FIELDWORK GUIDELINES

REH 4120: Internship in Rehabilitation Studies

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**Purpose**

The purpose of the internship in Rehabilitation and Human Service Studies is to enable students to experience the full range of the role of the rehabilitation and human service professionals in helping people with disabilities within an agency setting. Consequently, internships are to provide an intensive and comprehensive supervised opportunity which allows students to integrate case management, assessment, vocational development and placement and other pertinent rehabilitation job functions. The internship allows the student to place into practice the disability, psychosocial, vocational and other rehabilitation practitioner skills acquired during the academic portion of the training program. Some counseling agencies may offer specialized internships for students concentrating their studies in specialty areas such as substance abuse, for example. Other agencies may offer more broadly based internship opportunities.

**Mission Statement**

The overall mission of the Undergraduate of Science Degree in Rehabilitation Studies at WSSU is to prepare professional Rehabilitation service providers to work with people with physical, mental, or emotional disability, primarily in Winston-Salem (Piedmont/Triad area). Our overall mission is implemented with two goals in mind: 1. Prepare highly qualified rehabilitation professionals to partner with persons with disabilities in their achievement of maximum vocational, personal and social independence; 2. To provide community services aimed at assisting people with disabilities reach their goals. This preparation in accomplished by classroom and practicum/internship experience in (a) case and caseload management; (b) interviewing, evaluation and assessment; (c) employment and occupational choice; (d) medical and psychosocial information; (e) job development and placement; (f) research utilization; and (g) problems of special populations. Community service to a culturally and ethnically diverse population, professional functions, critical thinking, advocacy, and ethical standards are integrated throughout student preparation and development.

**Program Goals, Objectives, & Competencies**

The Undergraduate Rehabilitation Studies Program at Winston Salem State University is designed to: 1. Prepare entry-level, beginning rehabilitation generalist to enter the profession of rehabilitation in public and private rehabilitation settings. 2. Prepare graduates who are competent and knowledgeable in the areas of rehabilitation counseling, assessment and evaluation, vocational and career development, research, case and caseload management, medical and psychosocial aspects of disability, and job development and placement as their particular profession requires. Rehabilitation majors preparation will include at least 56 (6 hours are a part of general education requirements) semester hours of coursework, including a 480-hour internship (16 weeks at 30-40 hours per week). 3. Prepare graduates with awareness and sensitivity to the unique needs of individuals with disability and to the needs of minority population members who have disabilities. 4. Prepare graduates who are knowledgeable, concerning the importance of professional advocacy, and are capable of being advocates for individuals with disabilities. 5. Prepare graduates who understand and act in a manner consistent with the American Counseling Association Code of Ethics, and the Code of Ethics for Rehabilitation Counselors.

**REQUIREMENTS FOR A BACHELOR OF REHABILITATION AND HUMAN SERVICE STUDIES DEGREE**

Although students are required to complete a 120 semester hours, the Bachelor of Rehabilitation Studies curriculum is completed in collaboration with a faculty advisor to ensure that each student matriculates through the curriculum within the university-targeted four to five year time period. Each student is assigned faculty advisor upon entry into the Rehabilitation and Human Service Studies program. The student and the advisor meet a minimum of twice during the academic year to ensure selection of course and to avoid delays in the student completing the program.
Prerequisites

Students registering for RHS 4120 (RHS Internship) must have a minimum GPA of 2.0, and have completed all general education courses required for the major, major core requirements prior to internship. Students should consult with their academic adviser to ensure that all prerequisites are successfully completed prior to beginning the internship. Students must also have obtained a grade of C or higher in the following courses:

**General Education Courses** required for RHS majors include: BIO 2311 Anatomy and Physiology, MAT 2326, and a total of 9 credit hours in approved electives (these are to be discussed with the Faculty Adviser).

**Major Core Requirements**

RHS 2301-Introduction to Rehabilitation Studies (3 credit hours)
RHS 2304-Crisis Intervention (3 credit hours)
RHS 2306-Mental Health Issues in Rehabilitation (3 credit hours)
RHS 2307-Practical Communication (3 credit hours)
RHS 3312-Dynamics of Addiction in Rehabilitation (3 credit hours)
RHS 3301-Rehabilitation research methods (3 credit hours)
RHS 3302-Vocational Rehabilitation Process (3 credit hours)
RHS 3303-Interviewing Techniques (3 credit hours)
RHS 3304-Medical Aspects (3 credit hours)
RHS 4304-Aural Rehabilitation (3 credit hours)
RHS 3307-Deaf Culture (3 credit hours)
RHS 4301-Community Resources/Service Delivery (3 credit hours)
RHS 4302-Case Management (3 credit hours)
RHS 4303-Assistive Technology (3 credit hours)
RHS 4306-Counseling/Theoretical Approaches in Rehabilitation (3 credit hours)
RHS 4120-Internship in Rehabilitation Studies (12 credit hours)

Internship is a vital part of the rehabilitation studies program. Field instruction provides students with supervised rehabilitation generalist work practice opportunities. The objectives of the Internship experience are to provide students with the following opportunities:

- To apply knowledge and skills gained in an academic setting to an experiential setting
- To gain in-depth knowledge and understanding of a state, federal, community, or private rehabilitation agency
- To function as professionals while under the guidance and supervision of an experienced professional
- To test and enhance their leadership and interpersonal skills
- To identify personal and professional strengths and weaknesses in the employment setting

**Competencies Expected From The Internship Experience**

Students are expected to have the opportunity to gain the following competencies during their internship experience:

1. Basic listening skills
2. Understanding of the ethical and legal issues related to RHS
3. Observation, assist, and collaboration with clients and professional colleagues in developing, implementing, and monitoring effective treatment plans.
4. Understanding of and ability to evaluate assessments and reports.
5. Productive communication and cooperation with other members of the agency professional team and with professional colleagues from other cooperating agencies.

6. Review and processing the analysis, interpretation and integration of test data and other client information relevant to the rehabilitation program of consumers.


8. Awareness of how interpersonal and intrapersonal values and beliefs affect professional relationships.

9. Understand a variety of interview and communication techniques.

10. Knowledge and awareness of agency operations, policies and procedures.

11. Reflection of basic knowledge of measurement principles that relate to various screenings, assessments, and standardized tests.


13. Demonstration of personal and professional ability to use the constructive supervisory feedback given.

14. Locate and access community resources.

15. Demonstration of advocacy for consumers, the agency and the rehabilitation profession.

Description of Internship

The Internship experience is an integral component of the Bachelors of Science program in Rehabilitation Studies at Winston-Salem State University. The Internship is viewed as the integration of classroom and university learning experiences at professional, state and community settings.

After students have successfully completed all of their academic coursework, they will be approved to enroll in Internship. Internships allow students to continue to transfer the theoretical knowledge acquired in the classroom into state and community-based practice, under the supervision of a Rehabilitation professional.

INTERNSHIP HOURS

Candidates for the B.S. in Rehabilitation Studies must complete 480 clock hours of Internship (20 hours will be set aside for face to face meetings and assignments) for which the student is awarded 12 hours of academic credit. The majority of clock hours (460) will be completed at an agency site. Internship is typically accomplished in a 16 week semester, of 35-40 hour weeks. Students typically register for 12 hours of internship after meeting with the faculty advisor to ensure all major requirements have been met. The faculty advisor will notify the Internship Supervisor of student eligibility for participation in the internship course. Internship will begin within the first week classes begin. Students that anticipate starting the internship at a later week must seek approval from the faculty Internship Supervisor. It will be determined at that time if a late start is permissible, or if it will not be feasible to participate in the internship class during the current semester. Beginning internship late puts students at risk for not completing the required clock hours. Interns will return to campus for a three hour seminar three times during the semester. Each intern will be expected to participate/present assignments during the semester. The syllabus will provide detail on the assignments required during the course.

SUPERVISION

The internship experience will be directed by the Site Supervisor who is expected to provide ongoing, daily supervision and to complete an evaluation of student performance at the completion of the internship. A Faculty Supervisor from the Rehabilitation and Human Service Studies Program will supervise the student’s progress and maintain close communication with the Site Supervisor. Typically at least one site visit should be conducted each semester by the Faculty Supervisor. Out-of-the-area internship site visits may be conducted by phone. Site Supervisors must hold a bachelor’s degree in rehabilitation counseling or a closely related field and preferably should hold licensures (licensure is not required). Supervisors in specialty sites should be credentialed in the specialty area. For example, supervisors in substance abuse treatment agencies should hold the Certified Substance Abuse Counselor (CSAC) certification. The student is expected to follow the internal rules and procedures of the agency.
supervising agency, including adherence to the Rehabilitation Counseling/ American Counseling Association Code of Ethics and Standards of Professional Practice.

**Internship Description of Responsibilities**

**Responsibilities of the Site Supervisor**

- Review and approve the Internship Agreement
- Interview and accept student interns according to agency policies
- Prepare agency staff for the arrival of the internship student by indicating roles and expectations for the student and for the staff
- Allow student to attend staff meetings and other educational or training meetings
- Provide physical arrangements for the student as needed
- Be available to schedule meetings with the university supervisor as needed
- Orient the student to the community, agency, staff, and consumers
- Inform the student of agency policies and procedures
- Complete the contract of Agreement for internship placement
- Develop assignments, duties, and training experiences in accordance with the educational objectives
- Consider the student as a part of the regular staff with regard to professional conduct
- Meet with the student to arrange schedules, discuss performance, identify strengths and weaknesses, analyze difficulties, suggest remedies, and/or provide training as needed on a regular basis
- Prevent the student from functioning in any way that would impair the quality of the agency’s services
- Provide opportunities for professional growth, model good leadership and communication skills, and provide constructive criticism
- Maintain ongoing communication with the university supervisor
- Evaluate the student performance at mid-semester and the end of the internship, discuss these evaluations with the student and return to the university supervisor
- Provide for either transportation or reasonable reimbursement of travel required of students on behalf of clients or the Agency.

**HIPAA Compliance:**

Any Protected Health Information (as defined in the Health Insurance Portability and Accountability Act of 1996 “HIPAA”), Public Law 104-191, which is obtained under this contract, shall not be disclosed in any manner that violates or would violate the HIPAA regulation. If either party uses or discloses Protected Health Information, that party shall give immediate notice to the other party of such use or disclosure.
Students are required to obtain a minimum of one hour of individual supervision per week. Site Supervisors will focus on the following main skill areas during supervision:

**Case management skills:** These refer to case recording and case documentation procedures relevant to the internship site and making case presentations at team meetings.

**Human services and rehabilitation delivery systems skills:** These include knowledge of community resources and services provided by the agency/facility as well as other local resources designed to address client needs.

**Professional skills:** These are skills related to work performance inside and outside of the client relationship and include respecting confidentiality, behaving professionally, and demonstrating consistently strong work behaviors, as well as being able to work effectively with colleagues. To promote intern professional development, Site Supervisors may take on different roles including teacher, counselor, and consultant. In the teacher role the supervisor is responsible for presenting what the student needs to do and learn, providing specific instruction as to how the student intern should respond or act. The counselor role allows the supervisor to focus on the interpersonal or intrapersonal dynamics of the student. In this role, the supervisor may ask the student to explore feelings or reactions with regard to client and/or supervisor interactions. At times, this role can be uncomfortable to students as it often raises issues regarding student beliefs and worldviews, but in no way does the supervisor actually function as the student’s personal counselor. Finally, as a consultant the supervisor encourages the student to think independently and trust his/her own insights. As the student progresses during internship, supervisors may use one or several roles to promote professional development and growth.

**THE GENERALIST MODEL DEFINED**

RHS students are trained to perform job duties as it relates to the generalist model. At the undergraduate level they are not prepared to participate in graduate-level duties. The Rehabilitation and Human Service Studies Program at Winston-Salem State University defines generalist concept as:

“The application of an eclectic knowledge base, professional values, and a wide range of skills to target systems of any size, for change within the context of four primary processes. First, generalist practice emphasizes client empowerment. Second, it involves working effectively within an organizational structure and doing so under supervision. Third, it requires the assumption of a wide range of professional roles. Fourth, generalist practice involves the application of critical thinking skills to the planned process” (Kirst-Ashman and Hull, 2006, p.7).

Therefore, generalist skills can be characterized as the following:

1. Ability to assess, plan, implement interventions for clients
2. Ability to observe situations and play close attention to details
3. Ability to recognize the underlying problem of clients
4. Ability to use self appropriately in social work practice
5. Ability to clearly communicate orally and in writing
6. Ability to seek out resources to effectively assist clients
7. Ability to transfer the generalist practice skill-set to work with any population
8. Ability to evaluate their own practice with clients

The generalist model focuses on the knowledge and skills development of social work majors. It is expected that upon completion of the program that students will have sufficient training to become entry level rehabilitation professionals in social services agencies, hospitals, nursing homes, school settings, and mental health settings, state and federal agencies, substance abuse treatment facilities, etc. It is only after a student receives more training and education beyond the generalist level that he/she will be able to
be a specialist in a particular area; lead clinical groups; engage in clinical social work or diagnose clients using the DSM V

Orientation

Orientation to the agency/facility should include an introduction to staff and tour of the physical site as well as an overview of policies and procedures including hours of attendance, use of technology (phones, computers, etc.), chain of command, confidentiality, and crisis procedures. Orientation will also incorporate information regarding the history of the agency/facility, funding sources, client populations served, referral sources, client services, case management procedures, and client eligibility criteria. Orientation can last from a few days to a few weeks.

Observation

The second component of internship can include observation of intake interviews; diagnostic and/or assessments procedures; and individual, group, and family counseling sessions; vocational training, and activities of daily living training. Students may observe and/or participate in staff meetings that incorporate client review, in-service trainings, and administrative responsibilities. The final element of observation includes participation in field visits. This experience may include home visits, job development and/or placement activities, and collaboration with community agencies. This phase can vary from several weeks to the majority of the internship experience.

The undergraduate student is required to work under the close supervision of the Site Supervisor. The supervisor must be a full-time employee, and must be willing to devote the necessary time for proper training and have demonstrated the ability to supervise undergraduate interns. At no time should the intern student be subjected to situations that may put them or consumers at risk. Interns should have the opportunity to observe interviews, assessments, co-facilitate counseling sessions (group, individual); diagnostic procedures, team meetings and case conferences; and the opportunity to accompany a counselor on field visit to client’s homes, employers, and community resources. Students who are interning in settings that provide physical therapy, occupational therapy, speech therapy, recreational therapy must work with Site Supervisors to integrate academic training that is congruent with an entry-level rehabilitation generalists. It is important that RHS student interns remain within the scope of practice (e.g. knowledge, skills, and abilities) which will allow students to better understand how rehabilitation generalist apply their training, and newly developing skills to support allied health professionals who work with people with disabilities. To perform duties specific to allied health fields are not in keeping with RHS student interns training program.

Participation

As students develop competencies through observation and supervisor feedback, they will take on greater responsibility for providing direct client services. Depending on intern competencies, supervisor preferences, and specific site regulations, participation activities will vary greatly. The observation and participation phases are not arbitrary points in time but reflect an increase in assigning students responsibility for direct client services as the internship progresses. RHS interns expressing interest in related professions, such as the allied health specialties (e.g., occupational or physical therapy), may integrate these activities, but from a generalist rehabilitation scope of practice as it relates the support of those providing allied health services. A good rule for selecting activities for student participation is that the skills developed should be applicable to the student’s career goal.

WORK ASSIGNMENTS

The student should be assigned work in the agency that will allow her or him, under supervision, to work with clients in the following areas: intake, case management, administrative duties, vocational and personal adjustment counseling, placement, and follow-up, community resources, and advocacy.

The student should be assigned work with the agency that will encourage the intern to communicate and coordinate activities with a broad range of professionals inside and outside the internship agency.
Cases assigned to the intern should: 1) be representative of cases served by the agency; 2) should not exceed in complexity but must be gauged on the level of training, experience and knowledge; 3) allow the student intern to broaden in involvement with increasing experience; and 4) be of appropriate number given the intern's ability to manage multiple job duties, cases, etc.

**REPORTING AND SUPERVISION**

Each student will receive one hour of individual supervision per week from the Site Supervisor. During his or her internship, the student will track professional activities, using a log (see Appendix C), which must be turned into the Faculty Supervisor upon completion of the internship. The evaluation of the student intern is a joint process participated in by the intern, the Site Supervisor, and the Faculty Supervisor, with the latter assigning the grade. The emphasis is on the intern’s growth toward professional maturity. Together they evaluate the intern's readiness to enter the profession and his/her needs for further training.

The student will complete a form (see Appendix C) evaluating his/her own performance and experience along dimensions that reflect the competencies outlined in section one of this document. The Site Supervisor will complete a form (see Appendix D) evaluating the intern’s performance and experience along a number of dimensions that reflect the competencies described in section one of this document. Supervisors in substance abuse treatment settings must complete an additional evaluation form (Appendix G) for inclusion in the intern’s portfolio for certification as a drug and alcohol counselor. The Faculty Supervisor shall complete an evaluation of the internship, also, including assignment of the final grade.

The evaluation will involve the intern rather than merely concern the intern. A final grade for the internship will not be entered until all evaluations have been completed, reviewed and approved by the Faculty Supervisor.

**Responsibilities of the Student Intern**

- Meet with the University’s internship supervisor to determine potential placement sites and discuss educational objectives.
- Develop a resume.
- Visit and/or make arrangements for an interview at potential placement sites.
- Select placement site with University supervisor approval.
- Determine the status of liability insurance coverage for the agency (obtain a written statement or purchase insurance).
- Obtain proper signatures for the Contract of Agreement.
- During the orientation meeting with the agency supervisor, complete educational objectives, the initial report and fill in the dates of the internship Calendar.
- Follow the policies and duties outlined by the agency supervisor and meet all scheduled commitments and arrangements made in connection with training assignments. Ask for assistance and supervision when needed.
- Develop a schedule with the Site Supervisor to meet the required number of hours for internship.
- With the University supervisor decide on the project and its desired outcomes.
- Perform all duties to the best of abilities and maintain a professional manner with staff and participants.
• Meet with the university supervisor during visitations.

• Attend conferences, staff meeting, counseling sessions, and other learning experiences assigned by the Site Supervisor.

• Inform the Site Supervisor of work-related difficulties and challenges.

• Participate in the mid-semester progress evaluation.

• Complete the internship weekly logs, time logs, assignments and submit to the university supervisor.

• Retain copies of all forms (e.g. internship application, liability insurance, evaluations, time logs, etc.)

• Participate in the Final Evaluation meeting with the agency and university supervisors.

Responsibilities of Faculty Supervisor

• Meet with the student to identify potential placement sites.

• Supervise arrangements and give approval for placement site selection.

• Provide a copy of the manual to the agency supervisor and student.

• Provide information on liability insurance coverage.

• Maintain ongoing communication with the agency supervisor.

• Monitor intern progress during the internship.

• Modify the internship program whenever appropriate.

• Be available for consultation on questions or difficulties.

• Visit and observe the student at the agency.

• Discuss the mid-semester and final evaluation with the student.

• Study, evaluate, and exchange ideas for improvement of the internship program.

• Provide the overall coordination for the internship experience.

• Assign the final course grade based on the agency supervisor’s evaluations and the student’s assignments.

Credit for Work Experience

Previous Experience

No credit towards internship will be given for previous work experience.

Co-Current Work Experience

Students currently working at a rehabilitation or human services agency may apply to complete their internship at their place of employment. The final decision will be made by the supervising University faculty. Students should not expect approval of their internship site if it is essentially a continuation of their present duties. The internship must engage the student (worker) in a new experience.
The Rehabilitation Studies faculty Intern Supervisor, along with other faculty, will support in the placement process for all Rehabilitation Studies students. In some cases the Intern Supervisor will determine appropriate placement. The process for placement begins the semester prior to the semester that the student will officially enroll in RHS 4120. The placement process includes review of student applications, interviews with faculty, interviews with agencies, referrals, and individual conferences as necessary.

Students approved to complete their internships at their place of employment will follow the same policies and procedures regarding registration, supervision, evaluation, etc., as all other internship students.

**AGENCY SELECTION**

Interns will be provided with the opportunity to both observe, and participate in appropriate job functions that are in keeping with the level of training received at the undergraduate level. Job functions are consistent with those of a rehabilitation professional generalist. Therefore, agencies and programs selected as internship sites must offer a broad range of rehabilitation activities. The agency and internship must be approved as an acceptable internship site by the Rehabilitation Studies Program faculty. Internship sites must agree to enter into a Collaborative Agreement (MOU’s) with the Rehabilitation Studies and Human Service Studies Program. Collaborative Agreements are signed by an administrator from the cooperating agency and Internship Supervisor of the Rehabilitation Studies Program. Students seeking internship at new site, which have no previously established partnership with the program must submit a written request to the faculty Internship Supervisor who will present the request to program faculty. Faculty must approve the site before the internship can begin. The request must include the name of the agency, credentials of agency staff, and the name of the member who will serve as the on-site supervisor. The proposed Site Supervisor must hold at least a bachelor’s degree preferably in rehabilitation counseling, school counseling, human services, or a closely related field. Internships may not be completed at unapproved sites. An internship agreement which outlines expectations for the internship shall be signed by the Student, the Faculty Internship Supervisor, and the Site Supervisor.

**Site Criteria**

**Selection of Placement Sites**- Students are responsible for determining their personal and professional needs. Students are responsible for working collaboratively with the faculty Internship Supervisor to decide upon the appropriate placement. Agencies who are approved as an appropriate site must offer a broad range of duties in keeping with the rehabilitation professional, or closely related field scope of practice. The undergraduate rehabilitation and human service studies degree prepares students to perform generalist duties as it relates to working with people with disabilities. Therefore, students must select sites that provide services that are aligned with the programs mission, goals, and objectives. Final approval for placement is made by the faculty supervisor. You may choose to do your internship in your hometown with approval from the faculty supervisor. The faculty supervisor reserves the right to initiate internship placement.

To help you in selecting a site, a binder is available in the office of previous internship sites. You may also consider other resources would include researching human service and rehabilitation agencies in the area. A good starting place might be the universities career services or [http://www.unitedway.org/get-involved/volunteer](http://www.unitedway.org/get-involved/volunteer).

As you know, as rehabilitation professionals our focus is on helping people with disabilities to achieve their personal, social, psychological and vocational goals. We work directly with clients and their families. We perform a myriad of tasks such as evaluation of school and medical reports, we confer and plan with physicians, psychologist, occupational therapists, physical therapists, and employers in an effort to support people with disabilities. We look at training, development of job skills or assist with activities to help consumers live independently. We can be found in areas like employee assistance programs, mental health counseling, veteran affairs (state and federal), nursing homes, hospitals, substance abuse agencies, case management, school systems, and life care planning facilities. We perform assessments, intakes,
administration, social activities, support, career development, independent living skills, counseling, career assessments, functional capacity, mental status exams, depression/anxiety screenings, etc. Remember, you don't have the training for counseling, and complex assessments. A large part of your internships will be centered on administrative duties (answering phone, follow up calls, scheduling, brief assessments, shadowing, and providing support while the experienced staff is around to supervise these efforts. Remember when you select an organization/agency of interest it must be in keeping with the discipline of rehabilitation. Learning objectives must also be in keeping with the discipline. Students and internship site staff should review the following criteria to ensure the Internship Supervisor will approve the internship site.

1. The agency/facility should be well established and recognized as providing professional services to RHS clients. This may be measured by reputation in the community, accreditations (e.g., Council for Accreditation of Rehabilitation Facilities, Joint Commission on Accreditation of Hospitals), state licenses, and/or certification. Selection of the site is primarily determined by the student’s interests and learning objectives.

2. The agency/facility should have professional staff whose members identify as rehabilitation and human services professionals. Staff who supervise undergraduate students in the RHS major must have a bachelor’s degree and at least two years of direct clinical experience. Students must ask about supervisor credentials when selecting a site. Students interning in addiction programs should be supervised by a Certified Substance Abuse Counselor (CSAC) if possible.

3. The agency/facility should have a variety of rehabilitation and human service programs that offer the intern a well-rounded experience and considerable opportunities to work directly with clients with disabilities or human service needs. Internship duties should be consistent with the appropriate degree level the student is working toward.

4. The agency/facility should provide rehabilitation and human services, and have designated staff willing to supervise the student and work with the Internship Supervisor in designing internship experiences that benefit agency/facility aims and intern goals.

**Finding and Applying for Internship**

The internship you select must play to these strengths, whether you work directly with people with disabilities or indirectly. I do encourage you to select placements that are of interest to you which will require the student to identify several possible internship sites before making a final decision. Additionally, students should discuss possibilities with their Faculty Advisor, and the Faculty Internship Supervisor, or the Internship Liaison. After identifying potential sites, students are encouraged to interview and visit at least three sites. Once the internship site has been selected and approved, students should then notify the Site Supervisor or person with who they spoke during the interview to accept the internship placement. As a professional courtesy, students should notify individuals with whom they spoke from other sites but did not select for their internship. Research the agencies in which you can use the obtained skills in the Charlotte and Piedmont Triad area. To help begin your search, here is a link to the NC Department of Human Health Services - Disability Services. There are listings and contact information for agencies that provide services for people with disabilities. Here is the link [https://www2.ncdhhs.gov/disabilities](https://www2.ncdhhs.gov/disabilities). Internships that are taken in other states must receive university and program approval. These internships must go through the legal process here at the university in which the legal department will establish a memorandum of understanding with the agency of interest. This is a lengthy process, therefore beginning this process earlier would enable you to begin your internship at the beginning of the semester.

To determine mutual compatibility of goals and interests, rehabilitation students are required to undergo an interview at the internship site before placement is finalized. Internship experiences are determined with regard to student educational objectives, interests, and needs, in collaboration with the Internship supervisor.
You should seek assistance as needed from Career Services will also help in preparation that includes everything from developing your resume to preparing for the interview. It is the student’s responsibility to submit a completed internship application. **Student's that fail to have a 2.0 overall are not eligible for field. Students must have received a grade of “C” or better in Intro to Rehabilitation Studies.** Students that have below the required GPA at the time of application will not be placed in an internship until the transcript reflects the required GPA. Students that believe they will have the required GPA by the end of the spring semester must meet with the Faculty Internship Supervisor during the application process to discuss possible options. To be considered for internship all students must attend all required meetings, interview, and complete this Field Application in its entirety (regardless of GPA).

**PROCEDURAL STEPS IN SOLIDIFYING THE INTERNSHIP**

The following are steps that each student is responsible to initiate to solidify their internship, pending course requirements have been met, and the Faculty Advisor has verified and qualified you for participation in the fieldwork course:

**Step 1:** Complete and submit the Internship Application to the Faculty Internship Supervisor

**Step 2:** Register the intent to graduate with the registration office at WSSU

**Step 3:** Complete and submit the signed Internship Agreement document (only the original will be accepted). If you have been approved to participate in an out-of-state internship, then this process must begin the semester prior to the internship semester (the deadline is the Friday before spring break). This is a lengthy process and early preparation is critical. Please complete the out-of-state request form. If the notification has not been submitted by the deadline, your request will not be considered.

**Step 4:** Obtain Student Liability Insurance and Submit Proof of this insurance within the first week of the intern semester.

**Step 5:** Prospective interns must submit a typed statement of specific learning objectives that are expected to be achieved during the internship. This is a collaborative effort between the student intern and the Site Supervisor. To write use goals, students should answer the following question: “At the end of the internship, how will I determine whether this experience was successful and helped me professional?” Good goals should also include at least two objectives, or ways of accomplishing the goals, and be specific, with a specific end date, as well as measurable. An example of a goal is as follows: Goal 1: I will learn to co-lead drug and alcohol awareness groups by the end of the internship.

These documents must be submitted **BEFORE** you begin your internship. Please see the appendix for the necessary documents.

**Orientation**

A **mandatory** orientation will be held for students the first day of class (spring/fall semester). The faculty Internship Supervisor will send an email indicating such. You will receive and email indicating more specific information. You are **required** to attend.

**Change of Placement Assignment**

If circumstances require a rehabilitation student to discontinue an internship site, the student is responsible for initiating discussion with the Internship supervisor.

Some possible circumstances that might require changing an Internship site include:
- Inability of the agency to provide learning experiences as originally agreed upon.
- Major changes in agency staff and/or programming.
- Learning or teaching problems that cannot be resolved.
- Sexual harassment and/or a hostile working environment.
- Being asked or pressured to engage in unethical or illegal behaviors.

Written documentation of the student’s difficulty is needed to determine the appropriateness of the request. Before removal from the site, the involved parties should attempt to resolve the situation. If a student is asked to leave a site by the site supervisor, or chooses to leave the site, this may be grounds for an “F” in the course. If it is determined by program/departmental faculty that the student is responsible for termination of internship, then the student is subject to a process of remediation to determine if they are appropriate for the field. If it is found that the student is in violation of the codes of ethics, values, and expected disposition for a helping professional, they may be asked to leave the program. If it is determined that the student is not a risk to the profession, then the student may be allowed a second opportunity to successfully complete internship. Failure to do on the second attempt will result in dismissal from the program. Student will not be allowed to count hours earned at the previous internship toward the new assignment. Student will be required to start over, thereby requiring 460 hours to be obtained at the new site.

**GRADES**

Internships are graded per the grading scale established by the faculty Internship Supervisor. The grades are based on the submission of Site Supervisor’s evaluation (midterm, final), the student’s self-evaluation, course assignments, and satisfactory completion of 460 clock hours at the approved site. The faculty Internship Supervisor is responsible for assigning the final grade. Students will receive 12 credit hours for completion of their internship. They are awarded a letter grade (A-F). Your input on student evaluations at mid-term and the end of the semester (see Appendix) will help determine the course grade.

Incomplete grades may be issued when the student is not able to complete the internship during the semester. A written statement is to be submitted to the Internship Supervisor requesting the incomplete, along with supporting documentation that supports extenuating circumstances (poor health, etc.). It is up to the faculty Internship Supervisor and Advisor to make a determination as to whether the incomplete is warranted. Incompletes are not taken lightly, as will be granted sparingly. However, assignment of an “I” (incomplete) may occur only after the Site Supervisor, Student, and faculty Internship Supervisor have agreed upon a plan for completing the internship. This plan shall be signed by all parties and placed in the student file.

**Registration, School Breaks, Absences & Emergencies**

**Registration**

Register for REH 4120 (Internship) as you would for any other course. However, faculty approval is required in order to register. You will be notified during your advisement appointment about your eligibility to participate in the field experience (internship). You must have completed all your course work, and you must be in senior standing. Your advisor will confirm your status.

**School Breaks**

An internship placement is a commitment to an agency and the people it serves. You should discuss your expectations regarding school breaks with your site supervisor. Do not assume that you are not required to attend your internship during fall and spring breaks. Please take the time to discuss this issue early on in your internship.

**Absences**

You are under the University attendance policy while at your internship. Students are expected to be in the field
on a regular schedule and are expected to notify the faculty Internship Supervisor promptly in case of an unexpected absence. Students must make up the time missed from fieldwork. In the role of the rehabilitation and human services intern, students are important to their clients and the agency’s dependable delivery of service.

Unscheduled absences can be disruptive to clients, the site supervisor, and the student’s overall performance no matter how effective he or she may be in performing specific assignments. Excessive (excused or unexcused) absences and/or excessive rescheduling of time at the site will be grounds for dismissal from the internship agency and the internship course.

In the event of an agency closing due to inclement weather, students are to abide by the decisions of the field placement agency. In other words, if the site agency is open for business, the student is expected to be in attendance. Students that travel some distance for placement will need to pay close attention to weather forecast in those areas. Any student that feels there to risk (due to inclement weather) in getting to their placement is to immediately contact the faculty Internship Supervisor via cell phone as well as faculty Internship Supervisor before proceeding to the placement.

As a developing professional, please be sensitive of the need to notify your supervisor or your absence or tardiness as soon as possible. Please be reminded that excessive absences and/or tardiness may impact your grade.

**Emergencies**

If an emergency arises, please make every attempt to contact your faculty Internship Supervisor and Site Supervisor immediately by phone and email. If are in immediate danger, please call 911 for emergency assistance. Once you are safe from harm, please contact both your Internship Supervisor and/or Site Supervisor.

**SAFETY AND RISKS**

Personal safety is a concern for all people and can be a particular concern for rehabilitation interns as we work closely with people with disabilities during the performance of work related activities. Students need to be aware of the element of risk related to work with and on behalf of clients. Therefore, students should review their internship site agency’s policies regarding safe procedures for home visits and clients contacts.

When students have concerns for their safety or the safety of others as related to particular clients or circumstances, these concerns should be discussed with the Site Supervisor in order to determine the best course of action. In some case the student may need to submit an incident report to the Site Supervisor. If this is the case the student is responsible for informing the WSSU Internship Supervisor and provide a copy of the incident report for the student file. If concern about safety persists, students should discuss the situation with the WSSU Internship Supervisor. Students should not take extraordinary or unnecessary risks in performing their duties at the field placement site.

**DISABILITY SUPPORT SERVICES**

The Americans with Disabilities Act (ADA) extends federal civil rights protection in several areas to people who are considered “disabled”. Built upon a body of existing legislation, particularly the Rehabilitation Act of 1973 and the Civil Rights Act of 1964, the act states its purpose as providing “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities”.

The Office of Disability Services at Winston-Salem State University focuses on providing services needed by students with disabilities to minimize the extent to which their disability affects opportunities in the WSSU academic environment. For university students with disabilities, the singular most important issue is EQUAL opportunity. Disability Services is designed to address those areas of need where equal opportunity is compromised for students with disabilities.

Many people who have physical disabilities have no disability-related need for supportive services in the university environment. An example may be a person with epilepsy, which is satisfactorily controlled by medication. On the other hand, Disability Services assists many with severe disabilities (sometimes multiple) needing an array of direct academic support services and disability – management resources in order to fully integrate as productive members of WSSU. Students are asked to please contact Myra Waddell in the Office of Disability Services, room 217, Anderson Center, or by phone: (336)750-8658, email: waddellm@wssu.edu.

SEXUAL HARRASSMENT POLICY FOR REHABILITATION AND HUMAN SERVICE STUDIES

It is the policy of the Winston-Salem State University’s Rehabilitation and Human Service Studies Program that sexual harassment of students will not be tolerated in any field placement. Sexual harassment is defined as any use of authority to emphasize the sexuality or sexual identity of a student in a manner which prevents or impairs that student’s full enjoyment of the educational benefits, climate, or opportunities within the placement.

The following behaviors are examples of sexual harassment: inappropriate and offensive sexual advances of either a physical or verbal nature; solicitation of sexual activity or other sex related behavior; coercion of sexual activity by threat of punishment or promise of rewards; sexual assault; suggestive or offensive sexual language, remarks, or jokes; offensive sexual behavior such as inappropriate touching, stroking, and/or kissing.

Any student who believes he/she is being or has been sexually harassed by a faculty Internship Supervisor, his/her designee, or another agency staff member, should notify the WSSU Internship Supervisor. The Internship Site Supervisor will work with the student and the field agency to assess the situation and take the appropriate actions to protect the student from possible negative retaliation. Students who believe that the above actions have not resolved the harassment or who believe that their rights have been violated or disallowed should then seek recourse following the University procedures as outlined under the Sexual Harassment Policy in the Winston-Salem State University Division of Student Life Student Handbook. Refer to the link below:


PROBATION, PROGRAM DISMISSAL OR TERMINATION POLICY

Students may be placed on probation, dismissed from the program and/or terminated from the program depending on the severity of the issue. In the event of probationary status or dismissal, the student will be advised in writing of the actions they must take to address identified concerns and a timeframe for doing so in order to regain full program status. This may include demonstrating specific performance levels (in the areas of basic professional practice skills, stress management and emotional self-awareness, and professional judgment) in field placement and/or the classroom, future meetings with their advisors, seeking outside assistance, and re-evaluating readiness for the program. Any student terminated from an
agency may also be terminated from the field program.

**Probationary Status**

Students displaying concerning behavior in field placement, the community, or on campus may be counseled by the faculty Intern Supervisor, Faculty Advisor, Departmental Chair(s), and/or Liaison and placed on probationary status. Students placed on probation are required to meet with the faculty Intern Supervisor and Advisor prior to returning to field placement. Students who fail to meet with the faculty Intern Supervisor (within 36 hours of notification of being placed on probation) will be removed from the agency and terminated from the field internship program. Students who are placed on probation will be terminated from the internship for any violation of the terms of their probation or additional infractions. The faculty Intern Supervisor and Faculty Advisor will complete both the Field Incident Reporting form and Probation Notice form and file copies of each in the student’s file. The intent of probationary status is to give students the opportunity to correct behavior and grow professionally.

**Removal of a Student from Field Internship**

Removal of a student from the field agency at any time may be requested by the Site Supervisor and/or agency representative for documented unprofessional conduct or for lack of progress in achieving field internship learning objectives. These violations may be academic or reflective of professional behavior. Academic violations would include violations of professional code of ethics, agency policies, and field internship policies. A written statement and, if appropriate, the Evaluation Form will be prepared by the Site Supervisor in consultation with the faculty Intern Supervisor attesting to this action. These items will be placed in the student's file. Student termination from the field internship is made by the faculty Intern Supervisor only after a careful review of all available information and consultation with the involved parties.

**Examples of circumstances leading to removal of a student from Field Internship** include but are not limited to:

1. Student’s request
2. Termination of student by agency
3. Failure to abide by the Codes of Ethics (ACA, Rehabilitation Counselors).
4. An attempt to harm oneself or someone else.
5. Excessive tardiness or absence from the agency.
6. Inappropriate or unprofessional behavior in connection with the Field placement.
7. Inability, because of illness or other circumstance, to meet the necessary job requirements of the placement.
8. Inability or refusal to carry out assigned agency duties
9. Inappropriate relationships or inability to adhere to boundaries in the agency.
10. Documented concerns by program faculty related to behaviors in the academic setting.
11. Criminal/Legal issues.
12. Removal from courses or the institution.
13. Issues related to impaired mental health or use of alcohol and/or drugs.
14. Excessive problematic relationships in the agency and seminar setting.
15. Failure to report any dual relationships or conflicts of interests.
16. Excessive absence/late arrivals from the field Seminar course.

The Faculty Internship Supervisor, individual requesting the removal, and Field Liaison, will discuss the circumstances involved in the request. The final decision regarding removal from field will be made by the faculty Internship Supervisor, in consultation with the, Faculty Advisor and Department Chair(s). The student may appeal the decision according to the University grievance policy. The
Expected Dispositions for Students on Internship

It is recognized that students may encounter personal problems that can interfere with work performance. It is, therefore, the purpose of this procedure to outline the steps that can be taken in order to assist a person whose performance may be impacted by problems caused through alcohol or substance abuse, emotional distress, mental and/or emotional problems, mental illness, and/or other reasons. This policy may be enacted when it is believed that students are not displaying appropriate dispositions in the classroom and or at the internship site due to chemical dependence or abuse, mental illness, emotional problems, and/or other circumstances that may cause the student to be unable to satisfactorily perform expected tasks and responsibilities.

Procedures

If it is believed that a student is unable to function appropriately (e.g. observed deterioration, inappropriate behaviors and responses, etc.) as prescribed by the ACA written Code of Ethics or other written professional ethics expected by a specific discipline or worksite, he or she may be referred by the Rehabilitation Program faculty Internship Supervisor and program faculty to an agency or practitioner for an assessment. The assessment may include mental health, depression/anxiety screening, etc. The substance of the assessment process is strictly confidential. However, as it is necessary for the program coordinator to have knowledge of the recommendations of the assessment facility, students will need to sign a release of information form so that these recommendations may be released to the program faculty, advisor, and chair(s). At this time it will be determined if remediation is appropriate, site reassignment, incomplete grading, probation, failure of the course, or termination from the program is the best course of action. Student, agency, university, and ultimately consumer welfare if of the utmost importance. It is the students’ choice to participate in evaluation/assessment. However, if the recommendations are not followed, the student may be at risk for dismissal from the program.

- The cost of the evaluation and any treatment recommended by the evaluating facility will be borne by the student.
- It is the responsibility of the student to follow the recommendations of the assessment. Recommendations may include, but are not limited to:
  - Treatment for chemical dependency at a center that is agreed upon by both the student and the coordinator.
  - A medical examination by a competent health care professional.
  - Counseling for personal, emotional, or marital problems.

EVALUATING THE FIELD AGENCY

At the end of the year, rehabilitation and human service studies interns are asked to evaluate the field agency in relationship to their educational needs and goals. Utilizing the students’ evaluations, evaluations made by the Site Supervisor and feedback from the faculty Internship Supervisor and other relevant agency personnel, a decision is made regarding the continuance of the agency as a field site for the Rehabilitation and Human Service Studies program.
**Out of State Internships**

Students are not automatically granted approval for out of state internships. Students are strongly urged to select internships within a 60 mile radius of Winston-Salem. Internships that occur outside of this mileage will require approval by the Internship Supervisor. Students who are requesting out of state internship must obtain approval from the university and the Internship Supervisor. This process begins by notifying the Internship Supervisor of the desire to obtain an out-of-state internship. Compelling reasoning must be provided as to why this is necessary. Upon approval the cooperative agreement is initiated by the Faculty Internship Supervisor. The student is responsible for providing the learning objectives, the organizations name, program name, the supervisors name, position, address, phone number and email address. Approval of the actual site, and internship experience must be provided by the Internship Supervisor before continuing with university approval. Every state is not approved for out of state internships here at WSSU. WSSU is currently authorized to operate in, or authorization for distance education programs is not approved in the following states: Arizona, California, Colorado, Florida, Hawaii, Maine, Michigan, New Jersey, South Carolina, Vermont, and Virginia. The Cooperative Agreement will be drafted upon receipt of relevant information from the site representative/supervisor and the student, and will be forwarded to the legal department for review and decision. This is a time-consuming process, therefore be mindful that if you are in need of an out-of-state internship, this process must begin in the semester prior to the beginning of the internship (summer is excluded). Which means if this process has not been initiated during the fall or spring semester, it should not be expected that it will be initiated and completed during the summer.

**Liability, Confidentiality and Ethics**

You are required to obtain professional liability insurance prior to beginning your internship. More information can be found at [http://www.hpsco.com/individuals/professional-liability/student-malpractice-insurance-coverage-description](http://www.hpsco.com/individuals/professional-liability/student-malpractice-insurance-coverage-description). Proof of insurance should be turned into your faculty supervisor no later than the first week of class. **YOU WILL NOT BE ALLOWED TO BEGIN YOUR INTERNSHIP WITHOUT PROOF OF INSURANCE.**

Every Rehabilitation Studies student is required to pay a fee for liability insurance. This fee and proof of insurance will be due during the first week of the fall semester. This is billed separately from your tuition. You will not be considered eligible to enter field until the field proof of insurance is provided. This fee is usually less than $20-35.

**Transportation**

Transportation for field is required. Therefore, not being able to attend the site for internship is not a valid excuse, and failure to attend internship on agreed upon schedule could be cause for dismissal, and/or failure of internship.

- If you have any questions or concerns about the application process, please contact the Internship Supervisor/Field Coordinator, Dr. Tammara Thomas at (336) 750-8286 or thomastp@wssu.edu.

**Student Professionalism**

It is the expectation of the Rehabilitation Studies program that you will maintain high ethical standards while working in the field. These standards include: performing your assigned duties with integrity and honesty; referring clients beyond your scope of expertise; and maintaining professional relationships with clients. Please contact your faculty advisor for more detailed information on what constitutes ethical behavior.
Please be mindful that you are working in environments that may contain private client information. It is the expectation of the Rehabilitation Studies program that you will treat all information as confidential. Please check with your agency regarding their policies on confidentiality.

Part of the internship experience involves assisting students in their developing roles as professionals. Upon beginning their internship, students will have had repeated exposure to the Department’s expectations of professionalism; and will have signed the professional dispositions statement. However, the internship site may still provide opportunities to assist students in their continuing development of their professionalism. You are encouraged as supervisors to enforce the dress, conduct, and workplace culture rules of your organization with students.

Learning Objective Criteria

Students are required to develop, in conjunction with their site supervisor, three (3) measurable learning objectives for their internship. These objectives will help guide students throughout the semester. Objectives should have a completion date; a measurable method of evaluation; and be specific.

Timesheets

Students will be responsible for obtaining your signature on their timesheets monthly. Timesheets are provided by the University. However, you are welcome to use your organization’s timesheet with approval from the faculty supervisor. Timesheets are due by the 10th day of the following month (Ex: January’s timesheets are due by February 10th). It is strongly recommended that students make a copy of their timesheets prior to turning them in. Please review the hours carefully prior to signing. PLEASE DO NOT SIGN IF YOU ARE UNSURE OF HOURS WORKED OR IF THERE IS A DISCREPANCY. If this does occur, please contact the Site Supervisor and faculty Internship Supervisor immediately.

Evaluations

You will be required to fill out a mid-term and final evaluation, which the student intern can provide for you. Your ongoing input on the internship process is always welcome.

Information at a Glance

DO NOT HESITATE TO CONTACT THE FACULTY INTERNSHIP SUPERVISOR WITH ANY QUESTIONS OR CONCERNS AT ANYTIME!!!

University Calendar

Students are expected to work at the agency during the academic semester as defined by the official university calendar, located on the WSSU website at www.wssu.edu.

I have read and I understand the above information.

__________________________________________
Student Signature

__________________________________________
Date

PLEASE SIGN THIS PAGE AND RETURN A COPY TO THE INTERNSHIP SUPERVISOR
APPENDIX

Fieldwork Internship Application
Student Information and Emergency Form
Placement Agreement
Mid-Fieldwork Evaluation
Final Self-Evaluation
Student Evaluation of Site
Acknowledgement of Risk Form
Incident Report Form
Out of State Internship Request Form
Winston-Salem State University

FIELDWORK INTERNSHIP APPLICATION
REHABILITATION STUDIES FIELD EDUCATION

1. Name: ____________________________________________________________ Banner ID#:______________________________

   Telephone (home): ___________________________ Telephone (cell)_________________________
   Area Code + Number                          Area Code + Number

   Email address: ______________________________

2. University Address: ____________________________________________________________

   ____________________________________________________________
   City  State  Zip

3. Permanent Home Address (if different from University address):

   ____________________________________________________________
   City  State  Zip

4. Address where you will reside during placement: ______________________

   ____________________________________________________________
   City  County  State  Zip

5. Academic record: Hours completed ___  Overall GPA ___  Major GPA: ___

   Please list courses and meeting times for the courses in which you are registered for (Fall)

   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

   Have you completed all required course work:  Yes___  No ___

   If any, what courses are remaining? ____________________________________________
6. Do you have a car? Yes____ No____

Do you have a valid driver's license? Yes____ No____

Please know that if you do not have a car you will be expected to obtain a consistent and reliable form of transportation. Lack of transportation will result in being denied admission into field placement.

7. **VOLUNTARY DISCLOSURE:** Agencies will frequently ask about a prospective intern’s history regarding mental health issues, substance abuse and/or previous legal involvement, including serious or multiple driving violations, conflict of interests, special needs or accommodations, dual relationships, etc. While this does not preclude obtainment of an internship, it is imperative that the Internship Supervisor/Field Director has this information prior to beginning of the placement process. Please know that there are some circumstances that will make it difficult or nearly impossible for the Internship Supervisor/Field Director to assist in obtainment placement in an agency. Having information in advance will help to better assist you.

Do you have any issues that may interfere with servicing clients or that would prevent an agency from hiring you that should be discussed with the Internship Supervisor? If yes, Please attach an explanation to this application.

   Yes____ No____

Do you want this information shared the agency Site Supervisor? (Please understand that agencies conduct their own criminal background checks, credit checks, driving record history, personality testing, citizenship history, child abuse and neglect registry history, and etc.

   Yes____ No____

8. Rehabilitation Studies majors are required to complete all coursework prior to beginning internship. Special permission may be obtained to have one remaining course per approval of internship/field supervisor and advisor. Students are required to be in placement a minimum of 4 full days each week, and are required to complete a total of 460 clock hours. Additional days may be required depending on the needs of the agency and opportunities available to the student.

9. Briefly state your occupational/professional goals, both immediate and long-range. Use another sheet if necessary.

_______________________________________________________________________________________________________________________
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_______________________________________________________________________________________________________________________
9. List areas of rehabilitation practice you are interested in (i.e., aging, juvenile justice, geriatrics, health care, children and families and mental health).

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

10. Is there a specific agency you would like the Internship Supervisor to consider for your placement?
Yes_______ No__________

Name of Agency: ________________________________________________________________

Contact Name: __________________________ Position: _______________________

Telephone Number: _______________________

How are you familiar with this agency?
_______________________________________________________________________________

_______________________________________________________________________________

Do you have a relative or close friend that is associated with this agency?
___Yes   ___ No

NO CREDIT will be given for prior or current work experience. Also most field agencies operate between the hours and 8:00am and 5:00pm, Monday through Friday, with little to no evening and weekend hours. You will need to arrange your academic schedule to allow 8 hour days for field placement. Some students will be required to work evening hours based on the needs of the agency. Also, some agencies will require students to present to placement on “non-internship” days for experiences not available during other times.

My signature below signifies that all information on this application is true and valid. My signature also signifies that I understand and agree to spend a minimum of 35-40 hours per week in an assigned field agency. Failure to complete required field hours and associated assignments within a given semester will result in a final grade of ‘F’. Criminal issues may limit/impact the Internship Supervisors ability to help locate a suitable placement for me. ANY criminal background/history should be disclosed in this application. I understand that physical or mental health issues that interfere with my ability to perform job duties or impair my judgment may delay my ability to enter field and or remain in field placement. Substance use or abuse issues will lead to immediate removal from field. Unprofessional behavior in the social work program, on campus, or while interviewing for placement may lead to my application for field placement being denied. Any accommodations that I need due to a disability must also be disclosed in this application.

Any information falsified or omitted in this application may be grounds for dismissal from the field program. I also understand that a 2.0 cumulative GPA are required before being officially placed in an agency setting and entering the field course.

_______________________________________________________________________________

_______________________________________________________________________________

Student Signature               Date
Student Checklist and Application Attachments:

_____ Student’s Signature and Date on Application Information Sheet

_____ Completed Internship Application

_____ Original Signed Copy of Cooperative Placement Agreement

_____ Copy of Unofficial Transcript

_____ Proof of Student Liability Insurance

_____ Attached Printed Copy of Learning Objectives

___________________________________  ______________________
Internship Supervisor Signature or Designee   Date
Student Information and Emergency Form
Winston-Salem State University
Rehabilitation and Human Services Studies

Student Name ________________________________  Banner ID ________________________________

Home Address (Permanent): ______________________________________________________________
_________________________________________________________________________________

University Address: _________________________________________________________________
_________________________________________________________________________________

Phone Numbers: Home:_______________________ Cell: ______________________

Preferred Email: _________________________________________________________________

CONFIRMED SITE INFORMATION:

Internship Site/Agency Name: _________________________________________________________

Address: _________________________________________________________________
_________________________________________________________________________________

Site Supervisor Name and Title: _______________________________________________________

Phone _________________________          Email _____________________________

EMERGENCY CONTACTS

1. Name:____________________________ Relationship__________________________

Address: __________________________ Phone Number: ______________________

__________________________________ Email Address: ______________________

2. Name:____________________________ Relationship__________________________

Address: __________________________ Phone Number: ______________________

__________________________________ Email Address: ______________________

_________  Initializing this document is indication that I have provided consent for authorized faculty, and site
supervisor to contact me or my emergency contacts in the event of an emergency
INTERNESHIP AGREEMENT
REHABILITATION STUDIES PROGRAM
WINSTON-SALEM STATE UNIVERSITY

Expectations of the Student/Intern

1. Delivery of services under close supervision.
2. Completion of measurable learning objectives, which are to be developed with the site supervisor and
3. Participate in evaluation at the mid-point and end-point of the experience
4. Maintain a log of contact hours, and assignments (i.e. a journal of reflections on the field education experience.
5. Attendance at the University seminars scheduled during the field education, and at site visits by the
   University supervisor.
6. Timely completion and submission of assignments to the University supervisor, including learning plan, log, journal, workshop, evaluations, and other requirements as assigned.
7. Attend conferences, staff meeting, counseling sessions, and other learning experiences assigned by the Site Supervisor
8. Perform in a manner that is ethically (e.g. ACA Code of Ethics) and professionally sound.
9. Complete agency evaluation upon the completion of field experience.

(Student Signature) (Date)  
(Field Site Supervisor Signature) (Date)

Expectation of the Field Site Supervisor

1. Designation of a field site supervisor to function as a mentor to the student, with a minimum of 1 hour of individual supervision per 30 hours of student service.
2. Develop assignments, duties, and training experiences in accordance with the educational objectives
3. Direct services role to be provided for the students, i.e., working directly with the public, providing services, work comparable to other employers.
4. Orientation to confidentiality and emergency laws and procedures that apply to the site, and to universal precautions and infection control procedures that may apply.
5. Release of student to attend University seminars.
6. Arrangement of back-up or consulting staff availability, in the event that the designated site supervisor has to be absent, such that no student is working completely alone.
7. Completion of evaluations of student performance.
8. Maintain contact with University Faculty Internship Supervisor.

BY SIGNING BELOW YOU CERTIFY THAT YOU ARE QUALIFIED TO SUPERVISE A STUDENT AND HAVE APPROVAL FROM COMPANY SUPERVISORS TO ACT IN A SUPERVISORY ROLE.

(Student Signature) (Date)  
(Field Site Supervisor Signature) (Date)

Expectations of the University Supervisor

1. The University supervisor is designated to function as a resource person to the student, and as a primary contact between the site and the University.
2. Preparation of a syllabus outlining assignments and due dates, to be provided to both the student and site supervisor.
3. Providing University seminars during the field education, which students are required to attend.
4. Scheduling and attending field site visits to meet with students and site supervisors to review learning progress.
5. Orientation to ethical and professional practice standards provided to all students prior to engaging in field education, through a semester course in casework and through other professional preparation courses.
6. Oversight of the student evaluation process, including evaluations by site supervisors, and student self-evaluation.

________________________________________________________________________
(Student Signature) (Date)

________________________________________________________________________
(Field Site Supervisor Signature) (Date)

________________________________________________________________________
(University Supervisor Signature) (Date)
# TIME SHEET

Winston-Salem State University

**REH 4120**

*Internship*

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Employee Signature: ____________________________ Date: ____________

Supervisor Signature: ____________________________ Date: ____________
**REH 4120 INTERNSHIP**

**Midterm and Final Evaluation**

Student_________________________________________ Semester_________ Year________

Internship Site________________________________________

Supervisor__________________________________________ Midterm Evaluation or Final Evaluation

---

**EVALUATION SCALE:** Please evaluate the student on a scale of one to five, with five denoting exceptional and one denoting inadequate. Please check N/A for those items not applicable.

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<th>1. RESPONSIBILITY</th>
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<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td>Calls if unable to come because of illness or emergency</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td>Follows directions and completes assignments/tasks</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td>Accepts increasing responsibility</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td>Presents professional appearance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. COMMUNICATION SKILLS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
<th>Uses standard English in writing and speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td>Speaks clearly and distinctly</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td>Shows a variety of voice (e.g., volume, tone)</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td>Uses appropriate vocabulary</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td>Writes/prints legibly</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td>Maintains eye contact with all clients</td>
</tr>
</tbody>
</table>
3. **PROFESSIONAL ATTITUDES**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Show(s) genuine interest in clients/co-workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td>Shows enthusiasm in their work</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td>Demonstrates the ability to establish rapport with clients</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td>Demonstrates the ability to relate to clients regardless of race, gender and/or ethnicity</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td>Relates well to the other co-workers</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td>Welcomes and accepts constructive criticism</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td>Recognizes the dignity and worth of each student</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td>Shows initiative</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td>Exhibits honesty and integrity</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td>Prepares well for teaching and other tasks</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td>Demonstrates the ability to teach a lesson</td>
</tr>
</tbody>
</table>

4. **ACADEMIC PREPAREDNESS**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Show familiarity with terms/concepts in the field</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td>Is able to demonstrate a connection between theory and practice</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td>Integrates knowledge into writing of reports, etc.</td>
</tr>
</tbody>
</table>

Would you hire this student? _____ yes _______ no If no, explain what skill would make the student more marketable?

In what ways could the faculty at WSSU better prepare for the student for their internship?
In what ways could we better support you as the internship supervisor?

Additional comments may be placed on the bottom or back of this form.

Signature
Internship Supervisor___________________________________________Date__________________
Student Evaluation of Internship Site

Name: ___________________________  Semester/Year __________

Internship Position: _______________  Department: ________________________________

Supervisor’s Name: ______________________

Interns: Please read the following statements and circle the appropriate rating. You may mail, hand deliver or fax the report to the University Supervisor. You must submit this form in order to complete all internship requirements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not At All</th>
<th>Very Satisfied</th>
<th>Extremely</th>
<th>Always</th>
<th>Poor</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am satisfied with the position I held with my internship site.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2. I was well received by supervisor and departmental staff.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>3. The department was prepared for my arrival.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4. I was given a clear description of my duties/responsibilities;</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>assignments were meaningful / consistent.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Rate your internship with __________________________</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Intern’s Signature ___________________________________  Date____________
FIELD INCIDENT REPORTING FORM

Winston-Salem State University

UNDERGRADUATE REHABILITATION & HUMAN SERVICE STUDIES PROGRAM

601 North Martin Luther King, Jr. Blvd.

Winston-Salem, NC 27110

Student: __________________________ Agency: __________________________

Person submitting report __________________________________________________

Date of incident ____________________________ Date of report ________________________

Person involved in incident _______________________________________________________

Description of incident  (What led to the situation and what occurred during the incident?)

_____________________________________________________________________________________________________________________

______________________________________________________________________________

Nature of injury and persons injured

_____________________________________________________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Action taken and by whom

_____________________________________________________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Student Intern Signature: ___________________________ Date: ________________

Agency Site Supervisor: ___________________________ Date: ________________

WSSU Internship Supervisor: ______________________ Date: ________________

Out-of-State Internship Request Form

Student Name: ____________________________ Today’s Date: ________________
Prospective Out-of-State Agency Information

Agency Name:__________________________________________
AGENCY NAME

Agency Address:_______________________________________________________________________________

Type of Agency:
_ School Setting   _ Substance Abuse Treatment Agency   _ Vocational Rehabilitation
_ Nursing Facility   _ Hospital   _ Corrections   _ Mental Health Facility
_ Social Services Agency   _ Other:_______________________________________________________________

Agency Representative’s Name:_______________________________________________________________

Phone:___________________________________________________________

Email:____________________________________________________________

Reason for the request (please provide relevant documentation):

Student’s Signature:________________________________________Date:__________

Do not write below this line

Determination:  ___ Approved    ___ Denied

Internship Supervisor Signature:____________________________________________________________

Comments:
ACKNOWLEDGEMENT OF RISK FORM
Winston-Salem State University
Rehabilitation and Human
Service Studies

Acknowledgement of Risk in the Field Placement

Student Name: ____________________________________________

This document is designed to inform you of the potential risks associated with the field placement, which is required for graduation with a Bachelor of Science or Bachelor of Arts Degree with a major in Rehabilitation and Human Service Studies. It is the RHS program’s responsibility to inform you of risks associated with this aspect of your educational and professional preparation. With proper knowledge and preparation, risks can be minimized.

1. **Liability Insurance:** Professional liability coverage is required for all students. Coverage is provided through the University system. An important aspect of professional practice is knowing the limits of your knowledge and skills and avoiding helping situations that are not within your area of competence. Whenever you have a question about the handling of a particular case and whether or not a given intervention is appropriate, consult your field instructor and/or Field Director.

2. **Automobile Liability Insurance:** If you will be using your personal vehicle in the field, it is recommended that you check with your insurance company for a clear understanding of your coverage. Ask specifically what coverage you have if something happens while transporting a client. The social work program strongly recommends that you not use your personal vehicle to transport clients. If clients are to be transported, an agency vehicle should be used. Consult your field instructor regarding agency policies.

3. **Client Office Visits:** Sometimes you may have a client in your office who becomes agitates or hostile. It is important that you discuss such matters with your field instructor early in your practicum to be informed of agency policy and recommended courses of action should such an event happen.

4. **Institutional Settings:** Mental health and correctional institutional settings serve a client population whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your field instructor. It is acceptable to discuss the possibility of having your field instructor or another staff person accompany you when you visit certain clients. Concern in this and other areas can also be discussed with the Winston-Salem State University (WSSU) Internship Supervisor.
5. **Home Visits:** It is not uncommon for rehabilitation professionals providing components of human services to do so in a variety of social service settings, including conducting home visits. Such visits do expose you to risks. It is important that all home visits be made with the full knowledge of your field instructor. The time of departure, time of return, other activities while on the trip, etc. should be documented according to agency policy and your field instructor’s directions. Do not conduct a home visit when you feel extremely uncomfortable or threatened in the situation. Return to the agency and report your experiences to your field instructor. Also beware of dogs or other household pets that might be a threat. So not take undue risks. Know who to call or what steps to take if you should experience a vehicle breakdown.

6. **After Hours Meetings:** Some social service settings have activities that occur beyond normal office hours. Beware of the location or neighborhood where such activities take place and take appropriate safety measures such as noting street lighting, open spaces, shrubs, and other growth that might impair vision. It is suggested that you arrange to be accompanied by someone when going to your car after dark.

**Acknowledgements:**

I have read the above, discussed these risks with the WSSU RHS program faculty, and I understand that the field internship does present some risks. I also understand that prudent choices and exercising caution can minimize these risks. I further recognize that it is my responsibility to become informed of agency policies and practices regarding the above situations and to act accordingly. I also understand that it is my ongoing responsibility to discuss my concerns and questions with my field instructor and the WSSU faculty Internship Supervisor.

---

**Student Signature**  

**Date**

---

Items 1-6 have been discussed with the above named student and the opportunity has been provided for the student to ask questions and receive clarification. The student has been told to expect instruction, supervision, and support regarding items 1-6 and related issues.

---

**Agency Field Instructor**  

**Date**

---

**WSSU RHS Program Internship Supervisor**  

**Date**