

Wright State University  
College of Education and Human Services  
Human Services Department  
Rehabilitation Services  
Internship Manual

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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.”

## Program Goals

The Rehabilitation Services Program is designed to:

1. Increase the supply of knowledgeable professionals who have the skills to function on an interdisciplinary team serving people with disabilities and other life altering experiences.
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.

## Program Objectives

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

### A. Knowledge

1. A basic understand 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 Guidelines

### 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. If a student will be paid during the internship, a Paid Internship Form must be completed and submitted with the contract.

## Rehabilitation Internship Contract

WRIGHT STATE UNIVERSITY COLLEGE OF EDUCATION AND HUMAN SERVICES

Department of Human Services

Semester: Fall:  Spring:  Summer:  Year: \_\_\_\_\_

Course Number: RHB 4900 (6 hrs):

RHB 4900 (3 hrs):

### Rehabilitation Internship Contract Memo of Understanding

This memo of understanding is entered into between \_\_\_\_\_  
(site supervisor's name) site supervisor representing \_\_\_\_\_ (agency)  
for \_\_\_\_\_ (student's name), an internship student from  
the College of Education and Human Services, Wright State University and the  
Rehabilitation Services program.

#### The student shall:

1. have written objectives and guidelines for the internship experience desire
2. be supervised by the department head or designee of the department in which she/he is obtaining her/his experience
3. contact the university supervisor should there be a problem or question concerning the internship.
4. uphold Agency rules and regulations as outlined in its procedures and policies
5. support the philosophy and objectives of the agency and the department in which the experience is being obtained
6. attend the required orientation meeting and site visit evaluation conducted by the university supervisor
7. maintain the mutually agreed upon internship schedule
8. meet the standards for quality care as specified by the agency
9. dress appropriately—as per agencies guidelines
10. maintain consumer confidentiality
11. arrange for a site visit based on site supervisor and university supervisor schedules
12. submit internship paperwork on due date.

**The site supervisor agrees to:**

1. provide the student with an orientation to agency procedures
2. provide the student with the opportunity to have consumer contacts, attend staff meetings, make contacts with other cooperating agencies, record case notes, etc.
3. hold weekly conferences with the student to review progress and plan for the following week
4. provide the student with a mid-term internship evaluation and to submit a final evaluation of the student's performance. (The student will provide the supervisor with the evaluation forms.
5. be available for conferences with the university supervisor as scheduled
6. provide adequate facilities in which to work
7. consult with the university supervisor if there is a problem with the student. The agency supervisor may refuse to continue the internship experience when a student's practice and/or behavior does not meet the minimum standards of the agency.

**The faculty supervisor agrees to:**

1. review progress of the internship student on regular basis
2. reserve the right of final retention or dismissal of the student, and agrees to withdraw the student from the internship site when the student's practice and/or behavior does not meet minimum standards of the agency
3. contact internship site supervisor at least twice within the semester.
  - a. within the first three weeks of the semester via letter
  - b. conduct an on-site personal visit, provided the internship site is within 50 miles of the university.
4. conduct a site visit at request of supervisor or student.
5. keeps written log of supervisory interviews

University supervisor agrees to be available for consultation with the site supervisor either personally or by phone and to make on-site visits as specified.

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Director of Cooperating Agency (date)

Internship Student (date)

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University Supervisor's Signature (date)

Site Supervisor's Signature (date)

***Note: Copy of site supervisor's resume or job description must be sent with contract.***

## Paid Internship Form

This form is to document the occurrence of a Rehabilitation Services student utilizing a new employment opportunity as his/her required internship experience for the undergraduate degree in Rehabilitation Services. This is allowable as long as the experience is a new learning experience for the student (either through a new position within the rehabilitation agency or a new position with a new rehabilitation agency) and the position has job duties commensurate with a bachelor's level rehabilitation professional. Students who are using their current place of employment for their internship **should not** work additional hours to meet their internship goals. Their regularly scheduled work hours **do** count toward their internship. Additionally, students should never be required to work more than 40 hours per week total. If these conditions are met, a student is able to utilize a new position as his/her internship placement. In this instance, as long as the student is covered under the agency's liability insurance, he or she would not be required to purchase addition liability insurance for the internship experience. By filling out this form and signing, all parties agree that the above-mentioned conditions are met and the internship experience is valid.

Position Title of Intern: \_\_\_\_\_

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

Expected Job Duties: \_\_\_\_\_

Will the student be covered under the agency's liability insurance? Yes:  No:

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Internship Student (date)

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University Supervisor's Signature (date)

Site Supervisor's Signature (date)

## Internship Site Information Sheet Guidelines

### 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 student is responsible for finding their own internship placement. This is likely to include an application and interview process.**

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.

### Map

Complete a detailed map and directions 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.

## Internship Site Information Form

### Student Contact Information

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

Mailing Address

Street: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_

Zip: \_\_\_\_\_

Telephone # (Home): \_\_\_\_\_

Telephone # (Work Site): \_\_\_\_\_

Student email: \_\_\_\_\_

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

Mailing Address

Street: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_

Zip: \_\_\_\_\_

Telephone #: \_\_\_\_\_

Site Supervisor's email: \_\_\_\_\_

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

Title of Supervisor: \_\_\_\_\_

### Internship Site Contact Information

#### Hours you're scheduled at site

	<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
<i>Start time</i>							
<i>End time</i>							

## **RHB 4900 Goals and Objectives Guidelines**

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 behaviorally with a measurement 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 Goals and Objectives

Student Name: Smith, Alexander

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 a measurable 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 and 17.
- 3.

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

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Site Supervisor Signature (date)

Student Signature (date)

## Student Weekly Report Guidelines

### 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. Students should never be required to work more than 40 hours per week total.

### 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 weekly report must include the week, weekly hours count and total hours count. As well, students must list what tasks were completed under each day that the student was at the internship site as well as what the student learned during that day. Reports must be informative to receive points. Students should save weekly reports in Microsoft Word and upload them to the Weekly Log Dropbox.

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.

**Student Weekly Report**

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

Hours this week: \_\_\_\_\_

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

Total hours to date: \_\_\_\_\_

Week #/ Date: \_\_\_\_\_

**Sunday**    / / .

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**Monday**    / / .

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**Tuesday**    / / .

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**Wednesday**    / / .

--

**Thursday**    / / .

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**Friday**    / / .

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**Saturday**    / / .

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## Rehabilitation Services Internship Evaluations

### 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.

## Guidelines for Midterm Evaluation

(These guidelines should be given to the site supervisor by the student with the midterm evaluation.) 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?”***

## Midterm Evaluation Form

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

Dates Covered: \_\_\_\_\_ to \_\_\_\_\_

Please rate the student by checking the appropriate box to the left. When completing the evaluation, please consider the student as you would a new employee that had been with your agency approximately six to seven weeks. The key for the rating scale is:

- 1 - Does not meet agency expectations
- 2 - Could benefit from more experience in this area
- 3 - Functions as well as most new employees after 6-7 weeks at the agency
- 4 - Performance is above most new employees at this time with the agency

N/O - Not observed during this time frame.

	1	2	3	4	N/O
1. Orientation to the agency					
2. Establishes rapport with co-workers and is developing helping relationship					
3. Organizes work					
4. Makes independent and rational decisions					
5. Understands various disciplines involved in the work setting.					
6. Works with other staff members and functions as a team member					
7. Tolerates daily routine and frustrations encountered in helping occupations					
8. Applies academic work to real life situations.					
9. Accepts the responsibility of record keeping/case recording.					
10. Maintains objectivity with consumers/clients.					
11. Keeps personal problems in background.					
12. Recognizes and accepts own strengths and weakness.					
13. Uses and profits from supervision.					
14.					
15.					
16.					
17.					
<b>Column Total</b>					

Comments: \_\_\_\_\_

Grand Total: \_\_\_\_\_

Student Signature (date)

Supervisor Signature (date)

## 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/objectives 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 submitting 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?"***

## Final Evaluation Form

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

Dates Covered: \_\_\_\_\_ to \_\_\_\_\_

Please rate the student by checking the appropriate box to the left. When completing the evaluation, please consider the student as you would a new employee that had been with your agency approximately six to seven weeks. The key for the rating scale is:

- 1 - Does not meet agency expectations
- 2 - Could benefit from more experience in this area
- 3 - Functions as well as most new employees after 6-7 weeks at the agency
- 4 - Performance is above most new employees at this time with the agency
- N/O - Not observed during this time frame.

	1	2	3	4	5	N/O
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. Adequately accepted realistic needs in face of idealistic desires.						
15. Punctual attending internship.						
16. Attended when scheduled.						
17. Impact intern had on client needs						
18.						
19.						
20.						
Column Total						

Comments:

Grand Total: \_\_\_\_\_

Student Signature (date)

Supervisor Signature (date)

## Guidelines for Internship Site 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. If you would like to include information and are unsure how to present the information in a professional, factual manner, please request assistance from the program director.

## Site Evaluation Form

Student's name: \_\_\_\_\_

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

Semester: \_\_\_\_\_

Site Supervisor and Title: \_\_\_\_\_

Year: \_\_\_\_\_

Population Served: \_\_\_\_\_

Placement site: \_\_\_\_\_

Internship Paid?

Site address: \_\_\_\_\_

Yes:  No:

City: \_\_\_\_\_

Recommend Site in the Future?

State: \_\_\_\_\_

Yes:  No:

Zip Code: \_\_\_\_\_

Why or why not do you recommend the site?

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### A. Please rate your site on the following areas from 1 (very poor) to 5 (very good).

1. Adequate assistance in meeting university requirements 1 2 3 4 5
2. Staff acceptance of you as a service provider 1 2 3 4 5
3. Support and cooperation of the administrative staff 1 2 3 4 5
4. Flexibility of site in meeting student's and consumer's needs 1 2 3 4 5
5. Physical facilities 1 2 3 4 5
6. Site requirements were reasonable 1 2 3 4 5
7. Overall evaluation of the site 1 2 3 4 5

### B. Please rate your site supervisor on the following areas from 1 (infrequently) to 5 (frequently).

1. He/she offered constructive criticism 1 2 3 4 5
2. He/she provided support when needed 1 2 3 4 5
3. He/she provided assistance or referred you to someone who could 1 2 3 4 5
4. He/she allowed adequate time for individual supervision 1 2 3 4 5
5. He/she helped me integrate theory and practice 1 2 3 4 5
6. Overall evaluation of supervision 1 2 3 4 5

C. Additional information

1. Is there anything not previously mentioned that you especially liked or disliked about the site or supervision?
  
2. Was the internship a learning experience for you? Please explain.
  
3. What kind of supervision did you have? (Ex. listening to tapes, direct observation, group supervision, individual supervision, once or more a week supervision, etc.)
  
4. Number of hours required per week by site.
  
5. How would you characterize your Site Supervisor's style of supervision? (Ex. positive reinforcement, concentrating on counselor dynamics, concentrating on client dynamics, criticism, no criticism, etc.)
  
6. Job duties (Explain and list).
  
7. Other comments:

## **Final Projects for Internship**

Students will complete one of two final projects to conclude their internship experiences. During the mandatory internship orientation, students may either be instructed to do one assignment or be given a choice between the two options. This assignment is up to the discretion of the instructor.

### **Option A: Letter to Future Students Reflection**

For this assignment, students must write a 2-4 page letter to future interns. This letter should explain what they learned during the internship about being a rehab professional, what they did during the internship that assisted in learning as much as possible, and what they wish they would have done differently. This is an opportunity to give future students advice on how to make the most out of the internship experience from picking a site to getting the most of out of it. Students will receive points based on thoughtfulness and critical evaluation of your experience.

### **Option B: Power Point of the Internship Experience**

Students completing the PowerPoint Presentation must schedule and coordinate the presentation directly with the RHB 2010 or RHB 2020 instructor. Any student waiting until the end of the semester to schedule may miss his/her opportunity for a time slot, resulting in a zero for the assignment. Once the presentation has been completed, the RHB 2010/2020 instructor will provide the RHB 4900 instructor with feedback and grade for the student. For this assignment, students must create a presentation of the internship experience using the Outline for the Power Point Presentation. 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.

## Power Point of Rehabilitation Internship Experience

### *Outline for the Power Point Presentation*

- Name of student, name of agency, and dates of internship experience.
- Description of the Agency. (Include agency accreditation, services provided, population(s) served, staff credentials, etc.)
- Statement of Student's Position in the Organizational Structure of the Agency (remember to include job title).
- 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?) (other duties performed)
  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)
- 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.)
- Evaluation of supervised internship experience (Did you feel you received adequate supervision/Why - Why not?)
- Discuss the following:
  1. 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
  2. Knowledge's acquired with one example or more of each (these are listed in your syllabus and are the ones your have been including in your weekly report)
  3. Summarize your experience
  4. How could internship be better?
  5. What are your future plans?

## **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.