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INTRODUCTION

This Rehabilitation Services Internship Manual (RHB 4900) has been developed to assist undergraduate rehabilitation services (majors and minors) students in completing their internship field experience. The manual includes a description of the forms that need to be completed as part of the internship course. The forms are located in electronic format within PILOT. Due dates are listed on the syllabus on PILOT.

Completion of internship hours begins on the first day of the semester. Students may not begin their internship until the first day of the semester unless prior approval for training has occurred. Students should make the most of the internship experience and take this opportunity to apply and refine academically trained rehabilitation skills. Many students receive their first job offer based on their performance and professionalism during internship, therefore active participation at the internship site is suggested.

During the course of your internship, questions or concerns may arise. These should be discussed with the faculty member teaching internship. Enjoy your internship and “Do Wright State University Proud.”

Sincerely,

Gina R. Oswald

Gina R. Oswald, Ph.D., CRC, PC
Assistant Professor and
Rehabilitation Services Program Director
MISSION
of
Rehabilitation Services

The mission of the Rehabilitation Services program at Wright State University is to provide quality undergraduate education in the area of rehabilitation services and prepare students to secure and excel in employment in their communities. Students will be recruited from diverse backgrounds and be trained to work with a broad spectrum of consumers in rural, urban and suburban communities. The priorities and expectations of the faculty are to provide students with the necessary training to perform ethically, competently and successfully as entry-level rehabilitation service professionals.

Program Goals

The rehabilitation services program is designed to:

1. Increase the supply of trained rehabilitation personnel.

2. Enhance the quality of services to people with disabilities and other life altering experiences.

3. Contribute to the general body of knowledge associated with the rehabilitation profession.

4. Produce self-aware graduates who will act as consistent advocates for the populations served.

5. Promote a multidisciplinary approach to the rehabilitation process.
Program Objectives

Upon completion of the rehabilitation services major, the graduate will be able to demonstrate:

A. **Knowledge**

1. A basic understanding of the history, legislation, and philosophy of rehabilitation. This includes the American with Disabilities Act (ADA), Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.
2. An understanding of the rehabilitation process.
3. An understanding of the physical, psychological, social, and/or vocational problems encountered by people with disabilities.
4. A basic understanding of communication techniques used to improve interpersonal effectiveness with consumers, other professionals, peers, and supervisors.
5. A basic understanding of medical terminology and how it applies to rehabilitation.
6. A basic understanding of developmental, physical, and psychiatric disabilities and their impact upon the physical, psychological, social and vocational activities of the consumer and his/her family or significant others.
7. A basic understanding of the value of occupational information to the rehabilitation process.
8. A basic understanding of how to read and interpret research data.
9. An understanding of various techniques used for intake interviewing, casework recordings, and needs assessments.
10. A basic understanding of resources available within the rehabilitation process.
11. A basic understanding of confidentiality and the rehabilitation team process.
12. A basic understanding of substance abuse.
13. A basic understanding of assistive technology and the independent living philosophy.

B. **Skills**

The graduate will be able to demonstrate the ability to:

1. Implement the rehabilitation process with the assistance of other human service personnel.
2. Identify assets and limitations imposed by a disability that are unique to the individual.
3. Locate resources that will facilitate the rehabilitation process.
4. Determine community need for rehabilitation services and assist in developing and implementing appropriate rehabilitation services.
5. Evaluate community agencies and programs for appropriate referral determination and consumer benefit.
6. Conduct initial assessment interviews with consumers and their families.
7. Provide minimal interpretation of medical and psychological information to consumers.
8. Conduct career assessments.
9. Assist persons with disabilities in developing realistic occupational goals.
10. Teach basic job seeking skills to consumers.
11. Read and use research material.
12. Consistently make appropriate ethical decisions concerning specific populations.
13. Understand when it is appropriate to use assistive technology.

C. Dispositions

The graduate will demonstrate:

1. An open and accepting attitude towards people with disabilities and cultural aspects involved in rehabilitation services provision.
2. An awareness of personal attitudinal and/or educational limitations that may negatively impact the rehabilitation process.
3. An understanding of diversity and multicultural issues that affect the rehabilitation process.
4. An appreciation of peers and other professionals involved in the rehabilitation process.
5. Empathy towards people with disabilities and other life altering experiences.
6. Awareness of the professional growth opportunities through professional organizations and the importance of networking.

Note: Rehabilitation services minors will have exposure to similar knowledge, skills, and dispositions, however their exposure will be more limited due to the fewer number of courses taken by the rehabilitation services minor.
REHABILITATION INTERNSHIP CONTRACT

General Description:

The purpose of the rehabilitation internship contract is to define the responsibilities of the student, site supervisor, and the university supervisor concerning the internship experience. It is meant to provide general guidelines, however does not spell out *exact or specific* responsibilities that a student will complete during an internship. The reason for this is because the student should follow the policies and procedures his/her internship placement site sets forth and follows. Each agency is very different and each student’s responsibilities and experience at the internship will be different.

Experience Guidelines:

Although Rehabilitation Services students may find internship placements at a whole host of rehabilitation settings, the internship experience must provide a *new and bachelor-level experience* in order to be accepted for this field experience. Internship experiences may be paid or unpaid. However, a student beginning a new job for the internship experience must complete a Paid Internship Form to be signed by university supervisor, site supervisor and student acknowledging the employee status of the student at the time of the internship. Student must complete 400 hours total at the internship site (or 200 hours for students splitting the experience between two semesters or students completing the minor). Forty percent of those hours must involve direct contact with consumers. If an agency is closed for unforeseen circumstances outside the control of the student, the student would not have to make up that day’s hours provided proof from the agency.

Contract Completion:

It is the responsibility of the student to make sure that the Rehabilitation Internship Contract is completed and turned in to the university supervisor by the deadline listed in the syllabus on PILOT.

The Rehabilitation Internship Contract is completed by the student; filling in the **site supervisor’s name**, the **agency name** and **university supervisor’s name**. After this is completed, the student should sign his or her name and date it on page two, the supervisor should sign his or her name and date it. Some agencies require a director signature. If this is the case at the agency the student is completing his or her internship, then this signature and a date needs to be acquired. After the appropriate signatures are acquired, the contract needs to be sent or turned in to the university supervisor by the due date specified. The contract will then be filed in the student’s internship file so that the university has documentation of an agreement with the internship site. The site and student may want to make a copy of the contract for their records.
INTERNSHIP SITE INFORMATION SHEET

Description:

This form is one of the most important documents that you will complete for your internship because it has all of the pertinent information concerning your site. Information included on the form includes but is not limited to: Your name, telephone number and mailing address (this is critical so that the university supervisor can get in touch with you if there is a question or information needs to be mailed to you). The correct and legal name of the agency, address, telephone number, name of site supervisor (correctly spelled) and the title of the supervisor is also needed on the form. This is needed so that the university supervisor can contact the site supervisor if there are questions and to do follow-up calls concerning the progress that the student is making in the internship experience. A copy of the supervisor’s resume should be attached.

It is critical to know when the student is scheduled at the work site so that the student can be contacted there and the final evaluation of the site visit can be scheduled during the student’s time at the site. Please fill in the beginning and ending time (use A.M. and P.M. for each) for each day you are scheduled to work. No more than 40 hours per week may be scheduled. Internship students are responsible for scheduling the site visit with their supervisor and the university supervisor. This will be done via the agreed upon medium by the instructor. Confirmation of the site visit will be provided by the instructor.

Should your hours, site supervisor, or any other information change while you are completing your internship, it is the responsibility of the student to contact (in writing) the university supervisor with the changes. Complete another form and forward it to the university supervisor of internship. This is part of professionalism, one of the qualities agencies look for when hiring new rehabilitation services employees.

Map:

Complete a detailed map to your internship site for the university supervisor to use to get to your internship site. This map should be from Wright State University to the site. All roads and streets must be clearly marked and any landmarks should be added. In addition to the map you should write out the directions that are unclear and discuss parking. Web maps alone do not satisfy the map requirement.
RHB 4900 GOAL (s) and Objectives

It is the responsibility of the student to develop a goal or goals and objectives for his or her internship site with input from the site supervisor. The objectives should be written \textit{behaviorally} with a measurement \textbf{that can be evaluated}. When writing the objective, the student should consider things s/he would like to learn at the site. This will make the internship experience more meaningful to the student. Each student must have at least one goal and a minimum of two objectives for the goal. The goal(s) and objectives should be submitted to the university supervisor on the due date on PILOT. The RHB 4900 Goal and Objectives form should be submitted to the university supervisor by snail mail on the due date listed on PILOT.

The goal and objectives that are developed by the student with the input of the site supervisor should be discussed in the power point presentation (see outline) at the end of the semester.

Note: If you are doing internship over two semesters, your goal/objectives should change, unless you can justify to your university supervisor a good reason to have the same goal and objectives or if you have not made adequate progress toward the goal and objectives the previous semester.

Review the sample goal and objectives that follow.
SAMPLE

RHB 4900 Goal and Objectives

Student Name: ____________________________

Overall Goal for RHB 4900:
____ Learn about the services offered at two other agencies that work with juveniles.

_________________________________________________________________________________

Objectives: (Must be written behaviorally and include an evaluation criterion.)

1.  Visit a juvenile facility that offers partial hospitalization services.

   **NOTE:** Evaluation is understood that you either did or did not visit a facility for juveniles that offers partial hospitalization—this would be documented in your weekly and final report.

2.  Complete a resource notebook describing the services available for offenders between the ages of 13-17.

   **NOTE:** Evaluation would be evidence that a resource notebook exists. It would be shown to the university supervisor during the site visit.

3.  _____________________________________________

   _____________________________________________

   **Alexander R. Smith  12.27.12**       **RHB 4900 Student  12.27.12**

   Site Supervisor Signature       Date       Student Signature       Date

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REHABILITATION SERVICES

INTERNSHIP EVALUATION OF STUDENT

Description:

All internship students are evaluated twice during the sixteen-week internship by their site supervisor. The results of the evaluations are included in the final grade that the student receives for his/her internship experience. The evaluations are formal and done on the evaluation form. After the evaluations are completed, the supervisor discusses the evaluation with the student. The supervisor and the student sign the evaluation. The supervisor should write the column total at the bottom of each column and then add the totals for a grand total.

Student Responsibility:

It is the student’s responsibility to provide his/her supervisor with the Guidelines for Rehabilitation Internship Evaluation for the midterm and final evaluation. Additionally, the student should provide the supervisor with the appropriate evaluation form. The student should add the objectives that he/she is working on for the semester. The supervisor should complete the form, discuss the form with the student and both the supervisor and student should sign the form and then the student should return the form to the university supervisor by the due date in PILOT. The student must be present for the site visit.

University Supervisor Responsibility:

The university supervisor will provide available dates to the student for a site visit and the student will coordinate with the site supervisor to schedule the visit. The university supervisor will visit sites within 50 miles of the university and serve as the coordinator of the students’ internship. Students completing internships further than 50 miles from WSU will have their site visit via telephone, unless an on site visit can be arranged. The university supervisor is available for consultation with the site supervisor or student anytime questions or concerns come up at the site.

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The site supervisor should evaluate the student on the midterm Evaluation form on the 13 predetermined skills and progress toward the goals the student developed with your assistance. The student should add the goals that were developed prior to giving the site supervisor the midterm evaluation form. The following are the areas of evaluation:

1. orient himself/herself in a helping service atmosphere
2. established rapport, communicate and maintain a good working relationship
3. organize work efficiently
4. function independently and make rational decisions
5. understand various disciplines involved in the work setting
6. work with other staff members and function as a team member
7. tolerate daily routine and frustrations encountered in helping service work
8. demonstrate improvement in interviewing skills
9. integrate academic work to practical situations
10. accept the responsibility of record keeping
11. maintain objectivity with consumers and keep personal problems in background
12. recognize and accept realistic needs in face of idealistic desires
13. and use and profit from supervision
14-17. These are the goals/objectives, the student would like to work on during his/her internship. Students are asked to develop 2-4 with the input of the supervisor. *The student should fill in the objective(s) in this area, prior to giving the form to the supervisor to evaluate.*

The university supervisor, site supervisor and other staff members will evaluate the student's progress continuously as the internship proceeds. Evaluation of student performance should always be with the student, not of him/her.

**Note:** A good rule of thumb to use when evaluating the student is: “What would you expect of a new hire after seven weeks of employment under your supervision at this agency?”
GUIDELINES FOR FINAL EVALUATION

(These guidelines are to be given to the site supervisor with the Final Evaluation Form)

During the final evaluation, the site supervisor should evaluate the student on the following 16 areas listed on the Final Evaluation Form and the goals the student developed with your input (Areas 17-20, student goals should be added here by student prior to giving form to supervisor). Below find the areas the student is to be evaluated on:

1. Understanding the operations of the agency
2. Established rapport with co-workers and is developing helping relationship
3. Organized work
4. Made independent and rational decisions
5. Understood various disciplines involved in the work setting
6. Worked with other staff members and functioned as a team member
7. Tolerated daily routine and frustrations encountered in the agency
8. Applied academic work to real life situations
9. Accepted the responsibility of record keeping/case recording
10. Maintain objectivity with consumers/clients
11. Keep personal problems in the background
12. Recognized and accepted own strengths and weakness
13. Used and profited from supervision
14. Accepted the responsibility of record keeping (case notes, reports, etc.)
15. Adequately accept realistic needs in face of idealistic desires
16. Attended when scheduled
17-20. These are the goals/tasks the student developed with your input at the beginning of his/her internship. The student should fill them in prior to giving the site supervisor the form.

After the evaluation is completed, the site supervisor should discuss the evaluation with the student. The student is responsible for forwarding the evaluation to the university supervisor.

Note: A good rule to use when completing the final evaluation is: "Does this student function at the expectations you would have for an employee who has been with this organization fifteen weeks?"
Power Point of the Internship Experience
Create a presentation of your internship experience using the Outline for the Power Point Presentation to be presented once by the student to a RHB 2010 class section as scheduled. The length of the Power Point is not as critical as addressing the various topics included in the outline. Professionalism and proper grammar, punctuation, spelling is expected.

WRIGHT STATE UNIVERSITY
POWER POINT OF REHABILITATION INTERNSHIP EXPERIENCE

Outline for the Power Point Presentation

I. Name of student, name of agency, and dates of internship experience.

II. Description of the Agency. (Include agency accreditation, services provided, population(s) served, staff credentials, etc.)

III. Statement of Student's Position in the Organizational Structure of the Agency (remember to include job title).

IV. Tasks completed at site. Examples of tasks/responsibilities a student may do during internship are: There may be other duties/tasks a student does at the internship site and these should be added under other.

1. Orientation
2. Intake
3. Case management - case notes
4. Reviewing case material
5. Assessment
6. Attend staff conferences/meetings
7. Attend in-service training
8. Supervisory conferences (how often?)
9. Placement activity
10. Follow-up activity
11. Field visits
12. Home visits
13. Visits to other agencies/networking
14. Treatment Plan development
15. Other duties (list and describe any other duties performed)

V. Evaluation of facility you did your internship. (Include in this portion your perception(s) of the agency, whether you would refer consumers to the agency, or like to work there. Back your perceptions up with examples.)

VI. Evaluation of supervised internship experience (Did you feel you received adequate supervision/Why - Why not?)

VII. Discuss the following:

A. Goal/objective (s) that you developed and how you met/did not meet the goals)—discuss what you learned while working toward the goals and objectives
B. Knowledge's acquired with one example or more of each (these are listed in your syllabus and are the ones you have been including in your weekly report)
C. Summarize your experience
D. How could internship be better?
E. What are your future plans?

VIII. Additional comments:
STUDENT WEEKLY REPORT

DESCRIPTION:

The student weekly report is the student’s documentation of weekly learning tasks and completed “X” number of hours toward the total required hours.

STUDENT RESPONSIBILITY:

It is the responsibility of the student to write his or her activities each day on the weekly report. Students should write their activities in the past tense, use correct grammar, punctuation, and spelling and remember consumer confidentiality---do not use consumer names in the report. Should the latter be violated the student will receive an automatic grade of 0 for the weekly report. Students should include his or her thoughts of how the student applied his or her academic skills to this activity or project; what the student was feeling or thinking at the time he or she was working on or doing this activity; any learning or related processing of the thoughts/activities that occurred. Internship activities should be based on the objectives of the course.

Each week in a discussion post, each student will summarize his/her BEST and WORST experience and then write about how these experiences are shaping the professional future of the student. In addition, each student will be asked to answer one question each week about his/her experience or internship agency.

The form for the weekly report is posted in the content section of PILOT. There is also a sample form that you can review. Completed weekly reports are posted under the student's name in the discussion area. Students should save weekly reports in Microsoft word, highlight them and paste them into the Discussion area under their name.

Hours Verification/Time Log

Upon completion of internship, there is an hours log verification form that the site supervisor, student and university supervisor sign. Complete the content portion of the form (providing a daily hours count and total hours count for the experience), sign it and then have the supervisor sign it. This will be your documentation of hours completed, along with your weekly reports. The signed hours log must be sent to the university supervisor once hours have been completed.
INTERNSHIP PLACEMENT EVALUATION

This form is used to evaluate your internship site. The completed form will be placed in a three-ring binder for future rehabilitation services students to review. Please use professional judgment (don't use names of co workers, etc.) since the document will be viewed by others. The due date is listed in PILOT. A copy of the form can be found in the content section of PILOT.

Graduation

Remember to apply for graduation through your academic advisor. You cannot graduate unless you apply to graduate. A formal graduation ceremony is held at the end of fall and spring semester; however, students may graduate at the end of summer semester and attend the ceremony at another date.