

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

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Introduction

The Site Supervisor Manual was written to provide internship site supervisors with an overview of the rehabilitation services major/minor as well as to provide site supervisors with information concerning the student requirements for the completion of internship. You are a key element in the educational experience of our students and an asset to the culmination of the program's preparation of students for their professional career paths.

The rehabilitation services major/minor at Wright State University prepares students for bachelor-level professional work in the field of human services. The internship placement experience is a critical component of rehabilitation services education. It affords the student the opportunity to use academic skills in a real work setting under the direct supervision of a human services site and a university faculty member. It is within the context of an agency system in the community where students learn about specific practice areas and issues. Many of the realities of practice, such as teamwork, limited funding, gaps in services, the impact of legislation on service systems and the lives of people are covered in the classroom, however, not fully grasped by the student until the experience of the internship, when the student utilizes academic knowledge in the work environment.

The agency site supervisor for internship plays an important role in helping the student apply foundation knowledge, values, and skills learned in the classroom to real-life situations. The internship site supervisor is also a professional role model for the student. The internship experience, through the linkage of the university faculty serving in the role of coordinator and liaison, works with the internship site supervisor to direct, coordinate and monitor the internship experiences for the rehabilitation services student.

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 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 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. Disposition

The graduate will demonstrate:

1. An open and accepting attitude towards people with disabilities and multicultural 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.

Internship and Course Requirements

In order to enroll in the internship course, students must:

- Have completed course work in the areas of general education, elective courses, rehabilitation related and rehabilitation services courses
- Be of senior class rank
- Have a grade point average (GPA) of 2.5
- Be a student member of a rehabilitation professional organization
- Currently hold professional liability insurance

Overview of Internship

The Rehabilitation internship is a total of 6 semester credit hours for rehabilitation services majors (which can be evenly distributed over two semesters if needed) and 3 credit hours for rehabilitation services minors. For the sake of exposure and obtaining a working knowledge of service areas and clientele, it is strongly recommend that students fulfill all the internship hours at the same agency.

Students must also divide their weekly hours over 4-5 days, not completing them in 1-2 days. Being at an internship site every day provides a better opportunity for agency exposure and student understanding of the site. The objectives of the internship are to give students the opportunity to have exposure to services, to individuals, families, groups and communities of diverse age groups disabilities and cultures. It is recognized that the complexity of services and the structure of some agencies warrants more than a semester placement in order to provide a valid learning experience without unduly taxing agency internship supervisor and staff.

Prior to beginning an internship placement, it is expected that students have learned the theory and knowledge to understand clientele served, social systems, a problem-solving approach to intervention, case recording, report writing, interviewing, and listening skills. It is expected after an appropriate amount of orientation to the internship site, including procedures and policies, students be given bachelor-level tasks and responsibilities during the semester to carry out the various steps in a problem-solving approach and service delivery of the agency. Students should meet with their agency supervisor a minimum of one time per week to discuss and plan the next weeks activities, projects, duties, as well as review the student's strengths and areas for needed improvement.

At any time during the internship experience, site supervisors should contact the university supervisor if any problems, issues, questions, or concerns arise. The supervision of an internship should be viewed as a collaborative team effort by the site supervisor and the university supervisor.

Rehabilitation Services Course Work

Below is a descriptive list of rehabilitation services courses that all students are required to take along with electives, general education, and related courses. Two of the rehabilitation courses are writing integrated courses with a WI after the course name. Rehabilitation courses may be taken either in the classroom or web enhanced. Many courses require some type of hands on experience. *It should be noted that rehabilitation minors take only the courses indicated by an asterisk (*)*. Rehabilitation Services majors are required to complete a 400-clock hour internship (6 semester credit hours) while minors take only 3 hours of internship, (200 clock hours). In addition, forty percent of the hours should be completed with direct client contact. *Courses followed by a pound sign (#) indicate the student with rehabilitation minor must select one of the three as their area of focus*. The rehabilitation internship course is taught on-line except for the orientation and site visit while the student is completing internship.

There are a total of 45 semester hours to complete course work.

RHB 2010 Introduction to Rehabilitation Services (3 credit hours) *

The philosophy, history and legislation of rehabilitation services and career options are discussed. Students visit rehabilitation agencies and interact with populations and agencies they may serve as a rehabilitation provider.

RHB 2020 Rehabilitation Resources (3 credit hours)

Preparation in becoming professional consumers of rehabilitation resources. Learning to identify, write, and submit a grant and effective strategies of teamwork are components of course. Students will volunteer in a rehabilitation agency. Integrated Writing (IW) and Service Learning (SL) course.

RHB 3010 Medical Aspects of Rehabilitation (3 credit hours) *

Study of medical terminology and disorders that usually require rehabilitation intervention. Additional topics include the impact of disabling conditions on vocational and social activities. Attention given to the pharmacological aspects of treating disabilities. *Prerequisite Course(s): ANT 2100 or BIO 1070*

RHB 3020 Pharmacology for Rehab

Introduction to pharmacological information and the variable effects of medication on a person.

RHB 3030 Strategies for Employing People with Disabilities (3 credit hours) *

Overview of career development and placement techniques. Various methods of accessing the career market, occupation information, and various strategies used to assist people in becoming employed. *Prerequisite Course(s): RHB 2010, RHB 3010; Junior or Senior Status Only.*

RHB 3040 Rehabilitation Casework (3 credit hours) *

Assists students in acquiring skills in interviewing, case recording, writing rehabilitation plans with appropriate justifications, and case management. *Prerequisite Course(s): RHB 2010, RHB 2020, RHB 3010; Junior or Senior Status Only.*

RHB 3050 Substance Abuse (3 credit hours) #

Provides an overview of the historical, attitudinal, social-cultural, and psycho-physiological impact of addictions. Special attention given to emerging abuse and dependency issues and interventions used to address them. *Prerequisite Course(s): RHB 2010, RHB 3010; Junior or Senior Status Only.*

RHB 4010 Intro to Developmental Disabilities (3 credit hours) #

Study of the etiology, eligibility, and rehabilitation of individuals with developmental disabilities. Behavioral observations, evidenced based research study and site visits to rehabilitation facilities are components of course. *Prerequisite Course(s): RHB 3010; Registration Requirement: RS major/minor; Junior or Senior Status Only. Service Learning (SL) Course.*

RHB 4020 Career Assessment (3 credit hours) *

Provides training in comprehensive vocational and career evaluation and assessment strategies.

This course is an Integrated Writing (IW) course for the rehabilitation services program.

Prerequisite Course(s): RHB 3030; Registration Requirement: RS major/minor; Junior or Senior Status Only.

RHB 4040 Independent Living and Rehabilitation Technology (3 credit hours) *

Discusses history, legislation, and philosophy of independent living and assistive technology, includes experience using AT equipment, accessibility study, and an independent living project.

Prerequisite Course(s): RHB 2010, RHB 3010; Registration Requirement: RS major/minor; Junior or Senior Status Only.

RHB 4070 Principles of Rehabilitation Counseling (3 credit hours) *

Focuses on the development of basic skills and attitudes associated with rehabilitation counseling. Interview style and format are examined along with listening and responding techniques associated with holistic approaches. *Registration Requirement: RS major/minor; Junior or Senior Status Only.*

RHB 4900 Internship (6 credit hours) *

Placement in a community agency that addresses disabilities will provide the student with the integration of skills learned in program. Majors are required to complete a minimum of 400 hours at an approved site. *Prerequisite Course(s): RHB 3040, 3050, 4010, 4020, CNL 4610, 4630, 4670; Registration Requirement: RS major/minor*

CNL 4610 Principles of Counseling (3 credit hours)

Introduction and overview of major counseling principles, theories, techniques, historical foundations, and services. Also addresses counseling specialties and professional organizations. *Registration Requirement: Junior or Senior Status Only.*

CNL 4630 Mental Health (3 credit hours)

Factors influencing behavior of individuals and methods a rehabilitation specialist may use in observing, analyzing, and improving attitudes and behavior.

CNL 4670 Group Background and Theory (3 credit hours) #

Surveys the background, theory, function, techniques, and the uses of small groups in counseling. *Prerequisite Course(s): CNL 4610, RHB 4070.*

Rehabilitation Related Course Work

There are a total of 18 semester hours to complete this course work.

In addition to the rehabilitation coursework, course work related to rehabilitation is required.

This course work provides expanded knowledge to the student in areas that relate to the rehabilitation services. Course work that falls under related course work is:

- MGT 2000- Elements of Management and Supervision or MGT 3040- Management and Organizational Behavior
- COM 1010- Essentials of Public Address
- PSY 3110- Abnormal Psychology and 9 hours additional Psychology courses
- SOC/ATH- 6 hours anthropology/sociology course

Note: All Psych/Social electives can and should be substituted with Rehabilitation Services Electives when possible

Agency Selection

Criteria for Selection of Internship Site

Any human service/rehabilitation agency of good reputation sanctioned by the community to provide services may be eligible to serve as an internship site. The rehabilitation services program at Wright State University prefers agencies that abide by the accreditation standards of their profession (CARF, JCAH, NAC, JCAHA, ASHA, etc.) as well as related certification and/or accreditation standards of state and national accrediting bodies as required by the agency funding sources. It is realized that accreditation does not guarantee a good internship experience, however indicates the site has met some minimum standards set forth by an accreditation body.

Additionally, agencies must be able to provide students with guided experiences, which will enable them to complete the learning objectives for the internship course in which they are enrolled. The minimum criteria that must be provided to a student participating in an internship are:

1. Orientation to agency procedures
2. Opportunity to have consumer contacts, attend staff meetings, make contacts with other cooperating agencies, record case notes, etc.
3. Weekly conferences with the student to review progress and plan for the upcoming week
4. Mid-term and final evaluation of the student's performance. The mid-term evaluation should occur during the seventh week; the final evaluation should be submitted three days prior to the end of the semester
5. Availability for conferences with the university supervisor, as scheduled or needed
6. Adequate facilities for the internship student to work – students need to have an area where they can complete paper work and other required internship assignments assigned by the agency supervisor
7. Consultation with the university supervisor if there is a problem/concern 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 rehabilitation services major/minor at Wright State University prepares students for entry-level human service positions. The internship site agency must provide an experience that is oriented towards employment at a bachelor's level position at a human services agency. There must be adequate supervisory personnel available to direct the student. While agencies often benefit from the activities students are engaged in, the agency must recognize the individual placed is in fact a "student," and the agency must not give the student activities which do not meet the requirements of the baccalaureate program (i.e. file clerk, receptionist, custodian, baby sitter duties, etc.). The agency administrator must approve of the site supervisor's participation as an internship supervisor and support the time that it takes to provide a good hands-on internship opportunity for the student. Students may work with more than one employee/supervisor of an agency, however must have one assigned supervisor, who will be the contact for the duration of the internship experience.

Criteria for Selection of Internship Supervisor

In order to serve as an internship supervisor, a staff member must have earned at least a baccalaureate degree. The individual must have a minimum of three years work experience and have been employed at the agency for one year or more. The individual must be well versed in her/his area of service delivery; must practice according to the professional Code of Ethics for service delivery and must be in a supervisory role within the agency. A copy of the supervisor's resume should be included with the site information sheet.

Roles During Internship

The site supervisor and university supervisor function as a team with the student, preparing the student for the world of service provision. Each has very distinct, yet cooperative roles with the other.

Site Supervisor Responsibility

1. Review background of student, objectives of Wright State University's rehabilitation services program as delineated in the Site Supervisor Manual.
2. Review and assist the student in developing learning objectives for the internship experience.(The student will be evaluated on these objectives on the midterm and final evaluation.) It is the student's responsibility to add these objectives to the midterm and final evaluation form prior to giving the site supervisor the form to evaluate progress.
3. Orient or designate another agency staff member to orient the student to the agency, its procedures, policies, and service area.
4. Delegate another staff member to supervise the student during times when the supervisor must be absent from the agency.
5. Help the student select student-learning experiences within the agency and where appropriate, external to the agency.
6. Help the student apply theoretical knowledge, problem-solving skills and service provision skills to assignments.
7. Hold formal and/or informal weekly meetings with student to review student's activities, strengths, areas for improvement, and to respond to student questions.
8. Meet with the university liaison, a minimum of one time during the internship.

9. Formally evaluate student's progress in internship two times during the semester.
10. Contact the university supervisor to discuss concerns, problems etc. concerning the internship.

University Liaison Responsibility

The University faculty member supervising internship serves as a liaison with the agency internship supervisor to interpret the program expectations to the agency internship supervisor and the student. The university liaison meets with the student and internship supervisor around the middle of the semester. The student must be present for the meeting. The liaison also serves as a mediator to strengthen the supervisory relationship between the student and field supervisor and monitor the student's activities by reviewing the student's weekly reports. The university liaison is responsible for the on-line class, orientation of the student to the internship requirements and completing the site visit.

Student Responsibility

The student is expected to conduct herself/himself in the agency as if a member of the professional staff. The student is responsible for reporting to the agency using the same policies and procedures as employees of the agency. The student should take responsibility for learning by asking questions and learning about the agency services provided. The student is expected to follow the professional Code of Ethics, policies and procedures of the agency and to respect confidentiality when reporting on agency experiences on-line in weekly reports. The student is responsible for ensuring all paper work is completed in a timely manner and seeking clarification concerning information not understood.

Any changes in days/times at agency should be mutually agreed upon by both student and site supervisor and reported to the university supervisor in writing by the student after the site form is completed. In the event that a student is ill and cannot go to the internship site, it is the student's responsibility to contact the site following the policies and procedures for absences required at the site. It is the student's responsibility to make up each hour missed during the semester.

Procedures for Student Assignment to Agency

After the student has met the Wright State University internship criteria and met with the university faculty member to discuss internship and the possible sites for internship, the student is responsible for scheduling an interview with potential internship sites. This interview is similar to a job interview in that both the agency and student are determining whether the site would be appropriate.

Students should be aware that due to the nature of the population the agency serves, the student may be required to be finger printed, have drug screening, a T.B. test or related pre-internship testing completed. Costs involved with testing should be handled by the agency for the student in the same manner as with a new employee.

Some internship sites pay students and if this is the case, the student must complete the payroll forms as well as a Paid Internship Form to demonstrate site and student understanding of employee status of the student at the time of the internship. It is not a requirement that students are paid for internship. The university feels that the learning experience is adequate pay. It is however expected that the site will reimburse the student for expenses, if the student is required to transport the clientele of the program in their vehicle, travel on behalf of the agency to meetings, or make projects for the agency that take funds out of the student's personal finances. Students are encouraged to attend in service training (on and off site) that agency personnel participate in.

After the agency and student meet and agree that this will be a mutually beneficial internship placement, the student and supervisor will determine the hours/days that the student will be at the agency. The student will complete the site information sheet and the agency and student will complete the contract and submit it to the university liaison by the due date on PILOT. Upon receipt of the contract and site information sheet, a letter will be sent to the internship supervisor confirming the internship placement and informing the site of the contact information for the university supervisor.

Guidelines for Internship

Typically internship site supervisors have asked about the schedule that should be followed in relationship to activities and duties for internship students. Guidelines for activities have been established based on historical information. These guidelines have been organized into four phases.

The rate of movement from one phase to another is dependent upon the student's readiness to move to the next phase of the internship experience. Many times phases I and II are likely to occur simultaneously and phases III and IV will probably overlap with each other. The faculty supervisor monitors progress of the student by reading the student's weekly reports and on line activities. Should the faculty supervisor note the movement through the phases is either too slow, or too rapid, the university liaison may set up a meeting with the site supervisor and student to jointly review the situation, or contact the site supervisor via telephone.

Students are expected to be doing meaningful activities during the internship hours at the agency. Whatever activities students are assigned, if the purpose of these activities is not self-evident, they should be discussed to help the student see how they fit into the agency structure. Students are expected to evaluate the internship site and supervisor at the end of the semester. The following is a possible schedule for movement through the phases.

Phase I – Orientation

- A. Orientation to the Agency's mission, structure, policies, and procedures
- B. Introduction to agency staff by the site supervisor and the appropriate chain of command for the student to use when the site supervisor is not available to answer student queries
- C. Tour of the facilities and the physical place/space where student will be located
- D. Presentation of the agency services and characteristics of the population served by the agency

Phase II – Observational Experiences

- A. Opportunity to sit in on interviews with clientele served conducted by agency employees.
- B. Informal observations of waiting areas, worker and worker/clientele interactions, and program delivery (i.e, a recreational group, group session, individual interview, etc.)

Phase III – Engage student in discussions so student can apply theoretical knowledge and build knowledge about internship setting

- A. Discussion of the dynamics and issues with respect to clientele needs/problems and experiences with sensitivity to the various aspects of client diversity.
- B. Notification of the application of the practice principles reflecting service provision.
- C. Identification of the community agencies that relate to clientele services, and significant funding and policy issues which affect service delivery.

Phase IV – Assign tasks to student

- A. Completion of assessments using appropriate interviewing and assessment techniques.
- B. Making referrals.
- C. Development of client relationships/treatment plans.
- D. Carrying out intervention activities designated by the internship supervisor such as supportive service, skill building, problem-solving, work sample administration, behavior observations, teaching job search skills, co-facilitating groups, case management, advocacy, etc.
- E. Recording agency/clientele data according to agency forms/specifications. (i.e. progress notes, intake reports, etc.)
- F. Actively participating in service provision process with internship supervisor demonstrating a “professional” sense of self by asking questions, initiating requests, sharing reactions, and demonstrating self-awareness.
- G. Description of how she/he would go about assessing outcomes of her/his intervention and/or agency program(s).
- H. Completion of special projects, grants, etc.

Paperwork

It is the responsibility of the internship student to complete paperwork at the site and for the university course in a timely manner and turn the completed forms in to the university supervisor by the due date designated on PILOT. The student must provide the site supervisor with the midterm and final evaluation forms prior to the due dates. Copies of the forms and a description of them are included in this manual for the site supervisor's information. During the internship experience, the site supervisor should contact the university supervisor, should there be questions concerning any forms. The student can access all forms on PILOT. For the site supervisor's information, the following is a description of the forms required for internship.

Contract (Appendix A)

It is the responsibility of the internship student to complete paperwork at the site and for the university course in a timely manner and turn the completed forms in to the university supervisor by the due date designated on PILOT. The student must provide the site supervisor with the midterm and final evaluation forms prior to the due dates. Copies of the forms and a description of them are included in this manual for the site supervisor's information. During the internship experience, the site supervisor should contact the university supervisor, should there be questions concerning any forms. The student can access all forms on PILOT. For the site supervisor's information, the following is a description of the forms required for internship.

Weekly Reports (Appendix B)

Students are required to complete a weekly report of activities while at their internship site. The weekly report is posted online.

Site Information Sheet (Appendix C)

The student is responsible for including pertinent identifying information about the site as well as driving directions. Work hours are required as well as complete information about the site.

Student Evaluation (Appendixes D and E)

A written mid-term and final evaluation is required of the student's performance at the internship site. It is the student's responsibility to provide each evaluation to the site supervisor with enough notice to have it completed and submitted prior to the due date. Students are learning, therefore not expected to earn the maximum score in any area. An excellent rule of thumb to consider when completing the evaluation is to consider the student's performance in the various areas in relationship to a new employee at seven weeks and fifteen weeks with your agency. After completion of the evaluation, supervisors should discuss the evaluation with the student. Students are required to add the learning objectives that they developed with the site supervisor's input. The site supervisor also evaluates these.

Verification of Hours Log (Appendix F)

At the completion of internship, students will present the site supervisor with an Internship Log and Hours Verification form. The student and site supervisor should sign the form verifying that the student completed the hours on the log. The student will then forward the log to the Wright State University Internship Supervisor for a signature.

Paid Internship Form (Appendix G)

Students may be hired and become paid employees of an agency prior to or during an internship experience. In this case, it is important to have a signed paid internship form on record at the university to demonstrate an understanding of continued expectations of a novel learning experience as well as confirming the coverage of a student by the agency's insurance policy as opposed to purchased student liability insurance.

Rehabilitation Internship Contract

WRIGHT STATE UNIVERSITY COLLEGE OF EDUCATION AND HUMAN SERVICES
DEPARTMENT OF HUMAN SERVICES

Semester: Fall Spring Summer Year _____

Course No: RHB 4900 (6 hr.)

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 desired
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.
4. within the first three weeks of the semester via letter
5. conduct an on-site personal visit, provided the internship site is within 50 miles of the university.
6. conduct a site visit at request of supervisor or student.
7. keeps written log of supervisory interviews
8. other (specify) _____

The 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.

Director of Cooperating Agency (date)

Internship Student (date)

University Supervisor's Signature (date)

Site Supervisor's Signature (date)

Note: Copy of Site Supervisor resume or job description indicating that the Bachelor's level requirement is met must be sent with the 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

Internship Student (date)

University Supervisor's Signature (date)

Site Supervisor's Signature (date)

Appendix B, Revised 2019

Updated December 2021

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Internship Site Information Form

This completed form and directions from WSU to your site are due the first Friday of the semester of your internship.

Student Contact Information

Student Name: _____

Mailing Address

Street: _____

City: _____

State: _____

Zip: _____

Telephone # (Home): _____

Telephone # (Work Site): _____

Student email: _____

Internship Site Contact Information

Internship Site: _____

Mailing Address

Street: _____

City: _____

State: _____

Zip: _____

Telephone #: _____

Site Supervisor's email: _____

Supervisor's Name: _____

Title of Supervisor: _____

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>							

Appendix C
Revised 2019

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 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 Goals and Objectives Submissions

Student Name: Last name, First 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 service.

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.

3. _____

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

Site Supervisor Signature (date)

Student Signature (date)

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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 / / .

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Thursday / / .

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Friday / / .

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Saturday / / .

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Midterm Student Evaluation Guidelines and Form

(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 fill in the goals 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. Use and profit from supervision
14. – 17. These are the goals/tasks 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 goals in this area.

The university supervisor, supervisor and other staff members will evaluate the student's progress continuously as the internship proceeds. Evaluation 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?"

Appendix F
 Revised 2019
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.					
Column Total					

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?"

Appendix G
Revised 2019

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)

Thank you for the hours you spent providing an educational experience to our Wright State University Rehabilitation Services student. As a program committed to producing well-prepared individuals in the field of rehabilitation services, we would be unable to accomplish this mission without amazing and dedicated internship sites and site supervisors. We greatly appreciate your assistance and the experience you provide our student during this semester and hope that you will continue to work with our program and students in the future.