotape, and written case summaries.
12. Assign the student a grade for the course based on (a) the assessment of the student's completion of course requirements and (b) the Site Supervisor's evaluation of the student's performance.

#### **Site Responsibilities:**

1. Assign a licensed professional, with a minimum of a Master's degree in Behavioral Sciences, as a site supervisor that has time for and interest in training and supervising the Rehabilitation Counseling Student.
2. Provide learning opportunities for the Rehabilitation Counseling Student that include a variety of counseling activities under supervision.
3. Provide an adequate workspace, telephone access, office supplies, and technical support necessary to conduct counseling sessions, case management, and documentation.
4. Do their best effort to provide the opportunity to video or audio record counseling sessions or allow live observation of session by the site supervisors.
5. Promote professional respect and courtesies to the Rehabilitation Counseling Student as a professional-in-training.
6. Provide the Rehabilitation Counseling Student access to a client caseload that meets program requirements for the minimum number of clock hours (approximately 100 for practicum, 300 for internship), with at least 40 hours during practicum and 120 hours during internship spent in direct service to clients, counseling individuals, families, couples and/or groups.

7. Provide, upon request by participating Rehabilitation Counseling Student, reasonable accommodations as required by law in order to allow qualified disabled students to participate in the training program at the facility.
8. Maintain open communication with the Faculty Supervisor and the Clinical Experience Coordinator on any changes in staff, policies, and operation that may have direct impact in the Clinical Experience.

#### **The Site Supervisor Responsibilities:**

1. The site supervisor will orient the student regarding clinical site rules and regulations.
2. Provide appropriate client contact as well as appropriate instruction and supervision.
3. Recognize the student as a intern, so that it will demand activities and tasks according to the scope that a student must have, without violating the professional practice and not require of them services beyond the scope of the practicum/internship requirements.
4. Review the Clinical Practice Manual that contain relevant information on training materials, examples, evaluation forms and weekly or monthly logs.
5. Review and sign all documentation that has to be submitted by the student.
6. Will be aware that practicum students must document at least 40 hours of direct contact with clients during the Practicum.
7. Will be aware that internship students must document a minimum of 140 hours of direct contact with clients during the Internship.
8. The site supervisor must either be on accessible when the student is seeing clients or available by telephone in an emergency.
9. Practicum or Internship students should not be expected to act as filing clerks, receptionists, marketing people, or to take on non-counseling related roles at the site.
10. Complete formative and summative evaluative information to the practicum/internship student.
11. Will notify the Faculty Supervisor or the Clinical Coordinator, of any conflicts regarding the student and his or her responsibilities.
12. Will request withdrawal of any student whose conduct or performance does not meet the standards of the clinical site.

#### **Internship Student:**

1. Must professionally conduct themselves according to the rules and regulations of the clinical site, and the norms and policies of the UMES
2. Will be aware of the dress and appearance code of the clinical site and the UMES
3. Will be responsible for arriving and leaving at the agreed upon time, working the schedule agreed upon, and interacting with staff, peers, and clients.
4. Practicum students and interns will stand by all rules and regulations of the site as required in the Practicum/Internship Agreement.
5. Will communicate to the Faculty Supervisor and the Clinical Experience Coordinator, any circumstance that has direct impact in the clinical experience. It includes if the practicum student or intern consider to leave the site before completing the terms of the agreement.
6. The practicum student or inter will give a minimum of two weeks' notice in writing to the site, if the Clinical Experience Coordinator authorize the removal of the student from the site.
7. Practicum students and interns must not agree to counsel clients, groups, or families who have issues that are beyond the Intern's scope of practice and training. An Intern should refer these clients whose issues are beyond the Intern's training to a more experienced clinician. Practicum students and interns agree to abide by the CRCC Professional Code of Ethics. They

may not refer or refuse to counsel a client based solely on the client's race, ethnicity, religion, sexual orientation, gender, age, or disability. Practicum students and interns will offer proof of liability insurance coverage that is outside of the coverage provided by the Site or by Mercer University. Practicum students and interns acknowledge intent to comply with all applicable conditions of the agreement.

**Mutual Agreements:**

1. No discrimination will be against any student because of gender, sexual orientation, age, marital status, race, color, creed, national origin, or disability.
2. All electronic and redacted information used for supervision off-site will be transported and destroyed as needed to protect client privacy.
3. This agreement is considered in effect for the period designated and may be reviewed at any time, for any reason, and may be terminated by either the Site or the Program.

**Consent**

We certify that we have read and understood the contents of this agreement. We also declare that we sign freely and voluntarily.

_____ Site Supervisor Signature	_____ Date
_____ Faculty Supervisor Signature	_____ Date
_____ Student Signature	_____ Date
_____ Clinical Coordinator	_____ Date

**Appendix E  
Internship Logs**



Department of Rehabilitation  
**Internship: Weekly Activity Log**

Student Name \_\_\_\_\_ Week of: \_\_\_\_\_

Time Period Covered: Beginning \_\_\_\_\_ and Ending \_\_\_\_\_

Please check the types of **DIRECT HOURS** you provided during the above time period and estimate the number of hour you spent on each direct service

<b>Direct Client Contact</b>	<b>Check</b>	<b>Number of Hours</b>
1. Facilitating individual counseling		
2. Facilitating group counseling		
3. Telephone Contact with Clients		
4. Conducting Intakes		
5. Arranging services for clients		
6. Job placement and development		
7. Consultation with clients/ families		
8. Psychosocial Evaluations		
9. Vocational Assessments		
10. Advocacy on behalf of a client		
11. Directly providing service (e.g., job coaching, mobility training) for a client or clients		
12. Other: Explain		

(Pls. note: STUDENTS MUST COMPLETE 240 DIRECT HOURS)

**Weekly total of direct contact:** \_\_\_\_\_ **Cumulative Direct Total:** \_\_\_\_\_

Please check the types of **INDIRECT HOURS** you provided during the above period and estimate the number of hours you spent on each indirect service

<b>Non-Direct Client Contact</b>	<b>Check</b>	<b>Number of Hours</b>
1. Orientation		
2. Consultation with staff or providers		

3. Staff Meetings		
4. Writing case notes		
5. Administrative Duties		
6. Professional Development (explain)		
7. Scheduling interview/ sessions		
8. Other activity (explain)		
9. Individual Supervision-UMES		
10. Group Supervision-UMES		
11. Individual On-site Supervision -Clinical Site		
12. Group On-site Supervision – Clinical Site		

**Weekly total of non-direct contact:** \_\_\_\_\_ **Cumulative Non- Direct Total:** \_\_\_\_\_

**Weekly Total of hours:** \_\_\_\_\_ **Cumulative Total:** \_\_\_\_\_

<b>Signatures</b>	<b>Date</b>
Student:	
Site Supervisor:	
CRC Supervisor:	



**University of Maryland Eastern Shore  
Internship Daily Log**

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

Time in: \_\_\_\_\_ Time out: \_\_\_\_\_ Hours: \_\_\_\_\_

Cumulative Hours: \_\_\_\_\_

Date:	
Brief Description:	

Clinical Coordinator/CRC Supervisor Signature



**University of Maryland Eastern Shore  
Weekly Internship Student's Supervision Notes**

This note is to help internship students to document their supervision experience, which aims to help students work through concerns and issues related to the Practicum.

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

<b>Type of Supervision</b>	<b>Date</b>	<b>Duration</b>	<b>Supervisor Name</b>	<b>CR</b>
University Individual Supervision				Yes
University Group Supervision				Yes
Site Individual Supervision				Yes

Concerns discussed during the supervision which each supervisor:

What have you learned regarding the above concerns during the supervision?

<b>Signatures</b>	<b>Date</b>
Student:	
CRC Supervisors:	

**Appendix F**  
**Remediation for Internship Students**  
**University of Maryland Eastern Shore**  
**Department of Rehabilitation**

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

Internship Placement: \_\_\_\_\_

Internship Supervisor Name: \_\_\_\_\_

Internship Supervisor Phone Number: \_\_\_\_\_

CRC Faculty Supervisor: \_\_\_\_\_

Suppose a student is proceeding in an unsatisfactory manner in their Internship placement. In that case, a remediation plan will be prepared by the Clinical Coordinator and CRC Faculty supervisor summarizing the reasons for remediation, recommendations for improvement, and timeline/deadlines for improvement to occur. Students must successfully complete this remediation plan in order to receive a passing grade in this course.

By signing below, the student is agreeing to the remediation plan as stipulated by the Supervisor and Clinical Coordinator.

Student Signature

Date

Clinical Coordinator Signature

Date

Chair, The Department of Rehabilitation

Date

**Appendix G**  
**Student Performance Evaluation**  
**University of Maryland Eastern Shore**

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

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

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

*Please indicate either midterm or final evaluation below:*

**Midterm Evaluation**       **Final Evaluation**

*Please indicate evaluator below:*

**On-Site Supervisor Evaluation**     **Faculty Evaluation**

*Please apply the following scale in your rating, respond to each statement, and mark only one response for each statement.*

**E** = Excellent      **G** = Good      **S** = Satisfactory      **U** = Unsatisfactory

**NO** = Not Observed      **NA** = Not applicable/available

<b>Student</b>	<b>Evaluation Rating</b>
Demonstrates Punctuality	
Wears appropriate attire	
Keeps appointments	
Prepares appropriately for assignments	
Flexibility	
Able to follow through with tasks	
Assumes responsibility	
Takes initiative	
Understands purpose of supervision	
Uses appropriate grammar and punctuation	
Documentation reflects graduate level work	
Assumes responsibility for participation in supervisor relationship	
Submits work on time	

Receptive to constructive criticism	
Uses supervision for growth and skill improvement	
Respectful of authority	
Minimal defensiveness and resistance to supervision	
Relates to people with warmth and interest	
Works well with others on staff	
Relates to individuals in groups	
Relates to individuals in one-on-one situations	
Relates to professionals in the field	
Demonstrates understanding of confidentiality	
Protects Confidentiality	
Understands the role as a helping professional	
Able to avoid over identification with others	
Fosters responsibility in others	
Utilizes reading materials in professional development	
Functions independently	
Is consistent	
Encourages advocacy activities	
Understands due process procedures	
Understands risk assessment	
Shows knowledge of the Code of Professional Ethics	
Demonstrates knowledge of ethical guidelines	
Demonstrates ability to complete work assignments	
Demonstrates understanding of clinical site system	
Demonstrates ability to provide information, education, training, equipment, and supports that people with disabilities need	
Understands how to evaluate the adequacy of existing information	
Shows ability to integrate cultural, social, economic, disability-related, and environmental factors in rehabilitation planning	

Demonstrates ability to utilize resources and consult with other professionals to assist in the effective delivery of service	
---	--

**If you checked midterm evaluation above please answer the following question (and skip question 2), if you checked final evaluation above please proceed to question 2.**

1. Has the student completed 300 hours-120 direct hours for their internship experience?

(Mid) Yes  No

2. Has the student completed 600 hours-240 direct hours for their internship experience?

(Final) Yes  No

3. Did the CRC Supervisor maintain regular contact?

Yes  No

4. Your recommended grade for the supervised clinical practice? (Please

explain) A  B  C  D  F

5. Based upon the internship experiences would you employ or recommend for employment this professional rehabilitation counselor? (If No, Please specify in detail)

Yes  No

6. Have you reviewed this evaluation with the student?

Yes  No

Comments or Suggestions

Signatures	Date
Student:	
Site Supervisor:	

**Appendix H**  
**Internship Student Self-Evaluation**  
**University of Maryland Eastern Shore**

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

Participant Agency Name: \_\_\_\_\_

Agency Supervisor's Name: \_\_\_\_\_

This questionnaire has been developed as a means to gather information regarding your perception of the counseling practicum experience. This questionnaire has two general purposes. First, it should provide a standardized format for making generalizations about the practicum experience for all students. Second, it should provide a basis upon which specific agencies and the school's faculty can base discussions regarding continued improvement of the practicum program.

1. Which of the following characterizes the most common problem of clients you worked with in the agency setting?
  - a. Personal (Psychological)
  - b. Medical (Physical)
  - c. Vocational
  - d. Social
  - e. Other (Specify) \_\_\_\_\_
2. How would you characterize the experience encountered toward the school program?
  - a. Very Positive
  - b. Positive
  - c. Neutral
  - d. Negative
  - e. Very Negative
3. Generally, how honest do you feel the agency has been with the school regarding work?
  - a. Agency openly shared relevant information about my work with the school.
  - b. Agency share most relevant information about my work with the school.
  - c. Agency withheld quite a bit of relevant information about my work from the school.
  - d. Agency distorted information about my work it shared with the school
4. Has the contact between the agency and the school supervisor benefited you?
  - a. Very Much
  - b. Considerably
  - c. Somewhat
  - d. Not At All

5. Generally, did the agency's supervisor benefit you?

- a. Very Much
  - b. Considerably
  - c. Somewhat
  - d. Not At All
6. What percentage of time did you spend on each of the following activities?
- |                    |       |                        |       |
|--------------------|-------|------------------------|-------|
| a. Counseling      | _____ | e. Clerical Activities | _____ |
| b. Placement       | _____ | f. Meetings            | _____ |
| c. Case Management | _____ | g. Other (Specify)     | _____ |
| d. Testing         | _____ |                        |       |
7. Was taping interviews a problem?      Yes              No  
 If you answered YES, explain why: \_\_\_\_\_
8. How would you characterize the adequacy of office space for counseling?
- a. Excellent
  - b. Very Adequate
  - c. Adequate
  - d. Poor
  - e. Inadequate
9. Would you select this practicum setting if you had to do it over again?
- a. Definitely
  - b. Probably
  - c. Neutral (Ambivalent)
  - d. Unlikely
  - e. No
10. Overall, how would you rate your practicum experience?
- a. Excellent
  - b. Good
  - c. Fair
  - d. Poor
  - e. Bad
11. Evaluate the academic program in terms of effectiveness in preparing you for the practicum experience. Please make any recommendations for improvement.
12. Evaluate the effectiveness of the Rehabilitation Agency in meeting practicum goals. Please make any recommendations for improving the agency's programs and services.



13. Evaluate your own progress, emphasizing your strengths and areas that need to be improved. Include how you feel about your competence in the field of rehabilitation counseling.

*My permission is given to have a copy of this evaluation sent to my agency supervisor.*  
(Please note that you are **not** required to give your permission).

<b>Signatures</b>	<b>Date</b>
Student:	

**Appendix I**  
**Site Supervisor Questionnaire**  
**University of Maryland Eastern Shore**

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

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

*Please apply the following scale in your rating, to respond to each statement.*

1 = Yes      2 = No      3 = Not Sure

<b>This Program Provides:</b>	<b>Rating</b>
Written information detailing the programs mission and objectives	
<b>Clinical Experience Activities Include:</b>	
At least 600 hours of experience in a rehabilitation setting	
Receipt of written expectations and procedures for practicum experience	
<b>Student Internship Experiences Include:</b>	
Orientation to program components of my field placement sites: including policies, procedures, staff roles, and practicum/internship expectations	
Performing rehabilitation counseling tasks from intake to discharge or placement	
Self-evaluation procedures in which students evaluate their own performance	
Evaluation of student performance by the supervisor at the field site	
Communication of the expectation of regularly schedules supervision to field site supervisors	

*For the following questions please rate the program according to the degree to which it prepares the internship student(s) you supervise. Apply the following scale in your rating.*

0 = No Preparation    1 = Little Preparation    2 = Moderate Preparation  
 3 = High Degree of Preparation    4 = Very High Degree of Preparation

<b>The program prepared the individuals I supervise to:</b>	<b>Rating</b>
Apply ethical principles in practice	
Apply appropriate legal principles	
Utilize ethical decision-making skills in resolving ethical dilemmas	
Understand the impact of history, philosophy, and legislation on rehabilitation	
Understand the scope of services of various service delivery systems.	
Conduct individual counseling	
Develop and maintain a counseling relationship.	

Establish individual goals and objectives in counseling	
Assist individuals with crisis resolution	
Facilitate an individual's independent decision making	
Conduct group counseling sessions on adjustment and/or other vocational problems, when appropriate	
Involve the individual's family or significant others in the counseling sessions, when appropriate	
Recommend strategies to individuals to resolve identified problems that impede the rehabilitation process	
Determine adequacy of information and planning	
Integrate cultural and social factors in rehabilitation planning	
Integrate economic factors in rehabilitation planning	
Integrate disability-related factors in rehabilitation planning	
Integrate environmental concerns in rehabilitation planning	
Identify available resources	
Facilitate with the individual the development of a rehabilitation plan	
Facilitate with the individual the development of independent living plan	
Communicate with other service providers involved with the individual and/or family	
Determine mutual responsibilities with other service providers involved with the individual and/or the family	
Refer individuals to community resources when appropriate	
Assist individuals in identifying potential fiscal resources	
Consult with agencies to promote the integration of individuals in the community	
Market services and availability of rehabilitation services	
Identify computer-related resources	
Identify appropriate assistive technology	
Understand consumer vocational goals	
Understand consumer-related resources	
Utilize career and occupational information	
Obtain and utilize labor market information	
Explore occupational alternatives	
Develop career plans	
Understand career development theories	
Understand the importance of work to individuals	
Identify prerequisite and training for specific career goals	
Identify and resolve work adjustment problems	
Gather information concerning the existence, onset severity, progression, and expected duration of an individual's disability	

Determine an individual's eligibility for rehabilitation services and/or programs	
Evaluate the feasibility of an individual's rehabilitation or independent living objectives	
Review assessment information to determine appropriate services	
Consult with professionals in other disciplines	
Assess the relevant vocational knowledge and experience of the individual	
Interpret assessment/evaluation results to individuals and/or family members	
Assess individual decision-making capabilities	
Determine the individual's vocational skills	
Determine an individual's vocational aptitudes	
Determine an individual's vocational interests	
Determine an individual's independent living skills	
Determine an individual's independent living aptitudes	
Determine an individual's need for independent living preferences	
Determine an individual's need for rehabilitation engineering/technology services	
Identify and contact employers to develop job opportunities	
Perform job and task analysis	
Modify and restructure jobs	
Incorporate assistive devices into job modification when appropriate	
Consult with experts to increase the functioning of individuals	
Educate prospective employers about hiring persons with disabilities	
Assist employers in identifying, modifying, or eliminating architectural procedural and attitudinal barriers to employment of persons with disabilities	
Determine potential job match (i.e. match of individuals with appropriate jobs)	
Teach job-seeking and job retention skills	
Provide support services to facilitate job retention	
Establish follow-up and follow-along services as necessary	
Read and understand rehabilitation counseling research	
Obtain and apply information from published rehabilitation counseling research	
Determine the applicability of specific research results to my practice	
Understand the importance of participating in research that will benefit the profession	

**Appendix J**  
**Student Questionnaire**  
**University of Maryland Eastern Shore**

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

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

*Please apply the following scale in your rating, to respond to each statement.*

1 = Yes      2 = No      3 = Not Sure

<b>This Program Provides:</b>	<b>Rating</b>
Written information detailing the programs mission and objectives	
Courses syllabi that include course/unit objectives	
Courses syllabi that include content areas to be covered	
Courses syllabi that include specification of required texts and readings	
Courses syllabi that include student evaluation (grading) criteria	
Courses syllabi to students at the beginning of each enrollment period	
The opportunity for elective coursework	
A focus on graduate studies in rehabilitation counseling	
A graduate curriculum consisting of at least 60 semesters	
At least 100 hours of practicum experience	
Receipt of written expectations and procedures for practicum experience	

At least one hour per week of individual supervision for practicum, which is provided by a program faculty member or a qualified individual working under the supervision of the program faculty member	
At least 600 hours of internship experience in rehabilitation counseling	
At least one hour per week of individual supervision for internship, which is provided by a program faculty member or a qualified individual working under the supervision of a program faculty member	
Receipt of written expectations and procedures for internship experience	

*For the following questions please rate the program according to the degree to which it prepared you for the following scale in your rating.*

0 = No Preparation    1 = Little Preparation    2 = Moderate Preparation

3 = High Degree of Preparation    4 = Very High Degree of Preparation

<b>The program prepared the student to:</b>	<b>Rating</b>
Apply ethical principles in practice	
Apply appropriate legal principles	
Utilize ethical decision-making skills in resolving ethical dilemmas	
Understand the impact of history, philosophy, and legislation on rehabilitation	
Understand the scope of services of various service delivery systems	
Conduct individual counseling	
Develop and maintain a counseling relationship	
Establish individual goals and objectives in counseling	
Assist individuals with crisis resolution	
Facilitate an individual's independent decision making	
Conduct group counseling sessions on adjustment and/or other vocational problems, when appropriate	
Involve the individual's family or significant others in the counseling sessions, when appropriate	
Recommend strategies to individuals to resolve identified problems that impede the rehabilitation process	
Determine adequacy of information and planning	
Integrate cultural and social factors in rehabilitation planning	
Integrate economic factors in rehabilitation planning	
Integrate disability-related factors in rehabilitation planning	
Integrate environmental concerns in rehabilitation planning	
Identify available resources	
Facilitate with the individual the development of a rehabilitation plan	
Facilitate with the individual the development of independent living plan	

Communicate with other service providers involved with the individual and/or family	
Determine mutual responsibilities with other service providers involved with the individual and/or the family	
Refer individuals to community resources when appropriate	
Assist individuals in identifying potential fiscal resources	
Consult with agencies to promote the integration of individuals in the community	
Market services and availability of rehabilitation services	
Identify computer-related resources	
Identify appropriate assistive technology	
Understand consumer vocational goals	
Understand consumer capabilities related to the world or work	
Utilize career and occupational information	
Obtain and utilize labor market information	

Explore occupational alternatives	
Develop career plans	
Understand career development theories	
Understand the importance of work to individuals	
Identify prerequisite and training for specific career goals	
Identify and resolve work adjustment problems	
Gather information concerning the existence, onset severity, progression, and expected duration of an individual's disability	
Determine an individual's eligibility for rehabilitation services and/or programs	
Evaluate the feasibility of an individual's rehabilitation or independent living objectives	
Review assessment information to determine appropriate services	
Consult with professionals in other disciplines	
Assess the relevant vocational knowledge and experience of the individual	
Interpret assessment/evaluation results to individuals and/or family members	
Assess individual decision-making capabilities	
Determine the individual's vocational skills	
Determine an individual's vocational aptitudes	
Determine an individual's vocational interests	
Determine an individual's independent living skills	
Determine an individual's independent living aptitudes	
Determine an individual's need for independent living preferences	
Determine an individual's need for rehabilitation engineering/technology services	
Identify and contact employers to develop job opportunities	
Perform job and task analysis	
Modify and restructure jobs	
Incorporate assistive devices into job modification when appropriate	
Consult with experts to increase the functioning of individuals	
Educate prospective employers about hiring persons with disabilities	
Assist employers in identifying, modifying, or eliminating architectural procedural and attitudinal barriers to employment of persons with disabilities	
Determine potential job match (i.e. match of individuals with appropriate jobs)	
Teach job-seeking and job retention skills	
Provide support services to facilitate job retention	
Establish follow-up and follow-along services as necessary	
Read and understand rehabilitation counseling research	



Obtain and apply information from published rehabilitation counseling research	
Determine the applicability of specific research results to my practice	

*Please apply the following scale in your rating, to respond to each statement.*

1 = Yes      2 = No      3 = Not Sure

<b>This Program Provides:</b>	<b>Rating</b>
Opportunities to understand the importance of participating in research that will benefit the profession	
Written recruitment and/or retention policies, procedures, and materials	
Identified options for students with financial assistance	
Representation of students with disabilities	
Representation of students with minority status	
Clarification of program requirements for students	
Opportunities for students to provide feedback about the program	
Opportunities for involvement in professional rehabilitation counseling associations	
Opportunities for interaction with persons active in rehabilitation counseling	
Exposure to other helping professions	
Involvement with consumer and advocacy groups	