



**Rehabilitation and Career Counseling Internship Manual,
Guidelines, and Contract
ADRE 6991, 6992, 6993, 6994**

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Welcome to Field Site Supervisors!

Dear Colleagues,

Thank you for willingness to provide Field-Site Supervision of our Master's in Rehabilitation & Career Counseling intern! The experience, wisdom, and knowledge you will share with the intern is absolutely critical to the student completing the "capstone" experiences of field work. The following internship guidelines are intended to help establish and maintain a good working alliance between you, the intern, and ECU's rehabilitation counseling faculty. Specific roles and responsibilities for you and the intern are offered to help make this a meaningful experience for all those involved in the internship process. The internship guidelines presented are flexible and adaptable to many different settings. We recognize that each situation will vary, depending upon the unique abilities of the intern and the internship program.

The RCC Internship is a 600-hour clinical experience where interns assume the functions of beginning counselors in your agency working with individuals with disabilities that may include, physical, mental, or academic. During the Internship, interns will need to complete supervised rehabilitation counseling activities that will include a minimum of 600 hours of applied experience in your agency/program, with at least 240 hours of direct service to individuals with disabilities (CACREP Standards 3.J-3.M). The primary objective of the Internship experience is to provide interns with an opportunity to further develop their skills in rehabilitation counseling, case recording, case management, and job placement and to experience the practical application of policy, client services, and counseling philosophy in a human service program. The primary goal is to prepare a new clinical counselor, with a specialization in Rehabilitation and Career Counseling, for the counseling profession.

Again, we are very grateful for your willingness to help facilitate an excellent internship experience!

Sincerely,

Celeste S. Crawford, Ph.D., LPCS, NCC, CRC
Internship Coordinator

The Counseling Internship Experience

The RCC Internship is preceded by 59-semester hours of counseling related courses including five clinically oriented courses. The clinically oriented courses are:

ADRE 6310: Prepracticum in Clinical, Addictions, and Rehabilitation Counseling

Prepracticum in RCC is a foundational counselor skill-training course taught on campus utilizing the Addictions and Rehabilitation Studies' counseling lab with 5 individual and 2 group rooms each equipped with two cameras, microphones, and speakers along with an observation room that connects to all the rooms. In class practice of counseling skills and techniques, assessment practices, treatment/rehabilitation plans, professional issues, standards, and ethics (CACREP Standards 2.F.1.k-m.5.d-n & 5.H.3.a).

ADRE 6350: Clinical, Addictions, and Rehabilitation Group Counseling:

Didactic and experiential group counseling processes for individuals with mental health, addiction, and/or physical disorders, and vocational issues. This course provides an opportunity for students to experience group activities/interaction and work on group leadership skills (CACREP Standards 2.F.1.k-m.5.d-n & 5.H.3.a).

ADRE 6360 - Practicum in Clinical, Addictions, and Rehabilitation Counseling:

Minimum of 8 hours per week in applied setting. The Practicum in Clinical, Addictions, and Rehabilitation course consists of supervised counseling of clients with clinical mental health issues, addictions, adjustment to disability, educational and/or career planning. (CACREP Standards 2.F.5.d-n.7.b-e & 5.H.a-m)

ADRE 6361: Practicum in Clinical, Addictions, and Rehabilitation Counseling Lab:

Counseling of clients with problems of personal/social adjustment, substance abuse, adjustment to disability, educational and/or career planning in an applied setting. The RCC Practicum course includes additional university-based counselor skill training and supervised counseling with clients in the field. (CACREP Standards 2.F.5.d-n.7.b-e & 5.H.a-m)

ADRE 6351: Personal Growth Group Lab:

The Personal Growth Group Lab is an experiential course, which increases students' knowledge and understanding of the differences in values, beliefs, and behaviors of individuals who are different from themselves (CACREP Standards 2.F.2.d.f.g & 5.H.2.c.e)

The RCC Internship is the last training segment in the RCC curriculum. It is a field-based experience at a site that provides rehabilitation and career counseling services to assist individuals with disabilities achieve their maximum level of physical, psychological, social, educational, vocational, and economic functioning. The RCC Internship shall promote cultural competence, foster personal growth, and assist students in recognizing the myriad of counseling approaches and rehabilitation issues that affect service delivery (CACREP Standards

2.F.5.d-n.7.b-e & 5.H.a-m).

The RCC Internship includes 600-hours of clinical field experience (15-week semester of 40-hours a week full-time work experience) in a field-site providing services to clients with disabilities. The intern is expected to participate in all counseling services appropriate for a new beginning professional counselor.

Counseling Internship Preparation

Students must have the following courses prior to their Internship:

Required courses - 56 s.h.

- ADRE 6000 - Medical and Psychosocial Aspects of Disability
 - *CACREP Standards 2.F. & 5.H.2.b-h*
- ADRE 6010 - Introduction to Clinical, Addictions, and Rehabilitation Counseling
 - *CACREP Standards 2.F.1.a-m & 5.H.1.a-g*
- ADRE 6050 - Ethical and Legal Aspects in Clinical, Addictions, and Rehabilitation Counseling
 - *CACREP Standards 2.F.1.a-m & 5.H.2.q*
- ADRE 6100 - Occupational Analysis and Career Counseling
 - *CACREP Standards 2.F.4.a-j & 5.H.1.c.2.d.3.h*
- ADRE 6250 - Diagnosis and Treatment of Mental and Emotional Disorders
 - *CACREP Standards 2.F.7.h-m & 5.H.1.g.3.l*
- ADRE 6300 - Clinical, Addictions, and Rehabilitation Counseling Theories
 - *CACREP Standards 2.F.5.a-c & 5.H.1.b*
- ADRE 6310 - Prepracticum in Clinical, Addictions, and Rehabilitation Counseling
 - *CACREP Standards 2.F.1.k-m.5.d-n & 5.H.3.a*
- ADRE 6340 - Human Growth and Development in Clinical, Addictions and Rehabilitation Counseling
 - *CACREP Standards 2.F.3.a-i & 5.H.f-g*
- ADRE 6350 - Clinical, Addictions, and Rehabilitation Group Counseling
 - *CACREP Standards 2.F.6.a-h & 5.H.2.q*
- ADRE 6351 - Personal Growth Group Lab
 - *CACREP Standards 2.F.2.d.f.g & 5.H.2.c.e*
- ADRE 6360 - Practicum in Clinical, Addictions, and Rehabilitation Counseling
 - *CACREP Standards 2.F.5.d-n.7.b-e & 5.H.a-m*
- ADRE 6361 - Practicum in Clinical, Addictions, and Rehabilitation Counseling Lab
 - *CACREP Standards 2.F.5.d-n.7.b-e & 5.H.a-m*
- ADRE 6370 - Multicultural Issues in Clinical, Addictions, and Rehabilitation Counseling
 - *CACREP Standards 2.F.2.a-h & 5.H.2.e*
- ADRE 6380 - Career Counseling in Clinical, Addictions, Rehabilitation, and Counseling
 - *CACREP Standards 2.F.4.a-j & 5.H.1.c.2.k.3.h*
- ADRE 6401 - Assessment in Clinical, Addictions, and Rehabilitation Counseling
 - *CACREP Standards 2.F.7.a-m & 5.H.1.g.3.b-c*
- ADRE 6550 - Research in Clinical, Addictions, and Rehabilitation Counseling
 - *CACREP Standards 2.F.8.a-j & 5.H.3.d*

- Two electives

For more information about the RCC Program visit the Department website at <http://www.ecu.edu/cs-dhs/rehb/grad.cfm>. Additionally, there is information that describes the program and characteristics of the students on <http://www.ecu.edu/cs-dhs/dars/rcc.cfm>.

Field-Site Approval

Students are responsible for arranging their internship sites in community agencies that offer rehabilitation/career counseling services after first gaining approval by the Internship Coordinator. The field-site should be secured at least two months before the semester begins.

Contracts

There needs to be a contract in place between the field-site and East Carolina University **before a student can begin his or her internship**. Check with the Departmental administrative assistant to determine if there is a current contract in place. If there is not, students need to ask the departmental administrative assistant to initiate the process to secure one.

Supervision

The goal of supervision, and of the entire internship experience, is helping students develop the skills and necessary competence to become an effective professional clinical rehabilitation and career counselor. Clinical supervision is an opportunity to enhance the professional growth and confidence of both the supervisor and student. In this relationship the faculty and field-site supervisor share with the intern the clinical knowledge and skill they have gained through years of practical experience in the field. The supervisors need to be aware of the capacity and potentialities of counseling students in order that they may be able to help students develop their assessment, diagnostic, and counseling skills.

In accordance with the CACREP accreditation standards, internship supervisees are required to complete **a minimum of 600 clock hours of internship experience and receive at least one hour of individual supervision per week**. Supervision will be conducted under the regularly scheduled supervision of a Certified Rehabilitation Counselor (CRC). To meet this requirement, clinical supervision arrangements are coordinated, monitored, and documented by the on-campus faculty CRC supervisor.

Field-Site Supervisor

The field-site supervisor contributes to the preparation of new counseling professionals entering the field as well as providing a gatekeeper function for screening out unqualified or impaired students from the counseling profession.

Qualified field-site supervisors must meet applicable state laws and the following standards (CACREP Standard 3.P):

- hold a **graduate degree** in a rehabilitation counseling or a related discipline (e.g. counseling, psychology, social work);
- have a **minimum of 2 years** of relevant rehabilitation or clinical counseling experience;
- hold a **certification** (e.g., CRC, CCS) **or license** (e.g. LPC, LPC-S) in their professional discipline
- have knowledge of the **RCC program's expectations, requirements, and evaluation procedures** for students; and
- have **relevant training in counseling supervision** (faculty will provide regularly scheduled continuing education to field - site supervisors that include: orientation, assistance, consultation, and professional development opportunities)

Field-Site Activities for Supervisors and Students

Field-site supervisors help students with the following activities during the student's Internship:

Students shall have supervised rehabilitation counseling internship activities that include a minimum of 600 hours of applied experience in an agency/program, with at least 240 hours of direct service to individuals with disabilities (CACREP Standard 3.J-3.M) .

- **Orientation:** Orientation to program components, policies and procedures, introduction to staff and their role and function, identification of the expectations for interns, confidentiality and due process procedures, risk assessment, and the Code of Professional Ethics for Rehabilitation Counselors (CACREP Standard 3.Q) ;
- **Audio/video taping:** Arrange for students to tape appropriate counseling sessions with clients for use in supervision.
- **Supervision:** Field-site supervisors provide weekly interaction that averages one-hour per week of individual and/or triadic supervision (i.e., one supervisor and two supervisees) throughout the internship that includes reviewing counseling session tapes or live supervision, case recording, and other casework practices (CACREP Standards 3.L-3.M)
- **Professional activities:** Provide opportunities for students to become familiar with a variety of professional activities and resources in addition to direct service (e.g. record keeping, assessment instruments, information and referral, in-service and staff meetings). Observation of all aspects of the delivery of rehabilitation counseling services, as practiced by the agency or organization, including diverse populations (CACREP Standard H.3.a). Work assignments, performing the tasks required of an employed

rehabilitation counselor at the agency or organization. Students need to have the opportunity to provide all of the counseling services appropriate for a new beginning professional counselor (CACREP Standards 5.H.3.a-m).

- **Field-Site Supervisor's Evaluation of Intern:** Reporting, including all required academic reports as well as logs, weekly progress reviews, and summaries of activities. Field-site supervisors evaluate students' counseling performance **throughout the RCC Internship**. Field-site supervisors document their evaluation on a formal evaluation form provided by the faculty supervisor at **mid-term and upon completion** of the internship. This evaluation may be reviewed with the student and then given to the faculty supervisor (CACREP Standards 4.F-4.G).

Faculty Supervision

Faculty supervisors will maintain contact with field-site supervisors throughout the internship to coordinate student counselors' development.

- **Group supervision and internship seminar:** Students meet during regularly scheduled meetings throughout their 600-hour internship experience including reviewing and providing feedback on students' taped counseling sessions with clients. Students are responsible for bringing at least one client case file and taped counseling session to each Internship supervision/seminar for review and feedback. In order to meet the students' needs, group supervision does not exceed 12 students per group (CACREP Standard 3.U).
- **Length and time:** An average of **1 1/2 hours/week of group supervision** will be provided on a regular schedule throughout the Internship by a faculty supervisor (CACREP Standard 3.M).

Out-of-State/Region Interns

Students completing an internship out-of-state or out of commuting distance from Greenville may receive their faculty supervision via computers through the Internet. The intern and faculty supervisor will utilize computers equipped with webcams and microphones to conduct supervision sessions. Students must arrange access to a computer with such capabilities during their internship. Additionally, computers are available to students for check-out from through the Lopus and Joyner libraries. Please refer to <https://lib.ecu.edu/equipment/> for more information regarding weekly equipment rental procedures from ECU libraries.

Feedback on Counselor Development

Students receive ongoing feedback of their counseling, case recording, and case management skills throughout all of their clinical courses, including the Internship. During the RCC Internship the student receives the following verbal and written feedback (CACREP Standard 4.F):

- Supervisory feedback on each audio/videotape presented for supervision and written record of each supervisory session (i.e., *Internship Supervisory Log Form*);
- Mid-term and final written feedback from faculty supervisor on counseling, case recording, and casework practices at the end of the internship (*Evaluation of Student*

Performance by Faculty Instructor);

- Mid-term and final written feedback from field-site supervisor of the internship (i.e., *Evaluation of Student Performance by Field-Site Supervisor Form*); and
- Cumulative written feedback from faculty supervisor on counseling, case recording, and casework practices at the end of the internship (i.e., *Individualized Counselor Evaluation Form or Evaluation of Student Performance by Faculty Instructor*);
- Individualized written plan recommending ways of continuing counselor development (i.e., *Supervisory Record Form or the Individualized Counselor Development Plan*).
- In the event of unsatisfactory performance: Refer to Rehabilitation and Career Counseling Manual for monitoring, remediation, and termination procedures.

Student Responsibilities

Present self in a professional manner: When students enter a community human service program as an Intern they are entering as a professional counselor- in-training. Additionally, students must assume responsibilities such as regular attendance and conformity to the rehabilitation program's rules, regulations, and standards. The student must also follow the programs ethical standards and complete assignments that are given by the field-site supervisor. The internship experience is designed to contribute to the preparation of interns' development as new professional counselors entering the field.

Technical Standards: The mission of the Department of Addictions and Rehabilitation Studies (DARS) is to provide students with the knowledge, clinical skills, and leadership tools to become counselor educators, clinical mental health, addictions, and rehabilitation counselors, and rehabilitation service providers in a culturally diverse and global society. The DARS has established the following technical standards for the admission, matriculation, and graduation of students. Students are expected to meet these standards with or without reasonable accommodations. Specifically, students will demonstrate:

1. Ability to develop working alliance with clients and others:
 - a. Establish and maintain relationships based on shared objectives and goals.
2. Ability to develop professional relationships:
 - a. Establish and maintain collegial professional relationships.
3. Willingness to accept and use instructor/supervisor feedback:
 - a. Complete industry standard methods of instruction/supervision.
 - b. Incorporate instructor/supervisory feedback into own views and changes behavior accordingly.
4. Openness to new ideas:
 - a. Adoption of innovative ideas, approaches, and/or procedures.
5. Flexibility:
 - a. Adaptation to changing demands in the professional environment, with or without direction.

6. Awareness of their own influence on others:
 - a. Ability to examine how their words and actions influence others.
 - b. Appropriately responds to feedback regarding influence of their words and actions on others.
7. Ability to deal with conflict:
 - a. Ability to recognize conflicting points of view.
 - b. Ability to examine their own role in a conflict.
 - c. Participates in conflict resolution.
 - d. Implements agreed upon resolution.
8. Willingness and ability to express feelings effectively and appropriately.
9. Ability to accept personal responsibility:
 - a. Ability to account for their own role in problems.
 - b. Ability to accept consequences and make appropriate changes.
10. Adherence to relevant University rules, professional ethical codes, and legal standards.
11. Understanding the consequences of criminal behavior on matriculation through a DARS program and/or obtaining professional credentials.
12. Ability to utilize computer technology and University learning platforms when required.

Limited Caseload: Interns need to gain experience seeing clients throughout the counseling process. By limiting the caseload, especially in the beginning of the Internship, the intern will be able to conduct interviews, develop a therapeutic alliance, plan and implement treatment, and help the client to achieve goals. Interns will receive supervision by a qualified field-site supervisor as well as a faculty supervisor.

Time Requirement (600-hours): Counseling Internship students spend 40- hours per week, for 15-weeks in a community based human service program providing counseling services for individuals with disabilities for 600-hours. All of this time does not have to be spent conducting counseling sessions. Some of this time is spent conducting intakes, assessments, case recording, information and referral, psychoeducational groups, attending team staffings, staff meetings, in-service trainings, and consulting with other interdisciplinary team members such as medical, psychiatric, psychological, and/or social work professionals.

240-hours of direct service: A minimum of 240-clock hours of direct service. Students keep a record of their completed hours which must be signed and initialed by their field-site supervisor. The intern is afforded the opportunity to become familiar with a variety of professional activities and resources in addition to the direct service activities.

Audio or Videotaped Counseling Sessions: Students are provided with the opportunity to develop program-appropriate audio/video recordings for use in supervision. All recording are destroyed at the completion of the internship, with two exceptions,

- (a) if the student is involved with a corrective action plan, which includes skill improvement, or
- (b) if the student is contesting his/her RCC Internship grade. In these cases the recording(s) are stored in a secure location in the Department until the corrective action plan or grade dispute is resolved.

Written Release-of-Information Forms: Students must have a release-of-information form signed by each client giving permission to share information including audio/video tapes and written case information with supervisors and other counselors-in-training in the internship supervision group.

Ethical Standards: Students are expected to adhere to the field-site program's policies regarding confidentiality as well as ethical standards specified in the code of ethics from the American Counseling Association (ACA; same as North Carolina-LPC Board), and Commission on Rehabilitation Counselor Certification (CRCC).

Obtain Professional Liability Insurance: Students must be covered by professional liability insurance and provide proof of coverage prior to participating in their practicum and internship experiences.

Description of Internship Activities

The intern's training is divided into three phases: orientation, observation, and participation. These are outlined in the preceding Field Site Activities for Supervisors and Students.

Case Recording

Students will submit a complete client file folder with information on all counseling sessions. Each client's file folder will include:

- (a) Assessment Summary is required for each client counseling tape when presented in seminar and for final client file.
- (b) Treatment Plan is required for the final client file.
- (c) Case/Progress Notes are required for the final client file.
- (d) Client Feedback and Self-Review Forms for each counseling session (*Client Feedback for Counselor Form; Counselor Self-Review of Counseling Session Form*) as part of the final client file.
- (e) *Termination Report or Discharge Summary* is required for the final client.
- (f) *Cognitive Self-Assessment Inventory (CSAI) and/or Multimodal Life History Questionnaire* are strongly encouraged to be completed with at least one client. If completed, the assessment(s) will be included with the final client file (even if conducted with a different client).

Evaluation

Students' internship experiences are evaluated by the faculty internship supervisor with input from the field-site supervisor. Counseling tapes, case recordings, other program paperwork, ability to work as part of a professional counseling team, and willingness to accept and act on supervision feedback are all part of the evaluation criteria. The assignment of the final grade is

the responsibility of the faculty supervisor, with input from the field-site supervisor.

Internship Evaluation by Student

Summary Report: A final typed summary report of the internship experience is due at the completion of the course. The report should include personal impressions, reactions, and examples of meaningful experiences, suggestions for improving the field experience, supervision, and other comments the student feels appropriate. The report should present and reflect a concise picture of the total experience including both on-campus and field-site experiences. Copies of the summary report should be presented to the field-site supervisor and the faculty supervisor.

Note: All internship forms are located on the DARS website under Student Resources, Clinical Supervision Guide and Forms: <http://www.ecu.edu/cs-dhs/dars/resources.cfm>

MS in Rehabilitation and Career Counseling

Internship Manual, Guidelines, and Contract

ADRE 6991-4

Department of Addictions and Rehabilitation Studies

College of Allied Health Sciences

East Carolina University

Health Sciences Building

Greenville, NC 27858-4353

Signature below indicates the counseling internship student, field-site supervisor, and faculty have been informed about the M.S. degree program in Rehabilitation and Career Counseling at East Carolina University as well as the RCC Internship expectations and agree to follow the standards described in this *Rehabilitation and Career Counseling Internship Manual*:

Counseling Internship Student/Signature	Print Name	Date
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Field-Site Supervisor/Signature	Print Name	Date
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Faculty/Signature	Print Name	Date
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