

Clinical Experiences Participation Weekly Report: Internship in Rehabilitation

This form **MUST** be typed and then submitted after receiving all signatures

Student Name:

Site:

Site Supervisor Name:

Faculty Supervisor:

Dates of Activities:

Hours of clinical rehabilitation counseling experience completed this week: _____

Hours of direct service _____

Cumulative hours: *Total at end of semester must be a minimum of 300 hours* _____

Cumulative direct service hours *Total at end of semester must be a minimum of 120 hours* _____

Individual Supervision Session with Site Supervisor [mandatory minimum of one hour per week]

Date:

Amount of time:

Nature of activity/discussion

Supervision with Faculty Supervisor An average of 1 1/2 hours per week of group supervision with the faculty instructor must be provided on a regular schedule throughout the practicum

Date:

Nature of activit(ies) (check all that apply):

- ☐ Group
- ☐ Individual Session face to face or by telephone
- ☐ Other, please explain _____

Progress in Meeting Learning Objectives

There is a distinction in our training between accomplishing an activity and learning. Your weekly reports must report on the type of activities that you have done as well as the learning objectives you have addressed.

Section A of the report will include a tally of activities you have done during the week.

Section B contains a list of learning objectives that are part of our core standards in counseling, as well as those in clinical rehabilitation counseling. Check those accomplished.

This report does not include the discrete group counseling activity that you will undertake as part of the internship experience. The four -session minimum experience must be done under the supervision of a trained group counselor in the second half of the semester. This individual will evaluate your work on a separate rubric form.

Section A: Clinical Services Provided by Practice Areas

The core standards are basic to counseling and we have provided a way for you to report on the context of these activities as they relate to your work.

| Core Counseling Standards | # of activity completed/observed | Comments (specify) |
|--|---|---------------------------|
| Individual counseling session – rehabilitation | | |
| Group counseling session – rehabilitation | | |

| Clinical Rehabilitation Counseling | # of activity completed/observed | Comments (specify) |
|---|---|---------------------------|
| Diagnostic interviews | | |
| Mental status examinations | | |
| Symptom inventories | | |
| Psychoeducational and personality assessments | | |
| Biopsychosocial histories | | |
| Assessments for treatment planning | | |
| Assessments for assistive technology needs | | |
| Career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening | | |
| Strategies to advocate for persons with disabilities | | |
| Strategies for interfacing with medical and allied health professionals, including interdisciplinary treatment teams | | |
| Strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations | | |

Additional Comments on Hours/Activities

Student _____ Date

Supervisor _____ Date

Faculty Supervisor _____ Date

Section B: Learning Objectives Accomplishments

This section may include information you have gained or activities accomplished in the class time as well as on site.

Core Standards

Check

- | | | |
|----------|--|--|
| 2.G.1.d. | Utilizes self-care strategies appropriate to the counselor role. | |
| 2.G.1.e. | Understands counseling supervision models, practices, and processes. | |
| 2.G.1.j. | Understands ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. | |
| 2.G.3.d. | Knowledge of theories and models of individual, cultural, family and community resilience. | |
| 2.G.3.e. | Understanding exceptional abilities and strategies for differentiated intervention. | |
| 2.G.5.c. | Applies essential interviewing and counseling skills. | |
| 2.G.6.a. | Understands principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work. | |
| 2.G.6.b. | Applies group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles. | |
| 2.G.6.c. | Has knowledge of theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature. | |
| 2.G.6.d. | Utilizes group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness. | |

Please note: Experience in individual and group counseling is required for the clinical practice internship. This includes counseling people with disabilities as part of the rehabilitation counseling specialization; and counseling people with mental health diagnoses as part of the mental health counseling specialization. Intakes, diagnostic interviews or assessments are not considered individual counseling sessions.

Clinical Rehabilitation Counseling Standards/Learning Objectives**Check**

- | | | |
|------|---|--|
| D.2. | Demonstrates appropriate use of assistive technology principles to enhance client quality of life. | |
| F.1. | Uses disability-related principles and practices of diagnosis, treatment, referral, and wellness to initiate, maintain, and terminate counseling. | |
| F.6. | Demonstrates the ability to recognize his or her own limitations as a rehabilitation counselor and to seek supervision or refer clients when appropriate. | |
| H.2 | Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients with disabilities. | |
| H.4 | Consults with and educates employers, educators, and families regarding accessibility, ADA compliance, and accommodations. | |
| I.1. | Knows the principles and models of assessment, case conceptualization, theories of human development and concepts of wellness and pathology leading to diagnoses and appropriate counseling treatment plans. | |
| I.2. | Understands various models and approaches to clinical evaluation and their appropriate uses with clients with disabilities, including diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, career assessments, and assessment for assistive technology needs. | |
| J.1. | Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols. | |
| J.2. | Demonstrates skill in conducting intake interviews, mental status evaluations, biopsychosocial histories, and assessments for treatment planning. | |
| J.3. | Screens for danger to self and/or others, as well as co-occurring disabilities (e.g., intellectual disability and major depression; addiction and Hepatitis C). | |
| J.4. | Demonstrates ability to conduct work-related assessments (e.g., job analysis, work site modification, transferable skills analysis, job readiness, work hardening). | |
| J.5. | Demonstrates appropriate use of diagnostic tools, including current editions of the DSM and ICD, to describe the symptoms and clinical presentations of clients with disabilities. | |
| J.6. | Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. | |
| N.1. | Applies career theory and labor market information when working with people with disabilities across the lifespan. | |
| N.2. | Demonstrates skills and functional assessments based on client work history to obtain and maintain successful employment. | |
| N.3. | Applies transferable skills and functional assessments based on client work history to obtain and maintain successful employment. | |

Major New Learning

Challenges

Student_____ Date

Supervisor_____ Date

Faculty Supervisor _____ Date