

INTERNSHIP GUIDELINES

For Master of Science Degree

in

Rehabilitation Counseling

**Department of Counselor Education
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IMPORTANCE OF THE INTERNSHIP AND FIELD EXPERIENCE

All students desiring to obtain the masters degree in Rehabilitation Counseling must successfully complete direct, applied field experience with persons experiencing disability. Students who have had limited direct contact and work experience with persons with disabilities must obtain direct field experience beginning in the first semester of the graduate program. This is accomplished by enrollment in either an observation experience and/or RE 701 (Foundations of Rehabilitation Counseling) which requires contact with clients/students who are experiencing disability. Practicum and internship field experiences are the major ways students obtain both faculty and agency/program supervised experiences.

Both practicum and internship experiences are designed to provide opportunities for the student to focus on the application of counseling techniques which the student has been developing through coursework experiences. This opportunity to apply their knowledge and skills, as well as various methods of working with rehabilitation consumers, is an important factor in learning to be an effective rehabilitation counselor.

Both field experiences provide the student with an opportunity for practical application of one's graduate training. By placing the student in a real work situation, this experience helps the student acquire competency and confidence in applying rehabilitation counseling philosophy and approaches to diverse client behaviors and problems. One can evaluate and test philosophies and attitudes within the context in which they must ultimately be made effective, as well as assess ones own strengths and weaknesses. This provides both the climate and opportunity for agency/program recruitment as well as reducing the period of time needed for on-the-job training. The program provides not only a significant measure of the student's ability to practice the profession but also serves as a reliable source of continuous evaluation of the practical professional effectiveness of the classroom curriculum.

PREPARATION FOR THE INTERNSHIP

While participating in field experiences, agency/program regulations and policies, as well as state laws, must be observed at all times. Students will be a quasi representative of the agency/program and, therefore, must present themselves in a professional manner which will not be harmful or detrimental to the agency/program or clients. Students are expected to adhere to the professional Code of Ethics for Rehabilitation Counselors as stated by the Commission on Rehabilitation Counselor Certification (CRCC): http://crccertification.com/pages/crc_code_of_ethics/10.php

Field experiences for students are obtained by working with numerous cooperating rehabilitation agencies/programs. Many facilities also cooperate by providing clients and activities where students can learn and develop additional counseling skills. The assistance of directors and staff members of all participating agencies/programs is gratefully acknowledged.

The following elements of this manual are flexible in nature, recognizing that each situation will vary, depending upon the unique nature of the person doing his or her field experience, the rehabilitation counselor (or other professional staff member) responsible for immediate supervision, and the unique nature of the client population served by the particular program/agency where the field experience is being obtained. **Students must also provide evidence of professional liability insurance before beginning a field experience.** A payment receipt, or copy of the liability insurance policy are examples of accepted evidence. Professional liability insurance can be purchased through the web addresses listed below:

www.nbcc.lockton-ins.com
www.hpsso.com/students/studentindex.php3
www.schoolcounselor.org/
www.cphins.com/

During an internship students should be prepared to participate in activities and to understand topics such as the following:

- (1) Individual and/or group interviewing/counseling
- (2) Procedures involved in determination of eligibility
- (3) Development of IPEs or similar rehabilitation plans
- (4) Staff meetings or team conferences
- (5) Case management and case recording
- (6) Medical and psychiatric consultation
- (7) Role of community resources and technology
- (8) Multicultural issues and psychosocial development
- (9) Assessment approaches, instruments, and issues
- (10) Legal and ethical issues in service delivery

DESCRIPTION OF THE INTERNSHIP

RE 899-9 Internship in Rehabilitation (Prerequisites: RE 855 and consent of instructor.)

The internship experience provides opportunities for the application of philosophy in the practice of rehabilitation counseling and case management in a rehabilitation setting. The ultimate purpose of the rehabilitation counseling internship is to provide a field-based counseling experience (providing or arranging services for individuals) emphasizing the knowledge, principles, philosophy, and approaches that serve as the foundation of the rehabilitation

counseling profession. Opportunities are provided under the general direction and supervision of a Certified Rehabilitation Counselor (CRC) or university faculty member and the direct supervision of a qualified person within the rehabilitation agency or facility. Review of consumers' problems, possible solutions, and rehabilitation planning is emphasized. This arrangement places major supervisory responsibility on the field or on-site supervisor which emphasizes the need for an experienced, trained (CRC qualified) on-site supervisor.

The profession of rehabilitation counseling emphasizes the role of counseling services to assist individuals in accessing and utilizing potential services that will facilitate independence, employment, and/or social integration of persons with all types of physical and mental (emotional) limitations. Rehabilitation counseling services can also be provided to the general population to help any individual realize their vocational and personal potential and help them change their social and financial status to one of self-sufficiency. The goal is to help an individual achieve whatever life adjustment that person is capable of attaining and to learn how to mobilize their own resources in resolving and eliminating problems. The objectives of rehabilitation may involve assistance in obtaining employment, transition services, disability management, employee assistance, mental health/personal counseling, environmental modification through technology and restructuring, and independent living.

Student interns may work with individuals, professional organizations, and advocacy groups to address the environmental and social barriers that create obstacles or adjustment difficulties for individuals. Interns may also arrange for rehabilitation and transition services for children within the school systems, provide geriatric services to older persons who are experiencing changing lifestyles and health problems, serve industrially injured workers through private rehabilitation companies and employee assistance programs.

INTERNSHIP COMPONENTS

Following successful course completion and advisor approval, it is suggested that the supervised internship be divided into three phases: (1) Orientation; (2) Observation; (3) Participation. These, no doubt, will overlap to some extent in time sequence. It is desirable, however, that the time devoted to participation be relatively longer than that devoted to orientation and observation. The participation phase is dependent upon the readiness of the student and will be collaboratively agreed upon by the on-site supervisor and the ESU faculty supervisor.

1. Orientation
 - a. Physical Facilities - Tour of Physical Plant
 - b. Agency Functions and Services
 - c. Agency Routines and Office Regulations
 - d. Staff (introduction to)
 - e. Policy and procedures
 - f. Confidentiality and ethics
 - g. Intern expectations

2. Observation

Most interns have had limited experience with direct consumer contact. Many have had limited opportunity for observation in rehabilitation settings. In order for the student to feel secure in his or her new setting, it may be desirable to provide a period of observation prior to direct involvement with consumers. Observation of the following may be necessary:

- a. Intake interviewing
- b. Procedures involved in diagnostic work-up
- c. Case or team conferences
- d. Staff meetings
- e. Medical, vocational, and psychiatric consultation
- f. Case recording and plan development
- g. Counselor "field" rounds (provision of services)
- h. Follow-up or aftercare

3. Participation

Students should be permitted to engage in as many activities as individual readiness and time available will allow. The student should progress to a point near the end of the internship where he or she will be able to complete a few less-complicated cases or at least carry them far enough to have a sense of accomplishment in seeing the consumer's progress toward appropriate goals. Cases of increasing complexity can be assigned, including a variety of problems and requiring services outside the agency, as student growth and capacity increase. Students should have opportunity to become involved, to test their impressions, and to develop awareness of their own ability to establish meaningful relationships from the initial interview to the final contact with a consumer. These experiences will include:

- (a) Screening interviews, intake interviews, counseling, planning interviews, follow-up on training or placement;
- (b) Individual consultation with other professional personnel, intra- or inter-agency, concerning an assigned case; social case worker, psychiatrist, physician, therapists, teachers, prevocational evaluator, employment service, other community resource personnel, and employers;
- (c) Intra-agency team conferences with the above personnel; and
- (d) Service provision in cooperation with inter-agency departments, children's services, sheltered workshops, training agencies, state employment services, private health, family-service agencies, alcohol and drug abuse rehabilitation programs, and mental health programs.

INTERNSHIP OBJECTIVES

Activities or objectives of the internship field experience include the following:

1. To help the student experience the realities of the rehabilitation professional-consumer relationship and the part that self-understanding plays in this relationship, and to aid the student in acquiring the ability to accept individual differences in consumers.
2. To acquaint the student with organizational structure, protocol, relationships, processes, and working conditions.
3. To provide for an awareness of the process of using community organizations in meeting the needs of the consumers.
4. To encourage the intern to work cooperatively with the on-site supervisor, fellow workers, and cooperating rehabilitation personnel; to gain experience in working as a member of a rehabilitation team.
5. To inculcate high standards of professional ethics to give the intern experience in actual interpersonal relationships which involve ethical decisions and practice in evaluating one's own behavior and motives.

STUDENT EXPECTATIONS

Student expectations may include the following: (there may be others depending on setting)

1. Students will demonstrate the ability to accept individual differences in consumers and to understand the uniqueness of each individual seeking assistance.
2. Students will seek opportunities to develop confidence in the ability to apply one's professional preparation while providing opportunities for maximum professional growth in individuals seeking assistance.
3. Students will apply knowledge and techniques learned under conditions which would not be injurious to consumers.
4. Students will demonstrate competency in the use of counseling techniques and skills.
5. Students will understand ethical standards and how to use and make appropriate referrals.
6. Students will become familiar with the information in the DSM IV.
7. Students will provide timely reports (logs) of experiences to the faculty supervisor

8. Students will complete written reports of consumer progress through rehabilitation programming.
9. Students will, as necessary, arrange visits of the faculty supervisor, site supervisor and student. The type of visit should be of the type which meets students supervisory need and can be done via any of the following methods: on-site, e-mail, phone, conference call or Skype.

Students interviewing consumers at an agency/program office are expected to adhere to agency policies regarding confidentiality and permission must be obtained, on tape or in writing, from the client to record an interview. Students will have experiences that increase their awareness and understanding of the differences in values, beliefs, and behaviors of individuals from diverse populations. This sensitivity will promote cultural competence, foster personal growth, and introduce students to counseling approaches and rehabilitation issues that affect service delivery.

INTERNSHIP REQUIREMENTS

The intern is expected to obtain a minimum of 600 clock hours for 9 hours of graduate credit. The internship requires at least 240 hours of direct service to individuals with disabilities. The intern will generally work during the agency's regular working hours, 40 hours per week for 15 weeks. Students may enroll in the internship field experience during the last semester in the program. Students are provided with written expectations and policies for internship activities via Guidelines for the Internship Field Experience.

Supervision is provided by both a qualified on-site supervisor and a CRC faculty member throughout the internship. Student performance is evaluated by the field site supervisor, faculty supervisor, and includes self-evaluation by the intern. Interns receive weekly supervision by a CRC and all expectations shall be communicated in writing to the on-site supervisor. Students shall include an average of one (1) hour per week of individual or 1 ½ hours per week of group supervision by a program faculty member or qualified individual working in cooperation with a program faculty member.

In order to understand the scope of services and the problems in service delivery students are expected to meet the requirements by working full-time in only one field setting. A student may wish to extend an internship beyond 15 weeks and obtain less than 40 hours of field experience each week; this option should be approved by program faculty. To enroll in an internship students must have completed Practicum (RE 855) earning at least a "B" grade, have completed all required courses outlined on a student's program of study, and have permission from their advisor. Exceptions to this format must be submitted in writing and will be considered by the faculty teaching full-time in the Rehabilitation Counseling Program.

In some settings the consumers served include individuals who are not considered disabled as defined in the American With Disabilities Act of 2008. In these situations the length of an internship may be extended beyond the minimum of 600 hours in 15 weeks. The specific length of the internship will be determined on a case-by-case basis.

Students enrolling in the **internship in the summer need to be aware** that they may not be able to complete the 600 hours by the cut-off date for summer graduation; students may not be able to graduate until the following December. Arrangements for these unusual circumstances will be considered by the faculty internship supervisor in consultation with other rehabilitation faculty.

On-site visits and conferences should reduce the need for written communications; however, a final typewritten summary report is required at the completion of the internship experience. Copies of this summary should be presented to appropriate agency/program supervisory staff and the university faculty supervisor. The report should include personal impressions, reactions, and examples of meaningful experiences, suggestions for improving the internship and other comments the intern feels appropriate. The report will not be graded, as such, but it should present and reflect a concise picture of the total internship experience.

APPROVAL TO ENROLL IN AN INTERNSHIP

STUDENT REQUEST

Careful preliminary discussion and planning between the university supervisor, the agency on-site supervisor or appropriate supervisory personnel and the student is necessary for the development of the best possible work climate for the supervised internship field experience in which the student will eventually be placed. The climate of the clinical practice is best set when the agency accepts the student as a professional colleague, even though it is understood that student interns are neither expected nor required to carry the same responsibilities as full-time employed staff members.

Students wishing to enroll for clinical experience (either Practicum or Internship) must receive formal approval, in advance, to enroll in the experience. In addition to prerequisite coursework, enrollment in both of these field experiences requires that each student have professional liability insurance. The liability insurance must be related to the practice of counseling and/or rehabilitation services. Evidence of the application for liability insurance must be submitted at the time of application for the clinical experience desired.

Selection and approval of an internship experience is dependent on: (A) the purpose and goals of the rehabilitation setting, (B) the scope of services to be provided, and (C) the population to be served. These three factors are all reviewed in the context of the following questions:

1. Is the setting considered an agency or program that provides services to individuals with disabilities?

2. What are the services provided at the agency or program and what is the goal or objective of each service?
3. Who are the populations served by the agency or program? Specifically, what type of disabilities are present in the population being served?
4. Will the intern be working primarily with people or with data or written materials?
5. Is obtaining or maintaining employment a service domain offered to the consumers of services at the agency or program?
6. Will the services assist individuals with disabilities in their efforts to become independent, socially integrated, and/or employed?

Each prospective intern should discuss the internship field experience with the appropriate internship supervisor at least one month prior to the beginning date of the internship. Opportunities are provided under the general direction and supervision of a Certified Rehabilitation Counselor (CRC) or university faculty member and the direct supervision of a qualified person within the rehabilitation agency or program. Review of consumer problems, possible solutions, and rehabilitation planning is emphasized. This arrangement places major supervisory responsibility on the field or on-site supervisor which emphasizes the need for an experienced and qualified on-site supervisor.

Before approval is granted to enroll in internship, students must submit an Internship Field Experience Proposal Form to the faculty internship supervisor. (this supervisor may not be the student's academic advisor) Before completing the proposal form students should obtain a copy of the Guidelines for the Internship Field Experience.

All masters students in the Rehabilitation Counseling program are expected to obtain a 3.0 (B) or higher grade in all graduate courses required for the masters degree with the following exception. The Rehabilitation Counseling program does not have a thesis or research project requirement, therefore, obtaining a 3.0 (B) grade or higher does not apply to ER 752 Analysis of Research, or ER 851 Research Design and Writing; no grade lower than a C (2.0) will be accepted for these two courses.

SITE SELECTION

Arrangements for the internship are not finalized until the student has visited and interviewed with the rehabilitation agency or setting supervisor; this interview is arranged by the student with the university supervisor being informed of all interviews. The student needs to pay particular attention to the consumer populations being served, services provided, and availability of qualified on-site supervision during their site selection process.

Students should be prepared to explain their reasons for desiring to serve their internships in that particular rehabilitation setting and to provide the agency's on-site supervisor with a copy of the Internship Guidelines. **Students must submit an Internship Field Experience Proposal Form (Appendix B) to their academic advisor for his/her approval and submit the proposal form to the faculty field experience supervisor for final approval.** After the on-site supervisor has consulted with the university supervisor, the student is notified, in writing, of the acceptance for an internship opportunity at the desired rehabilitation agency or related work setting.

STUDENT RESPONSIBILITIES

In order to reach desirable goals in the supervised field experience, it is essential that both agency and student fully understand the responsibilities of each in relation to the activity. Students must assume responsibilities such as regular attendance, conformity to agency rules, regulations, and standards, confidentiality of information, and follow-through with whatever assignments that are given by the on-site supervisor. Both the agency and the student must understand that the supervised clinical program is designed to contribute to the training of the student. This, of course, should not preclude the possibility of the agency and the student negotiating a contract for employment if this is the desire of both.

After receiving field experience approval, and before beginning the experience, the intern prepares a one page letter of introduction, addressed to the appropriate agency/program on-site supervisor and university supervisor, outlining important personal background data and **his/her specific objectives and goals for the internship**. The letter should also include a statement relevant to the student's professional goals in rehabilitation so that the agency staff and on-site supervisor can understand the special interests and needs of the intern. An overall summary focusing on the reasons for the selection of the facility, program or agency for his/her internship experience should conclude the letter. This letter of introduction should be provided to both the on-site supervisor and the university supervisor at least one week before the beginning date of the internship.

One of the most effective methods of communicating the value of the internship to the on-site supervisor and the university supervisor is through reports by the intern. It is essential that the intern keep a diary of activities and impressions. The student will maintain a daily log of the field experience. Copies of weekly logs should be submitted every week to the faculty field experience supervisor via email. These written records will also be examined at the end of the period of training. These logs permit the faculty supervisor to see how well the supervised clinical practice is meeting the intern's needs and the internship objectives of the university.

Other responsibilities and obligations are outlined on the internship handout, provided to students, entitled, Student Responsibilities for Field Experiences. (Appendix C)

PROGRAM SUPERVISOR RESPONSIBILITIES

In the internship field experience, supervision involves at least four major dimensions: planning, assignment, observation, and evaluation. The goal of supervision, and of the entire internship, is helping and assisting the intern develop a professional attitude and approach to the provision of rehabilitation counseling services. Internship supervision in rehabilitation counseling is also basically a teaching situation. In this relationship the agency/program on-site supervisor shares with the intern the knowledge and skill that has been gained through years of practical experience in the field.

A member of the university faculty, who is a Certified Rehabilitation Counselor (CRC) and teaches in the rehabilitation counseling program, will be assigned by the university to work with the internship on-site supervisor. Individual supervision of five students shall be considered equivalent to the teaching of one three credit-hour course. This university supervisor should have the following assignments:

1. Provide the agency/program with appropriate information on the intern, levels of competency or other aspects which the field supervisor should consider carefully throughout the period of clinical practice.

2. The university supervisor should visit the field work agency/program for on-site conferences with the student and on-site supervisor at stated intervals, preferably at least three times each semester and whenever special problems arise. The purposes of these conferences should include:
 - (a) Assisting the student to integrate academic knowledge and theory with clinical practice.

 - (b) Giving an opportunity, via review of audio tapes, for the university supervisor to maintain an on-going evaluation of the effectiveness of the student's academic work in terms of his or her ability to provide clinical counseling and rehabilitation services.

 - (c) Revealing information which might lead to a necessary modification of the clinical practice program whenever appropriate.

3. The faculty supervisor should monitor the field experience logs of interning students and provide feedback and consultation to students weekly and at other times when necessary.

ON-SITE SUPERVISOR RESPONSIBILITIES

In the planning phase of supervision, the on-site supervisor should meet with the university supervisor and discuss the student who is ready for assignment, the opportunities for assignment within the agency or program, and how the student's interests and needs can best be met by the opportunities the field setting will provide. A planning session should also involve some discussion of the student's curriculum and a review of respective roles of the university supervisor and the agency/program.

The selection of the on-site internship supervisor should involve the following criteria:

1. The experience and training have given the on-site supervisor an identification with rehabilitation, which will enable the supervisor to give the intern a proper orientation to the field of rehabilitation. Supervision should be provided by a Certified Rehabilitation Counselor (CRC).
2. The on-site supervisor has sufficient experience as a rehabilitation professional to be able to help the intern balance his or her own professional aspirations with the limitations of the agency/program.
3. The on-site supervisor is willing to set aside at least one hour each week, preferably on Friday, to meet with the intern in order to discuss cases, progress, etc., as well as being available on an "as needed" basis.

STUDENT EVALUATION

The university's policies require that students be assigned a grade at the conclusion of each unit of supervised clinical practice. The assignment of the final grade is the responsibility of the university supervisor. The evaluation of the on-site supervisor will be sought to assist in the grade determination.

The evaluation process is a joint one participated in by the student, the on-site supervisor, and the university supervisor. The emphasis is on the student's individual growth toward professional maturity. Together they evaluate the student's readiness to enter the profession, needs for further training, including course work and/or supervised clinical practice. In general, interns will be evaluated based on the following criteria:

- | | | |
|-----|----|--|
| 10% | 1. | completion of goals and letter of introduction to agency supervisor |
| 30% | 2. | daily logs (submission of log every week.) |
| 10% | 3. | final internship summary report |
| 25% | 4. | on-site supervisor assessment (attitude, counseling skills, ethics, objectivity, case-recording) (includes final and progress reports) |
| 5% | 5. | intern self-evaluation |
| 20% | 6. | university supervisor assessment |

Students are evaluated using written criteria at both the mid-point of the field experience and at the conclusion of the field experience. These criteria are provided to students at the beginning of the field experience. Students who are not demonstrating satisfactory performance during an internship are discussed by program faculty as needed and recommendations are provided in writing to students.

Appendix A

INTERNSHIP FIELD EXPERIENCE PROPOSAL FORM
REHABILITATION COUNSELING PROGRAM

Student: _____ Date Submitted: _____

Email: _____

Address: (during field exp.) _____
(Street)

(City) State (Zip) Phone: _____

GENERAL INFORMATION

Internship Starting Date: _____ Ending Date: _____

Total Number of Clock Hours: _____

Field Supervisor's Name & Title: _____

Name of Program or Agency: _____

Address: _____
(Street) (City) (State) (Zip)

Program or Agency Phone Number: _____

Faculty Advisor: _____

APPROVALS

I have visited with the student and the faculty internship supervisor and believe the arrangements as outlined and the field experience expectations are acceptable.

FIELD-SITE SUPERVISOR: _____ DATE: _____

FACULTY ADVISOR: _____ DATE: _____

I have conferred with the field-site supervisor listed above and believe our field experience expectations are understood and the supervisor is comfortable with the arrangements regarding this internship.

FACULTY INTERNSHIP SUPERVISOR: _____ DATE: _____

(This proposal form along with responses to the two requests on the following page should be returned to your faculty internship supervisor.)

A. Briefly state the REASON for selecting this setting.

B. List your OBJECTIVES/GOALS for the Internship experience and the criteria that you believe should be used to assign a grade for the field experience, e.g., how should each objective be evaluated?

(This proposal form should be returned to your faculty INTERNSHIP supervisor.)

Appendix B

STUDENT RESPONSIBILITIES FOR FIELD EXPERIENCES REHABILITATION COUNSELING PROGRAM

I. GENERAL OBLIGATIONS

- A. Arrangements for the internship should be completed at least one month prior to the beginning date of the experience.
- B. The student should prepare a Field Experience Proposal Sheet regarding desires concerning this field experience. It should be submitted to the faculty internship supervisor.
- C. The student will maintain a daily/weekly log of field experiences as well as an up-to-date log of hours completed. This should be available and up-to-date whenever the faculty supervisor visits with the student (meetings and individual site visits).
- D. A final typewritten summary report is required at the completion of the observation and/or internship. Copies of this report should be submitted to the faculty supervisor and to the sponsoring agency/program supervisor.
- E. The student will complete a self-evaluation form and submit it to the faculty supervisor upon completion of the observation and/or internship experience.

II. DAILY LOG AND SUMMARY LOG OF HOURS

Each student should report briefly on the content of and reaction to the activities and observation of each day. It may be helpful to note three areas: observations, participation, and reactions or feelings. Logs will be reviewed periodically by the faculty supervisor to help assure your further growth and productive experience. Comments should be specific and abbreviations are acceptable. For example, if you are shown a battery of tests, do not say in your log merely, "I observed a test battery and the purposes were explained." Please indicate which tests were explained, who does the testing, who is tested, how the results are used, who is giving or using tests and results, and your opinion of these tests, etc. The focus of comments should be on "what you learned

The log may be kept on a computer with the date noted after each entry. An introductory page may be set up to include the following: agency or office setting, supervisor, your name, semester, and period of time the log covers. Copies of your log (since last submission) **should be emailed to the faculty internship supervisor every MONDAY.** The summary log of hours does not need to be submitted each week.

After each entry (on the far right side of the page) students should indicate the date and running total of internship hours completed.

III. FINAL SUMMARY REPORT

The final report should indicate the student's general objectives for the field placement. It should also

include agency purposes and services provided, funding, administrative and organizational structure, clients served, eligibility requirements, relationships with other similar agencies/programs, and problems in service delivery. Also included would be observations of the program including feelings, problems encountered, suggestions, and the extent and description of each student's participation in the experience. The summary should be typewritten and copies provided to both the field supervisor and faculty supervisor by the last day of the field experience.

Appendix C

INTERNSHIP TERMINOLOGY

Graduate Program in Rehabilitation Counseling and Undergraduate Program in Rehabilitation Services Education at Emporia State University Spring 2014

The following information has been prepared to assist both graduate and undergraduate students in considering settings and programs to complete an internship field experience. It should also help program/agency personnel understand the objectives and expectations of a field experience setting. Accreditation standards and undergraduate preparation guidelines contain some terms that are sometimes confusing and result in misinterpretation. Five key terms are described below that should help clarify the internship requirements and maximize consistent interpretation. They provide clarification of the expectations established for approving internship sites.

1. What are “direct services”?
2. Who are “individuals with disabilities”?
3. What is a disability?
4. How is “rehabilitation” defined?
5. What are “rehabilitation services”?

Direct services

This term means the application of counseling, case management, and assessment skills with consumers including the use of consultant and advocacy skills on behalf of consumers. In general, the term refers to time spent by internship students working with and for consumers.

Individuals with disabilities

Accreditation standards and guidelines for internship field experiences emphasize involvement with individuals with disabilities. This term is usually broadly defined at ESU but in general refers to individuals (consumers) who (1) have some limitation(s) resulting from reduced or impaired physical function or mental ability that often results in them being seen as different from others, or (2) have adjustment difficulties and negative experiences due to some requirement or expected behavior in the environment that interferes or prevents acceptance by others and opportunities for meaningful integration into the community or work force. The term

individuals with disabilities, as defined above, has been adopted by the faculty teaching in rehabilitation programs as most important in approving internship experiences for our students. The legal definition of disability may be more relevant for some issues depending on the nature of the questions or implications about of the term disability.

Disability

The legal definition is important in some situations where possible discrimination may have occurred. Disability was defined in federal legislation in 1990; it is known as the ADA (Americans with Disabilities Act). The definition was amended and expanded in 2008. The legal definition of the term disability has three major components; the first component which defines major life activities of an individual is felt to be the most important of the components. Disability is an impairment that substantially limits one or more major life activities. Major life activities include, but are not limited to, reading, bending, walking, communicating, caring for oneself, sleeping, eating, seeing, hearing, standing, lifting, speaking, breathing, learning, concentrating, thinking, and working. It also includes the operation of major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

This legal definition is broad but assumes that the remediation of disability rests with treating or assessment of the individual. This definition therefore may exclude some individuals that may have significant adjustment problems due to perceptions and limitations in accessing opportunities within the living and work environment and social stigma and prejudice. The faculty at ESU believes in a broad interpretation of the definition of disability which has been influenced by philosophical differences in the origin or cause of disability and the impact of the environment in which an individual resides.

Rehabilitation

This term refers to the philosophy and approach followed by human service providers concerned with the barriers that impact the lives of persons experiencing mental and physical limitations and adjustment difficulties preventing social integration in the community or work force. These barriers include vocational, psychological, social, and environmental factors. Rehabilitation also is a program of services to empower individuals with disabilities to maximize employability, attain economic self-sufficiency, independence, inclusion, and integration into American society.

One of the major goals of rehabilitation efforts is to assist the person with a disability to move from a status of dependence to one of independence so that personal adjustment and/or the opportunity to succeed economically, via employment, can be attained.

Rehabilitation services

The profession of rehabilitation counseling and the field of rehabilitation services in general emphasizes a variety of types of rehabilitation services to assist individuals in accessing and utilizing potential services that will facilitate independence, employment, and/or social integration of individuals. Rehabilitation services can be provided to the general population to help any individual dealing with limitations realize their vocational and personal potential and help them change their social and financial status to one of independence and/or economic self-sufficiency. A major goal is to help an individual with a disability achieve whatever life adjustment that person is capable of attaining and to learn how to mobilize their own resources in resolving and eliminating problems.

Rehabilitation services may involve assistance in obtaining employment, transition services, disability management, mental health/personal counseling, environmental modification through technology and restructuring, and independent living. Interns may work with individuals, professional organizations, and advocacy groups to address the environmental and social barriers that create obstacles or adjustment difficulties for individuals. Interns may also arrange for rehabilitation and transition services for children within the school systems, provide geriatric services to older persons who are experiencing changing lifestyles and health problems, serve industrially injured workers through private rehabilitation companies and employee assistance programs, assist individuals with behavior problems associated with failure to follow laws that govern our society, and assist individuals with addiction disorders.

I:rcinternman..022310