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2003**

INTERNSHIP

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*****Not all contributors are represented in all subjects**

DEPARTMENT OF REHABILITATION PSYCHOLOGY AND SPECIAL EDUCATION

UNIVERSITY OF WISCONSIN-MADISON

RP & SE 501 Rehabilitation Counseling Psychology-Applications

RP & SE 630 Internship in Rehabilitation or Special Education

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Course Objectives

The combined courses provide an introduction to the rehabilitation and human service system and the clientele served within that system through classroom instruction and discussion sections, visits to rehabilitation and human service agencies and programs, and participation in field placement. In addition, instruction is provided, in combination with assignments completed, in professional communication, particularly writing, related to course content and professional practice in rehabilitation and human service settings (the course satisfies the Communications-Part B requirement). Course objectives focus on the following areas:

1. Promoting understanding of the rehabilitation and human service system and a number of specific agencies and programs within the system.
2. Promoting understanding of the clientele served by rehabilitation and related agencies and their needs.
3. Promoting a more thorough understanding of one particular agency or program and the clientele served (the field placement agency).
4. Promoting skills in professional communication, particularly writing, along with speaking, reading and listening skills.
5. Promoting consideration of career options within the field of rehabilitation.

Accommodations

If you have a disability for which you require accommodations to promote your learning and participation in this class, please let the instructor or teaching assistant know. The McBurney Disability Resource Center (905 University Avenue, 263-2741) is the organization on campus to contact regarding campus disability-related policies and services.

Organization

Two general types of activities will be included in the combined courses:

1. **Class activities (RP & SE 194-501).** Class activities will provide an introduction to the rehabilitation and human service system, specific rehabilitation and human service agencies and programs, clientele served, and basic communication skills, particularly writing. Class activities will include the following:
 - a. Field visits to rehabilitation agencies and programs, with opportunities to observe agencies and programs and to meet with rehabilitation professionals and clientele served by those agencies and programs.
 - b. Classroom presentations by the instructor and/or teaching assistant and general discussion regarding course content and student observations from field visits.
 - c. Classroom presentations by the instructor and/or teaching assistant on basic writing skills, as well as more specific formats and professional conventions for writing case notes, case reports, and library research papers (including APA style). One class session will be conducted in collaboration with library staff to facilitate skills in library resources relevant to rehabilitation psychology (emphasizing such databases as PsycINFO and ERIC, major journals and related literature sources, and Internet resources); this session will prepare students for one of the major writing assignments for the semester and will be partially structured around that assignment.
 - d. Student presentations on field placement sites where the internship credits are being satisfied, providing an opportunity to learn about all of the agencies and programs where field placements are being completed.
 - e. Group activities to facilitate learning of professional communication.
2. **Field placement (RP & SE 194-630).** A field placement or internship will be arranged for each student in a cooperating rehabilitation and human service agency or program. Field placements will be arranged during the first two weeks of the semester and will begin in the third week. A total of 8 hours per week will be required in the field placement, extending over 13 weeks, from the 3rd week of the semester through the 15th week (the last week of classes).

Texts

A collection of required readings is available through *Bob's Copy Shop* at University Square. A few required readings and materials will be distributed in class, including materials and samples related to written and other assignments, and other written materials and brochures will be distributed at field visits. The following books are also required and are available at *University Book Store*:

Required

Kiser, P. M. (2000). *Getting the most from your human service internship: Learning from experience*. Belmont, CA: Wadsworth.

Rosnow, R. L., & Rosnow, M. (2001). *Writing papers in psychology*. Belmont, CA: Wadsworth.

Recommended

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Course Requirements

The following are course requirements for RP & SE 194-630 (Internship):

Field placement. The field placement must be completed according to terms specified in the individual student contract. In addition to completing the field placement, satisfaction of this requirement will entail the following activities.

Contract. A contract must be prepared by you, signed by both you and your supervisor, and submitted to the instructor by the specified date. The contract will include a list of responsibilities specified in some detail, including observational and other activities designed to familiarize you with the agency, its services and procedures, and clientele. It will also describe the major case service responsibilities and duties that you will carry out over the course of the semester. In addition, a list of learning objectives will be included, specifying what knowledge and skill you hope to develop through the placement.

The instructor and/or teaching assistant will meet with you and your agency supervisor prior to the beginning of your placement, when responsibilities and objectives will be discussed. A second meeting will be scheduled at midterm to review progress and make any necessary modifications in the contract.

Date due: February 27

Written evaluation. Your agency supervisor in your field placement will be asked to provide a written evaluation of your performance, and this written evaluation will provide the primary basis for the course grade in the field placement. Evaluation of your performance for grading purposes will be based on the supervisor's rating in two areas: (a) reliability and conscientiousness in fulfillment of assigned responsibilities; and (b) perceptions of your potential for future work in rehabilitation settings serving people with disabilities and other special needs. The instructor may adjust the supervisor ratings if, after consultation with the agency supervisor and student, this seems justified. The agency supervisor will be asked to review the final evaluation with you, and you will then bring the final evaluation to the instructor on the last day of class.

Date due: May 8

The following are course requirements for RP & SE 194-501 (Applications):

1. **Presentation to the class on field placement sites.** This assignment involves an oral presentation to the class regarding the agency or program in which you are completing your field placement. *The following topics should be addressed:* (a) agency structure, administration, funding, and staffing; (b) clientele served, including types of disabilities and needs presented and typical referral sources; (c) services provided; (d) case process within the agency. In addition to providing you with experience in oral presentation skills, the collective presentations will serve to introduce all students to all of the agencies and programs represented among students in the class.

In compiling information for the presentation, you will need to interview staff at your field placement agency or program and collect written materials from the agency, as well as materials from other sources. All of the information will then be integrated into the presentation. A total of 10 minutes will be allotted for your presentation, approximately 5 minutes for the presentation itself and the remaining time for questions and comments from the class. *You should also bring copies of brochures or other written materials to hand out to the class, and distribute copies of an outline or summary of your presentation.* Presentations will be graded on comprehensiveness, accuracy, and effectiveness in communicating the information to the class.

Dates: April 17

2. **Class participation.** Students are expected to take responsibility for their learning in class and on field visits by asking questions and participating in discussions. Students are also responsible for facilitating a positive learning environment by demonstrating professional behaviors that would be expected in a rehabilitation work setting. Professional behavior will be graded as described in the class participation handout.
3. **Observations and impressions from field visits.** Following each of the field visits, one-page observations and impressions will be prepared (typed, double-spaced) in narrative form. The observations and impressions help you reflect on what you learned through the visits, and further practice your basic writing skills. These writing assignments will be graded as described in your field visit handout.

Dates due: March 6 (2 pages total, 1 on MPA *or* Goodwill, and 1 on UW Hospital)

March 20 (1 page on RFDF)

April 17 (2 pages total, 1 on Mendota, and 1 on PACT *or* Yahara House)

May 8 (2 pages total, 1 each on Oakhill and NewStart)

4. **Shorter writing assignments.** Numerous short writing assignments associated with the major paper and case writing will help you learn important components.

Dates due: January 30, February 6, February 13, February 27, March 6, April 3, April 17

5. **Case note.** This assignment involves the preparation and submission of a one-page case note, summarizing a client contact that you have had in your field placement. To preserve confidentiality, no information that might identify the client should be used in the case note. Your case note will be similar to case notes that typically document client contacts and casework in many rehabilitation and human service agencies and programs. To assist you in preparing case notes, instruction and guidelines will be presented in class.

Date due: March 13

1. case note
2. signed informed consent form

The case note will be returned to you with feedback from the instructor and/or teaching assistant. Feedback must be incorporated into the case note and the case note resubmitted. Grades on the original and revised versions of the case note will be averaged.

Date due: April 3 (revised case note)

6. **Case report.** The five-page case report will be on a client with whom you are working in your field placement. To protect confidentiality, use no information that might identify the client. Preparation of case reports typically requires reading client files, including medical and psychological reports, and other information about the client. You will integrate this information into a comprehensive report. To assist you in preparing the case report, instruction and guidelines will be presented in class. Papers will be graded on the basis on comprehensiveness, accuracy, and writing quality, as described in handouts.

Date due: April 10

1. case report
2. signed informed consent form

The case report will be returned to you with feedback from the instructor and/or teaching assistant. Feedback must be incorporated into the case report and the case report resubmitted. Grades on the original and revised versions of the case report will be averaged.

Date due: May 1 (revised case report)

7. **Major paper.** The major writing assignment will be a paper (a "review article", according to terminology used in the APA Manual) describing rehabilitation services appropriate to clients experiencing a disability/condition of interest. The paper will be developed in steps over the entire semester, with the final version of the paper due at the end of the course. Additional information and handouts will be provided regarding each of the steps in preparing the paper. The components of this assignment, along with due dates, include the following:

Proposal. A two-page proposal will be developed, as discussed in class and described in handouts. Individual meetings will be scheduled with each student to review the content of the proposal and to provide feedback on writing quality.

Date due: February 20

Revision of proposal. The two-page proposal will be revised, incorporating feedback provided in the individual consultation meetings.

Date due: March 6

Outline. An outline for the major paper will be developed as discussed in class and described in handouts.

Date due: March 20

Major paper. The major paper, and also the revised major paper, will be eight pages in length (in addition to the title page and reference section). At least 5-10 references should be cited in the paper and included in the references section. The paper should follow APA style. A **reverse outline** as described in handouts will be submitted with the paper.

Date due: April 24

Revision of major paper. The major paper and **reverse outline** will be revised incorporating feedback from the instructor and/or TA.

Date due: May 8

8. **Final Examination.** A final examination will cover information from all aspects of the class.

Date: May 16 (Thursday) @ 2:45 p.m.

Attendance/Assignments

Attendance at every class is expected. Absences will result in a course grade reduction. Please speak with the instructor or TA if you cannot be on time to class. Students absent on the days of presentations, field visits, and/or class activities will not receive credit for those portions of the grade, and there will be no extra credit activities.

Assignments are due on the dates specified. Late writing assignments will result in a grade reduction on that assignment.

Previously written papers and papers being written in other courses will not be accepted; students can expect that there will be consultation with other instructors. Plagiarism and other instances of academic dishonesty will be processed according to university policy.

All assignments should be typed, double-spaced, and in APA style. You should keep a folder for the case writing assignments and a folder for the major paper assignments, and hand in the entire folder with each assignment. Please make copies of assignments before handing them in.

Course Grades

RP & SE 501 Rehabilitation Counseling Psychology-Applications

Presentation and Class Participation

30 pts. Presentation on field placement site

30 pts. Class participation

Writing Assignments

35 pts. Short writing assignments (total across all 7 assignments, 5 points each)

35 pts. Observations and impressions from field visits (total across all 7 assignments, 5 points each)

25 pts. Case note (average of initial case note and revision)

55 pts. Case report (average of initial case report and revision)

130 pts. Major paper

20 pts. Proposal (average of initial proposal and revision)

20 pts. Outline

60 pts. Major paper and reverse outline

30 pts. Major paper revision and reverse outline
(15 points for incorporating recommended changes by instructors and 15 points for student initiated changes to conceptualization and organization. Outside resources such as the Writing Center, APA Manual, and literature searches may be helpful.)

* 5 pts. Bonus pts. for use of Writing Center
(See "Bonus Points" form)

Final Examination

50 pts. Final examination

RP & SE 630 Internship in Rehabilitation or Special Education

100 % Evaluation of performance in the field placement evaluation
(includes completing learning contract by due date)

**University of Wisconsin-Madison
Department of Rehabilitation Psychology and Special Education**

194-630 Internship in Rehabilitation or Special Education

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Course Objectives

This course provides supervised field experience in a rehabilitation-relevant community agency or program, under the supervision of a professional in this field. It is designed to give undergraduate students in Rehabilitation Psychology and related majors an introduction to professional practice in rehabilitation. In addition, it provides opportunities to develop knowledge and skill important to professional practice through supervised clinical activities. More specifically, course objectives focus on the following areas:

1. Knowledge of the rehabilitation and human service system and specific agencies and programs within the system.
2. Knowledge of clientele served by rehabilitation and human service agencies and their needs.
3. Skill in direct service to clients and other professional responsibilities.

Procedures

All students will complete an internship in an approved agency site, extending over a specified number of weeks, according to a specified schedule. The total number of hours spent in the placement will determine the number of credits awarded for the course. Various activities may be included in the internship experience depending on the nature of the site, the learning objectives of the student, and the readiness of the student to assume different responsibilities.

During the first week of the internship the student, agency supervisor, and course instructor will meet jointly to discuss learning objectives and internship responsibilities. At the end of that meeting the student will prepare a learning contract stating learning objectives, along with activities and responsibilities designed to accomplish those objectives. Learning objectives will specify the areas of knowledge and skill to be developed through the internship experience. Activities and responsibilities might include any of the following: observation, outside reading, discussions with various staff both inside and outside of the agency, visits to other agencies and programs, and direct service and other day-to-day responsibilities. The student will submit copies of the learning contract to both the agency supervisor and the instructor.

Another meeting of the student, agency supervisor, and instructor will be held at midterm to discuss internship activities and progress in accomplishing learning objectives. In addition, the need for any changes in objectives, activities, and responsibilities will also be discussed. Again, the student will be responsible for preparing a revised learning contract and distributing copies to the agency supervisor and instructor.

In instances where the internship site is beyond driving distance from Madison, telephone contacts will substitute for the two joint meetings.

Throughout the internship experience the student will be expected to maintain regular contact with the instructor, as individually agreed upon. This will typically be accomplished through one of two methods: (a) written logs of internship activities submitted to the instructor on a weekly basis; or (b) regular individual or group meetings with the instructor.

At the end of the internship the student will submit a brief paper (approximately five pages) discussing his/her own perceptions of progress in meeting each of the learning objectives. This will include a discussion of where the student perceived her/himself to be at the beginning of the internship, and at the end, with respect to each of the objectives. In addition, the agency supervisor will submit a written evaluation of the student's performance at the end of the internship on a form which will be provided by the instructor.

Requirements

1. Complete the internship experience according to the specified schedule.
2. Submit a copy of the learning contract to the instructor one week after the first joint meeting.
3. Submit a copy of the revised learning contract one week after the joint midterm meeting.
4. Maintain regular contact with the instructor according to the agreed upon procedures.
5. Submit the paper discussing progress in meeting the learning objectives by Monday of the last week of the internship experience.

Grading

Grades will be based on the evaluation by the agency supervisor of student performance and on progress in meeting learning objectives, as discussed in the student's final paper. The student will also be expected to satisfy all other requirements specified above, including assignments given in the individual or group meetings with the instructor.

INTERNSHIP IN REHABILITATION COUNSELING
459-787

Course Outline

6 credits (repeatable for six additional credits)

Prerequisites: 439-788 or 459-708 (with a grade of B or better); degree candidate.

Course Description:

A culminating practical experience in rehabilitation counseling performing tasks from intake to discharge and/or placement. Application of history, philosophy, and structure of rehabilitation delivery systems; counseling to individuals, groups, and/or families; vocational and career development; assessment, planning and case management; and job development, placement, and retention.

Objectives:

1. Relates agency mission, philosophy and goals to its structure, scope of services, funding sources, and staff responsibilities.
2. Explains the impact of federal and state legislation on the internship organization.
3. Identifies community resources.
4. Plans services following organization/program policies and procedures.
5. Delivers services following organization/program policies and procedures.
6. Evaluates the agency's services provided to individuals with disabilities.
7. Applies knowledge of functional aspects of disabilities to the services provided.
8. Shows concern for the welfare of individuals with disabilities.
9. Applies cultural, social, economic, and environmental factors in planning services with individuals with disabilities.
10. Participates with client and other professionals in decision making and problem solving.
11. Accepts responsibility for his/her own professional behavior.
12. Solves ethical dilemmas.
13. Evaluates own strengths and weaknesses and develops a plan to continue professional growth.
14. Adjusts professional behavior based on supervisor's feedback.
15. Describes own professional role.
16. Recommends modifications/improvements to the internship experience.
17. Demonstrates a commitment to a rehabilitation career.
18. Refines knowledge, abilities and attitudes as identified as essential by the Council on Rehabilitation Education (CORE); specifically, the student shall satisfactorily practice rehabilitation counseling:
 - a. in a legal and ethical manner and show understanding of the history, philosophy, and structure of the rehabilitation delivery systems in the U.S.,
 - b. with individuals, groups, and/or families,
 - c. in rehabilitation planning and case management,
 - d. by using knowledge of vocational and career development,
 - e. through the identification and utilization of assessment information,
 - f. in job development, placement, and job retention, and

- g. by using information from rehabilitation research.

Outline:

1. Orientation to agency's program components, affiliation with other community organizations, policies and procedures; introduction to staff and their roles and functions; identification of expectations for interns.
2. Observation of rehabilitation service delivery in all stages of the delivery - in the office, in conferences, and in the field.
3. Participation in work assignments that lead to obtaining internship objectives. Performing in the tasks required of an employed rehabilitation counselor in a rehabilitation setting from intake to discharge and/or placement.
4. Completion of reports; including all required academic reports, as detailed in the Manual for Internships.

Procedures:

1. Methods: Student participation in activities of the selected rehabilitation agency program. On-site experience of 320 hours for each 6 credits.
2. Student Responsibilities: Student is responsible to follow the policies and procedures outlined in the Manual for Internships. Consistent attendance, completion of individual objectives specifically developed for the internship experience, fulfillment of assignments described in the Manual for Internships, timely submission of reports and regular communication with the university internship coordinator are expected. (Note: Only one final critique is required when the course is repeated for credit.)
3. Evaluation: Letter grades will be assigned (A-F) based on the ongoing evaluation of assignments and students' performance during the internship using a variety of rating instruments to assess the developing skills of the student in different phases of the internship. There shall be a minimum of one hour per week supervision by site supervisor and/or faculty member. Students shall complete a self-assessment. Input from the site supervisor will be incorporated into the final grade. Rating forms are found in the Manual for Internships. In-progress grade option may be used when additional time is required to complete course requirements.

Textbook:

No specific textbook is required. However, students will make extensive use of available resources and reference materials in the facility and/or Library Learning Center. The Vocational Rehabilitation Manual for Internships is distributed to students and supervisors.

**Western Washington University
Woodring College of Education
Fall, 2002**

Course: AHE 592h Internship in Rehabilitation Counseling

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Course Description:

The purpose of this course is to provide supervised practical experience in rehabilitation counseling and related rehabilitation services. The internship in Rehabilitation Counseling requires 600 clock hours over the course of the entire academic year. This course involves two types of clinical supervision: 1) supervised experience in an approved setting that provides services to individuals with disabilities; and 2) faculty supervision via individual and group consultation. The actual internship requires students to observe all aspects of the delivery of rehabilitation counseling services and progress toward performing the tasks required of an employed rehabilitation counselor. Due to the intensity of the internship, no more than five students will meet with a faculty supervisor in the class.

Course Objectives:

1. Guide students toward the development of specific professional skills and technical knowledge relating to the direct delivery of services to persons with disabilities in a rehabilitation environment.
2. Supplement the knowledge and skills acquired through coursework in rehabilitation counseling.
3. Provide an opportunity for practical application of classroom instruction.
4. Provide students with counseling situations that can assist in developing confidence in applying knowledge and skills learned.
5. Assist students in developing skills in planning for efficient use of time and resources.
6. Develop skills in managing the rehabilitation process.
7. Further develop counseling skills that encourage client choice, direction and maximizing client potential.
8. Provide an opportunity for students to develop positive and effective working relationships with agency supervisor, colleagues, and other cooperating agencies.

Phases of Training:

It is suggested that the supervised fieldwork be divided into three phases: Orientation, Observation, and Participation. These may overlap during the training period but are ideally sequential with the end goal of trainee participation in all aspects of the rehabilitation process. It is required that the time devoted to participation be relatively longer than that devoted to orientation and observation.

It is expected that each trainee will work under close supervision of a staff member. This person will be your site supervisor and should have a desire to aid in the preparation of new professional personnel and possess a willingness and ability to become part of the total training program. The site supervisor must be willing to devote the necessary time for proper training and have the ability to supervise the student in fieldwork as demonstrated by successful experience and professional training at the graduate level.

The climate of the fieldwork is best set when the agency accepts the trainee as a professional colleague even though it is understood that the trainee is neither expected nor required to carry the same responsibilities as fully qualified staff members. It helps the trainee to develop a sense of professional responsibility if allowed to attend and participate in staff meetings and be accepted as one of the professional staff.

A. Orientation

1. Physical Facilities-familiarity with the physical aspects of the site
 - a. Files, charts, case folders, records, etc.
 - b. Supply room, supplies, equipment, forms, etc.
 - c. Reference material, library, manuals, technical dictionaries, occupational information, vocational testing materials, etc.
 - d. Work areas, offices, etc.
2. Agency Functions and Services
 - a. History of the agency
 - b. Funding, income structure
 - c. Overview of the agency
 - d. Administrative organization
 - e. Eligibility/Acceptance process
 - f. Referral Sources, process
 - g. Client population served
 - h. Reporting and statistical procedures
 - i. Confidentiality policies
3. Agency Routines and Office Regulations
 - a. work hours
 - b. lunch times
 - c. break times.

- d. holidays
 - e. telephone use
 - f. equipment, personnel use
 - g. travel requirements, expenses
 - h. signing in and out
 - i. dress code
- 4. Staff Introductions
 - a. management
 - b. professional
 - c. clerical
 - d. administrators, supervisors, department heads, etc.
 - 5. Clients, students
 - a. select several typical cases (current or closed) for study and analysis; these cases will help trainees to better understand the agency functions, clients served and the role of the specialist

B. Observation Phase

In order for the student/trainee to feel secure in the new setting, it is helpful to have a period of observation

- 1. Interviewing
 - a. Intake or screening interviews
 - b. Counseling sessions
 - c. Social work interviews
 - d. Observing interviews that take place with clients with a variety of disabilities, issues, backgrounds, etc.
- 2. Procedures Involved in the Diagnostic Phase
 - a. Medical
 - b. Psychological
 - c. Vocational
 - d. Social
 - e. Educational
 - f. Psychiatric
- 3. Case Conferences, Team meetings, Client staffings
 - A. Intra-agency
 - B. Inter-agency
- 4. Staff Meetings
 - a. Administrative
 - b. In-services
- 5. Medical and Psychiatric Consultations

6. Case Documenting and Recording
 - a. Reading cases
 - b. Reviewing case
7. Counselor "Field" Work
 - a. Home visits
 - b. Employer visits (job placement, development, ADA consultation, etc.)
 - c. Community Resources
 - d. Referral Sites

C. Participation

Students should be permitted to engage in as many activities as individual readiness and time availability will allow. The student/trainee should progress to a point by the end of the fieldwork where she/he will be able to function independently in a supportive environment.

1. Clients
 - a. screening interviews
 - b. intake interviews
 - c. counseling
 - d. planning interviews
 - e. follow-up
 - f. training
 - g. placement
2. Facilitating Personnel and Agencies
 - a. individual consultation with other professional personnel concerning an assigned case: social case workers, psychologists, physician, therapists, teachers, vocational evaluator, employer, and other community resource personnel
 - b. Team conferences with the above mentioned personnel
3. Criteria for Case Selection
 - a. cases should be typical or representative of those carried or served by agency personnel
 - b. Student function (purpose or goals with the clients) should be clearly articulated
 - c. Beginning cases should be clients, students that are available, interested, etc. to work with the trainee
 - d. Cases should represent different types of services available from the agency
 - e. Case should represent different types of client issues
 - f. Balance old and new cases

- g. There should be some prospect of change or movement so that the trainee can experience success
- h. The client problem/issues, insofar as predictable, should be capable of amelioration through services within the agency
- i. The client should be feasible for assistance
- j. The nature of the problem presented by the client should be such to allow the trainee and client to work through to problem solution without undue or outside pressure
- k. The cases selected for the trainee should have potential usefulness for instruction and should challenge the professional development of the trainee

Cases of increasing complexity can be assigned as trainee growth, competence, confidence and capacity increase. Fieldwork experience is most useful when trainees feel free to practice and test out techniques. The trainee will have the opportunity to develop self-understanding and client understanding in a well-supervised setting.

Course Outline

Session #1

Week 1 (9/25-10/1)

Date: September 30th from 5:00-8:00 pm

Introductions

- Submit paperwork (Agreement for internship in counseling, internship experience contract, rules of professional conduct form, internship schedule)
 - Internship contact hours (to be submitted at the end of the term)
- Overview of course
- Discussion of field sites
- Ethics: small group experiential work
- Internship partner work regarding portfolios
- Site visits scheduled

Week 2 (10/2-10/8)

Work on your journal

Week 3 (10/9-10/15)

Work on your journal

Week 4 (10/16-10/22)

Work on your journal

Week 5 (10/23-10/29)

Session #2 (3 hours)

Date: Wednesday, 10/23 from 5-8

Bring: your case to staff, your journal and your internship skills checklist

- Internship Student Skills Checklist due (this must be completed by your on-site supervisor)
- Case Presentation: Each student will select one case to present to the class. He/she will staff it as though the class were a rehabilitation team.
 - The Client Life Space model will be used to guide the student in his/her presentation.
 - The student is responsible for providing an outline related to the key points presented.
- Peer review counseling tape: Internship students will serve as mentors to the practicum students. They will provide written and verbal feedback related to the practicum student's counseling skills.
- Agency Presentations: Each student will present issues they have encountered and receive feedback from the group.
- Partner work: Guided discussion related to journal entries

Week 6 (10/30-11/5)

Work on your journals

Week 7 (11/6-11/12)

Work on your journals

Week 8 (11/13-11/19)

Work on your journals

Week 9 (11/20-11/26)

Work on your journals

Week 10 (11/27-12/3)

Session #3 (3 hours)

Date: December 2nd from 5:00-8:00 pm

- **Internship Portfolio** due at this session
 - Journals due (may be incorporated into portfolio)
- Case Presentations: Each student will follow up on the case presented at the previous session. He/she will staff it as though the class were a rehabilitation team.
 - The Client Life Space model will be used to guide the student in his/her presentation.

- The student is responsible for providing an outline related to the key points presented.
- Peer review counseling tape: Internship students will provide constructive feedback to the practicum students related to their counseling skills.
- Fishbowl exercise
- Course wrap-up
- Evaluations

Description of Assignments:

1. Internship Portfolio:

The Internship Professional Development Portfolio is required of all interns.

The portfolio should briefly summarize your progress through the internship. It should not just related experiences, but should include research readings, conference attendance, supervisory meetings etc. The portfolio should be divided in the following four sections.

1. ***Final journal** which consists of an entry for each day worked and the application of the ELAG process. See below for a complete description of the journal assignment.
2. **Case Presentations:** Includes the outlines developed related to your case presentations.
3. **Miscellaneous** Significant experiences and work samples: You may include such artifacts as materials from conferences or meetings; information disseminated at in-service training; letters, memos, notes to you, samples of special projects, case studies, etc.
 - You will also want to include your written feedback of the practicum tapes presented in class.
4. **Summary Section/Critique:** This section contains the following components:
 - a. Your stated goals and objectives
 - b. What you were able to complete and what you were not able to complete
 - c. How activities contained in sections 1-3 contributed to your goals/objectives
 - d. What was learned about the setting?
 - e. Implications for your placement immediately following graduation
 - f. Critique: Each student is required to write a short critique of the internship experience. The critique should include:
 1. An overview of the activities in which the intern participated with an analysis of the personal and professional development gained from these activities;

2. An assessment of the supervision and support that the intern received at the site;
3. Self-assessment of the intern's performance and relative strengths and weaknesses
4. Suggestions for improving the internship experience for future interns and
5. Any other relevant comments
6. If available, please include your agencies pamphlets and/or brochures

***Journals:** Must be brought to each seminar session and submitted to the instructor during the last seminar.

There must be a log entry for each day worked consisting of the date, and the EIAG approach for documenting the experience.

Each entry in your journal should demonstrate LEARNING acquired from your work experience, not what you did. In order to do this you are asked to apply the EIAG (Experience, Identify what you learned, Analyze why it was important, Generalize) process. There is an example of the format on page 25 of your Internship Guide, 2001.

A short "comments" section will allow the intern an opportunity to communicate personal feelings, needs and questions

This assignment is intended to help students reflect upon their experiences and offer the Internship Faculty some insight into the daily operation of the agency/facility and the intern's role therein.

It is expected that students will bring their journals to the face-to-face classes for sharing and reflecting upon internship experiences.

Student Outcomes/Evaluation:

The Graduate Program in Rehabilitation Counseling requires that trainees be assigned a grade at the conclusion of each unit of supervised fieldwork. The assignment of that final grade is the responsibility of the faculty supervisor. The evaluation of the agency supervisor will be sought to assist in the grade determination

Evaluation is a participatory process including the trainee/student, agency supervisor, and faculty supervisor.

The evaluation is aimed at determining the trainee's readiness to enter the profession and/or the need for future training.

Final evaluation will be based on:

1. The evaluation from the agency supervisor
2. Evaluation from the faculty supervisor

- a. Journal
 - b. Participation in internship seminar
 - c. Presentations in seminar
 - d. Internship Portfolio
3. Student self-evaluation (from the critique in portfolio)

THE UNIVERSITY OF TENNESSEE

REHABILITATION COUNSELING STUDENT INTERNSHIP MANUAL

For Master's Degree Students

Rehabilitation Counselor Education Program

College of Education

Department of Counseling, Deafness and Human Services

111 Claxton Addition

Knoxville, TN 37996

(865) 974-8090 or (865) 974-2321

I. Introduction

A. Purpose of the Manual

This manual is to be used as a guide for students, rehabilitation agency supervisors, and faculty supervisors prior to and during the internship period. It is an aid to agency supervisors and faculty supervisors for preparing and arranging a student's internship experience. It should assist students by establishing procedures and by defining their position within the agency.

B. Definitions in the Manual

- a. **Internship Experience** – a planned educational experience which provides the student with an opportunity to supplement and apply the skills and knowledge developed in the academic setting. It is a practice and probationary period of continuous participation in an organization where rehabilitation activities are an integral part of the program. It is a method of training which involves learning by observing and doing under the guidance and direction of qualified rehabilitation counselors, supervisors and specialists.
- b. **Rehabilitation Agency** – an agency or institution operating an organized program of rehabilitation services designed to help people with disabilities to function optimally in society within their capacities and limitations. Such a rehabilitation program may exist in a wide variety of settings and agencies, both public and private, including hospitals, clinics, rehabilitation centers, vocational workshops, work adjustment centers, and State Vocational Rehabilitation Agencies. The minimum essentials of an organized program of rehabilitation services would include a systematic plan of operations for helping its client group achieve rehabilitation and a multidisciplinary staff representing the major fields concerned with rehabilitation.
- c. **Agency Supervisor** – a qualified counselor, supervisor, specialist or administrator who has been designated by an approved agency and who has direct responsibility for the supervision of the trainee during the internship. Agency supervisors exhibit a 'training point-of-view' – a readiness to contribute time and energy to the training of competent workers to aid in the development of professional personnel.
- d. **Faculty Supervisor** – the faculty member designated by The University of Tennessee Rehabilitation Counselor Education Program to provide supervision of training in field experience.
- e. **Supervision** – leadership in helping, guiding, and stimulating counselor trainees to a critical appraisal and study of their performance as affected by their individual attitudes and practices.

II. Purpose of the Internship

A. Objectives for the Student

1. To provide the student with practical experiences in the application of principles, skills, and techniques in connection with the rehabilitation process.
2. To provide the student with opportunities to apply and test theoretical knowledge and academic knowledge in an actual rehabilitation setting.
3. To help the student acquire an understanding of the realities of the counselor-counsee 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 clients.
4. To acquaint students with organizational structure, protocol, relationships, processes and working conditions.
5. To help the trainee recognize that the rehabilitation counselor provides an essential service not performed by other professional persons.
6. To stimulate the formation of and identification with a professional role.
7. To educate the student counselor in the realities of everyday agency or institutional experience, and to provide an introduction to the problems of maintaining a regular counseling schedule.
8. To provide for an awareness of the process of community organization in meeting the needs of clients.
9. To help the trainee learn to work cooperatively with supervisors, fellow workers, and cooperating rehabilitation personnel, and to gain experience in working as a member of a rehabilitation team.
10. To inculcate high standards of professional ethics and to give the student experience in actual interpersonal relationships which involve ethical decisions and practice in evaluating personal motives.
11. To provide the student opportunities to develop confidence in their ability to perform in situations which, while sheltering them from full responsibility, also provide opportunities for maximum personal growth.
12. To provide the student with a means of assessing personal strengths and weaknesses in relation to graduate work and their chosen career area.

B. Objectives for the Rehabilitation Agency

1. To serve as a challenging and professional growth experience for the student and other agency staff. The interaction of trainee and trainer often results in added enthusiasm for both.
2. To reduce the period of time needed for on-the-job training in subsequent employment.
3. To foster relationships between the University program and applied programs which have great potential for maintaining and stimulating high quality professional training and practice.
4. To stimulate agency personnel toward a 'training point-of-view', thus broadening and strengthening their contributions to the development of the professional. This quite often affects a sharpening of skills, services, and understanding.
5. To afford the rehabilitation agency an opportunity to influence the continued development of the Rehabilitation Counselor Education Program and to share in the preparation of future rehabilitation counselors.
6. To provide both the climate and the opportunity for recruitment by the rehabilitation agency.

C. Objectives for the University

1. To provide the University a significant measure of the student's fitness to receive the degree and to practice the profession.
2. To serve as a reliable basis for the continuing evaluation of the practical/professional effectiveness of classroom curricula, thus leading to modifications and/or extensions of the program as experience may indicate.
3. To bring University and rehabilitation agency personnel together in a common cause, thus affecting a working relationship beneficial to all concerned.

III. Internship Prerequisites

A. Student Assignment

Determination of readiness of students to profit from supervised clinical practice is made by the University, the student's university advisor/supervisor, the RCE Program Coordinator, and the student's committee members. Except under unusual circumstances, the student will have completed three semesters of academic work on campus before being recommended for placement in the internship environment where success is partly contingent upon previous learning.

Students are advised to begin choosing sites for an internship at the beginning of their final semester of course work. For most students, this research should begin in June if they plan to start their internship in the Fall semester. **Students taking internship in the Fall semester must have an internship site chosen and secured by July 15 of the preceding summer. Students taking internship any other semester must have their site chosen and secured at least 30 days before the start of the internship. Check with your advisor for specific dates.**

Students must provide their advisor and their agency supervisor with a copy of a current and up-to-date resume when attempting to secure an internship site. Assistance with resume writing is available to all students from the Career Resource/Services Center in 100 Dunford Hall. Students may also provide their agency supervisor with a copy of this manual, as it can help the supervisor understand what you need and what you already know. Any time your supervisor has questions about the program, please tell your advisor and they will contact your supervisor and make sure all concerns are addressed.

B. Placement

Most supervised internship programs will be arranged with the Tennessee Division of Rehabilitation Services. Other rehabilitation agencies within the state or in neighboring states will be utilized when special interests and/or training needs are indicated. Final authority for placement remains with the University.

In all instances, the student will be placed only in those agencies or facilities that have been approved in accordance with the standards established by the University. The student is responsible for choosing and securing a site and contacting their advisor by letter with the pertinent information. The advisor will then confirm and approve/disapprove the site based on University standards and agency contact and will inform the student by letter within 10 days.

C. Group Insurance

Students not covered by accident insurance or worker's compensation are encouraged to obtain group insurance prior to beginning their internship. Contact the Student Health Center at 974-2251 for information regarding University Student Insurance.

D. Professional Liability Insurance

Students are not allowed to begin working with clients without personal liability insurance coverage. Insurance is available from the University at the Office of Risk Management, 402 Communications Building, or through the membership services branch of the National Rehabilitation Association.

IV. Criteria for Selection of Internship Sites

A. Rehabilitation Orientation

The agency chosen for the internship experience, whether public or private, should:

1. Be one whose primary function is vocational rehabilitation or independent living rehabilitation.
2. Operate a broad organized program of rehabilitation services designed to help persons with disabilities to function optimally in society within capacities and limitations.
3. Have a systematic plan for helping clients achieve maximum rehabilitation.
4. Be recognized as reasonably qualified and competent in its sphere of activities, and accredited by an appropriate body where accreditation machinery exists.

B. Training Orientation

While it is recognized that the agency has goals and a primary purpose and is required by law or other mandate to conduct its basic program (and NO waiver or release from this obligation is expected or desirable from the educational point of view), an agency most likely to provide supervised internship experience of real value is one which:

1. Recognizes its responsibility to the profession of rehabilitation counseling and is, therefore, as willing to provide training to those not likely to join the agency as to those who are.
2. Has a 'training point of view' as evidenced by
 - a) acceptance by board, executive, and staff of rehabilitation counselor education as part of its professional function, by the existence of an active and growing formal or informal in-service training program for its own personnel;
 - b) belief that its own staff learns and develops by imparting its knowledge and techniques to others;
 - c) an active and vital interest in training, and knowledge and acceptance of the responsibilities entailed (e.g. an added responsibility on an already overburdened staff); and
 - d) a willingness to cooperate with the University to develop a realistic, sound and detailed supervised clinical practice training plan, recognizing that experience gained by trial and error at the expense of clients and society is not necessarily the best teacher.

C. Supervision

The University is concerned with the basic competence and professionalism of the staff of the rehabilitation agency. It is recognized that the extent of formal education is only one indicator of competency. Other things being equal, however, preference is generally given to agencies whose staff has full professional training if such agencies meet the criteria of function, breadth, organization and attitude set forth in previous sections of this manual.

If training is to be provided students in more than one location of an agency, there should be one person from its central administrative or consulting staff assigned responsibility for liaison with the University for internship planning, supervising and evaluating. One person (i.e. the student's supervisor) should be assigned to provide agency supervision to a trainee and be given a definite allocation of time for supervision of the students and for conferences with the University field training supervisor. The supervisor's qualifications should include:

1. Desire to participate in student training and willingness to become part of the total training program.
2. Willingness and ability to devote the necessary time exclusively to student training.
3. Ability to teach and supervise rehabilitation counseling in the field as demonstrated by successful experience and preferably full professional training at the graduate level.
4. Certification as a Rehabilitation Counselor (CRC).

Through the supervision, the agency should provide a graduated series of experiences designed to keep the student constructively occupied with meaningful activities of a kind that can be critically observed and evaluated by the student supervisor and reported objectively to the University supervisor. This presupposes that the student's activities are primarily planned to be a learning experience rather than a contribution by the student to the service of the agency, although these are not mutually exclusive objectives.

D. Setting

The agency should provide office space and other physical facilities for the student that would be equivalent to those provided to regular workers. Desirable facilities include privacy for interviewing clients, desk and telephone, computer or typing resources and, if possible, help in required travel by reimbursement for travel expenses or in other ways.

The student is a guest in the internship facility and is expected to behave as a professional and according to agency standards at all times. If agency supervisors have any trouble/questions/concerns about a student intern, they should feel free to address them with the student and/or University supervisor at any time.

V. The Student-Agency Relationship

A. The climate of the internship is usually best set if the agency accepts the student as a professional colleague, even though it is understood that the trainee is neither expected nor required to carry the same responsibilities as fully qualified employed staff members. In accepting the student as a professional colleague, it is felt that the student will be more aware of concomitant responsibilities.

B. Both the agency and the student should understand that the supervised internship experience is designed to train the student. This, of course, should not preclude the possibility of the student and agency negotiating for employment if this is the desire of both.

C. Rehabilitation counselor trainees should keep in mind that they are professional guests in the various agencies and are expected to abide by existing policies and regulations governing the agency. Furthermore, the trainee is a representative of the University of Tennessee and of the Rehabilitation Counselor Education Program and profession. Therefore, the student is expected not only to be a good guest, but to also practice as a professional person throughout association with all agencies and with all staff members.

The counselor trainee's appearance should give the impression of neatness, cleanliness and good taste at all times. Caution should be exercised not to dress too casually or to overdress.

D. Trainees are expected to assume responsibility for being present during their training. **If, for any reason, a student cannot keep an appointment at the arranged time, the agency supervisor should be notified immediately.** The student should follow through with whatever assignments are made by the agency supervisor. Finally, it is required that all case information be kept confidential **at all times.**

E. The counselor trainee should participate, whenever appropriate, in the activities of the agency. However, the student should not attempt to influence policy or criticize the agency in any way. If an occasion arises in which the student feels the learning experience is being restricted or curtailed by an improper situation, the student should discuss the matter with their University supervisor.

F. The counselor trainee must be familiar with the Code of Professional Ethics for Rehabilitation Counselors. This should be the guide that directs counselor trainee conduct. Student trainees will have explored the Code in class during their Practicum in Rehabilitation and should have a copy of the Code from those studies.

VI. Suggested Phases of Training

It is suggested that the supervised internship experience be divided into three (3) phases: (1) Orientation, (2) Observation, and (3) Participation. These will overlap to some extent; however, it is desirable that the time devoted to participation be considerably longer than the time spent in phases one and two. The Participation stage is dependent on the readiness of the student, as deemed appropriate by the University and agency supervisors.

A. Orientation

1. Physical Facilities Tour

- a. Files: charts, case folders, records, etc.
- i. Supply room: supplies, forms, equipment, etc.
- ii. Reference materials: books, manuals, technical dictionaries, occupational information, vocational testing materials, etc.

2. Agency Functions and Service

- a. History of agency
- b. Support or income structure
- c. Overview of services
- d. Administrative organization
- e. Acceptance or admission policy
- f. Referral sources
- g. Client population
- h. Reporting and statistical procedures
- i. Confidentiality policy
- j. Typical daily functions and services offered

3. Agency Routines and Office Regulations

- a. Hours of operation, breaks, lunch times
- b. Holidays

- c. Use of telephone, equipment, clerical personnel
- d. Travel expenses
- e. Signing in and out
- f. Agency report schedules

4. Staff Introduction

- a. Managerial
- b. Professional
- c. Clerical
- d. Personal interviews with administrators and department heads

B. Observation

Most students have not had work or client experience in a rehabilitation agency. Many have had little opportunity for observation in rehabilitation settings other than on field trips required as part of an introductory course and limited client contact in Practicum. In order for the student to feel secure in the new setting, it is recommended the agency provide a period of observation prior to the assignment of cases. The following is an example of areas in which the student trainees may find observation helpful:

1. **Interviewing** – including: (a) intake or screening interviews, (b) counseling and evaluation interviews, and (c) interviews with clients who have a variety of disabilities, limitations and needs.
2. **Diagnostic Work-up Procedures** – including medical, psychological, vocational, social, and/or educational evaluations.
3. **Case/Team Conferences** – including both inter- and intra-agency.
4. **Staff Meetings** – both administrative and in-service training.
5. **Consulting** – including medical, psychiatric, psychological and vocational.
6. **Case Recording**
7. **Counselor Field Rounds** – provision of services including home visits and employer visits for placement and follow-up.
8. **Treatment** – includes occupational, physical, and speech therapy; medical rounds; work hardening; etc.

C. Participation

Students should be permitted to engage in as many activities as individual readiness and time allow. Further, the student should work with new clients, clients who are well into their program, and also those who are ready to exit the program. Examples of work students have done in the past:

1. With clients:

- a. Screening interviews, intake interviews, counseling, planning interviews, follow-up on training or placement.

2. With facilitating personnel and agencies:

- a. Individual consultation with other professional personnel concerning an assigned case.
- b. Intra-agency team conference with social workers, psychiatrists, physicians, therapists, teachers, pre-vocational evaluators, employment service, employers, etc.
- c. Inter-agency team conferences including health and welfare departments, child and family services, workshops, training agencies, state employment services, and private health and family service agencies.

Criteria for Case Selection

- ▶ Cases should be typical or representative of those served by the agency.
- ▶ There should be a clear-cut function for the rehabilitation counselor.
- ▶ There should not be too many reality limitations with the client (transportation problems, limited time available to meet with the counselor, etc.).
- ▶ Cases should represent the different types of services provided by the agency.
- ▶ There should be a balance of new and old cases that would provide the student experience with the various stages of treatment.
- ▶ Client who know more about the agency and its policies than the student should not be assigned to the student trainee.
- ▶ Initial clients should be eager for services.
- ▶ Cases should represent client demands that are consistent with past experiences and present abilities of the student.
- ▶ Initial clients should be capable of discussing their situations.

- ▶ Cases should present an opportunity for collateral contacts whenever possible.
- ▶ There should be some prospect of change or movement thereby giving the student an experience of success.
- ▶ Several of the student's clients should be in need of personal and vocational counseling.
- ▶ Increasingly complex client cases should be assigned as the trainee gains self-confidence and skills.
- ▶ The cases should have potential usefulness in the instruction of students by the agency supervisor.
- ▶ The cases and clients should be a challenge to the professional development of the trainee.

Supervised clinical practice experience is most useful when it is long enough to provide the opportunity to practice, test techniques, and lead to self-understanding as well as client understanding in a setting providing adequate supervisory skills for such student learning. Cases of increasing complexity may be assigned, including a variety of problems and services required outside the agency, as student growth and capacity increases. Students should have the opportunity to become emotionally involved and develop awareness of their own concepts of relationships from the initial interview to final contact with the client. Students' readiness to handle increasingly complex cases is at the discretion of the agency supervisor. When an agency supervisor does not see the student trainee progressing at acceptable levels, he or she should contact both the student and the University supervisor.

VII. Role of Supervision

The role of supervision in supervised internship experience is a difficult one and very often is the decisive factor in the success or failure of a student's experience. The goal of supervision is to help the student develop a professional attitude and approach to rehabilitation counseling. Supervision is basically a teaching relationship.

A. Dimensions of Supervision

1. Planning – In the first stage of supervision, the planning stage, the student will contact the agency supervisor about their interest in an internship opportunity. The faculty supervisor will then contact the agency supervisor and discuss information regarding the student's strengths and limitations, the opportunity for assignment within the agency, and how the student's interests and needs can best be met by the opportunities the agency can provide. The respective roles of the University and the agency regarding evaluation and consideration of the student's progress will be clarified.
2. Assignment – The agency has the responsibility for making a student assignment that will best meet the needs of the student and the agency. This involves, among other factors, the readiness of the student and the senior staff member to whom the student will be assigned, and recognition of caseloads which may interfere with adequate supervision of the trainee and also influence a staff member to give routine or non-training aspects of the rehabilitation process to the student. Assignment also involves the awareness that it may be necessary to rotate the student assignments in order to provide a thorough understanding and orientation to various agency operations, and also to provide a means for evaluating the student in different settings within the agency, in the event that the initial assignment does not prove effective.
3. Observation – Observation requires daily contact with a senior member, adequate written reports when necessary, and an opportunity for the student and supervisor to meet as frequently as necessary to discuss clinical practice. Observation also should be a responsibility of the student, since one of the goals of the supervised internship experience is to give the student a clinical awareness of the goals, limitations, and operational framework in which rehabilitation is practiced.
4. Evaluation – Evaluation is the joint responsibility of the University and the agency providing the internship. Evaluation can take several forms, but even in the most structured evaluation framework there should be an opportunity for modifying it to meet the particular student's needs. It may be necessary, for example, to have an evaluation session after the first week of an unsatisfactory student experience.

B. Agency Supervisor

1. Appropriate experience and training prepares the supervisor to give the student a proper orientation to the field of rehabilitation.

2. The supervisor should have sufficient experience in the following areas: (a) rehabilitation service, (b) case administration, and (c) representing the agency to other disciplines in the community to facilitate student self-exploration regarding the various roles a counselor is often asked to assume.
3. There will need to be sufficient time provided by the agency for the supervisor to concentrate as necessary on supervisory meetings/sessions, rather than utilizing free time for such conferences. In other words, supervisory conferences should be an integral part of the supervisor's assigned duties rather than being subordinate to other administrative activities.
4. Supervision involves day-to-day monitoring of the student's activities, depending on the degree of responsibility the student is able to assume.
5. Supervisory conferences should be planned in advance to ensure the following content:
 - i. Student presentation of cases and troubling questions.
 - ii. Assignment of new cases.
 - iii. Agency procedure questions from the student.
 - iv. New developments in rehabilitation as they affect the student.

C. Faculty Supervisor

The Faculty supervisor will:

1. Provide the agency complete information on the trainee. This information includes: (a) the student's resume, (b) a record of the student's graduate work with both positive and limiting aspects, and (c) where possible, a statement relevant to the student's professional goals in rehabilitation so that the internship, in addition to providing the common areas of internship curricula, can also focus on the special interests and needs of the trainee.
2. Be responsible for developing and maintaining the field instruction program.
3. Visit the agency for conferences with the student and agency supervisor. The purposes of these conferences include:
 - a. Giving the student support and assurance that the University has a continuing interest in their progress and studies.
 - b. Providing an opportunity for the student to discuss experiences with the faculty supervisor.
 - c. Assisting the student in integrating academic knowledge and theory with clinical practice.

- d. Providing an opportunity for the faculty supervisor to maintain an on-going evaluation of the effectiveness of the student's academic work in terms of ability to relate it to current experiences.
- e. Revealing information that might lead to a necessary modification of the internship program wherever appropriate.
- f. Offering the University's services in whatever way necessary to assist the agency in providing the most effective internship experience.

VIII. Student Reports

One of the most effective methods of communicating the results of the internship to the agency and University supervisors is through submission of reports by the trainee. The student should use the following guidelines:

1. Students will keep a *daily* log of activities and submit it *weekly* to the University supervisor. This log should be signed or initialed by the agency supervisor, and the agency supervisor should receive a copy of the logs.
2. A narrative report should be written **at the end of the seventh week**. This report should first be submitted to the agency supervisor for review and signature and then forwarded to the University supervisor. This report should include sufficient detail to include, when possible:
 - a. Total number of hours worked at the agency
 - b. General orientation to the agency (what do you do there?)
 - c. Case-finding activities
 - d. Brief descriptions of client interviews and where held
 - e. Discussion of the extent to which clients were provided with (a) vocational counseling, and (b) personal counseling
 - f. Interactions with representatives from other disciplines (medical, educational, etc.)
 - g. Reading and interpretation of case records
 - h. Planning of work with respect to client interviews, visiting agencies, dictating reports, etc.
 - i. Supervisor conferences at the agency
 - j. Attendance at agency conferences and in-service training programs
 - k. Attendance at conferences relating to the client in agencies outside of the one in which the student is doing their internship. This includes high schools, mental health centers, etc.
 - l. The extent of psychological testing, vocational assessment and work evaluations the student has performed or helped perform
 - m. The degree of student involvement in determining client eligibility

- n. The degree of trainee involvement in the preparation of individual rehabilitation programs
 - o. Supervision and coordination of programs
 - p. Degree of involvement in placement and follow-up of clients
 - q. Continuing professional education, such as assigned readings, seminars, etc.
 - r. Evaluation of agency, including (a) philosophy and (b) services provided
 - s. Evaluation of internship, including (a) summary of experiences and (b) how experience could be improved upon in the future.
3. Professional readings
- a. The student is expected to submit reading reports bi-weekly on selections from reading lists suggested by the University supervisor, or from readings related to special or current problems in the field experience. These reports should include information about relevance to the student's professional growth.
 - b. The student can expect other assignments from the University supervisor as deemed necessary for the student's continued professional growth.
4. The student must submit final evaluation reports on the supervised internship experience before graduation. He/she should evaluate the effectiveness of the rehabilitation agency to which he/she was assigned in meeting the supervised internship goals. He/she should compare the results of their internship with their expectations and should also discuss their actual experiences as they compared with the guidelines in this manual.
5. The student will, upon completion of course work and supervised internship experience, submit an evaluation report on the academic program in terms of its effectiveness in preparing him/her for the supervised internship in its totality. The student should conclude this report with an evaluation of the student's progress, emphasizing personal strengths and weaknesses. The student should acknowledge the need for additional academic or experiential training.
6. The student will complete the 'Rating Scale' on the University RCE Program regarding effectiveness of the Program in preparing the student for the internship experience (see Appendix A).
7. The supervisor will submit a mid-term report that summarizes the students' performance up to that point (see Appendix B).
8. The agency supervisor will submit a final narrative report on the counselor trainee and the internship program. This report does not need to be lengthy, yet it should include:

- a. Evaluation of the student's progress, indicating strengths and weaknesses,
- b. Evaluation of the academic preparation of the student,
- c. Evaluation of the effectiveness of the rehabilitation agency in meeting the supervised internship goals,
- d. Indication of needs for further training, if any, either in the academic setting or through an extended internship program,
- e. A significant measure of the student's fitness to practice the profession.

IX. Evaluation

University policies require that students be assigned a grade at the conclusion of the internship. The assignment of the final grade is the responsibility of the University, although the evaluation by the agency supervisor will be sought and given every consideration to assist in grade determination.

The evaluation process is a joint one participated in by the student, the agency supervisor, and the faculty supervisor. The emphasis is on the student's growth as a professional, his/her readiness to enter the profession, and any need for further training including course work and/or extension of the supervised internship.

It is recommended that the faculty supervisor, agency supervisor and/or other counselors the student works with evaluate the student's progress on a continual basis as the training proceeds through various stages. Emphasis should not be entirely on what was taught but on what was learned and what the student has done.

In evaluating the student, several principles should be observed:

1. The underlying philosophy and approach of the evaluation should be directed constructively toward strengthening the student both personally and professionally.
2. Evaluation should be *with* a student, not just *of* a student.
3. In its most helpful form, the evaluation should provide an opportunity for students to evaluate objectively the internship supervision and setting, as well as their personal and professional growth from the experience.

The supervised internship should provide the agency supervisor, the faculty supervisor, and the student opportunity to evaluate the student with respect to the following:

1. Ability to interpret and apply agency policy, laws and regulations.
2. Understanding of human growth and development.
3. Ability to use accepted methods and techniques of case study.
4. Ability to maintain a good counseling relationship, including use of interpersonal and counseling skills.
5. An understanding of the effects of disease or injury on physical, intellectual and emotional skills.
6. An understanding of personal and environmental conditions affecting adjustment.
7. Ability to identify functional limitations and related factors.
8. Use of medical information in evaluating, planning and counseling.

9. Ability to develop a client's vocational profile, perform job analyses, and assist the client in identifying appropriate vocational objectives.
10. An understanding of community resources and how they may be made available to clients.
11. Ability to organize work efficiently.
12. Ability to use consultative services.
13. Ability to interpret vocational, psychological, and medical data in terms of client need.
14. Ability to collect and use occupational information from a wide variety of courses, including national, regional, and state reports, while remaining particularly aware of local opportunities and trends.
15. Ability to present to prospective employers the case for hiring specific individuals who have disabilities.
16. Increased capacity for working with agency members and increased competence as a team member.
17. Increased capacity for working with all disciplines involved in a client's rehabilitation process.
18. Ability to tolerate daily routine, supervision, and the frustrating aspects of rehabilitation counseling in an operational situation.
19. Ability to develop vocational and rehabilitation diagnostic skills.
20. Demonstrated improvement in interviewing and counseling skills.
21. Adequacy and promptness in handling administrative details.
22. Ability to assume increasing responsibility for making decisions regarding effective use of time and energy.
23. Changes and/or development in attitude, philosophy, and skills.
24. Evidence of being or becoming an active learner and self-starter.
25. Evidence of ability to apply academic work to a clinical setting.
26. Recognition, development and application of a professional role and professional and ethical standards.
27. Ability to conceptualize the functions of the total agency and its relationship to clients.

28. Professional behaviors such as dependability, promptness, appropriateness of dress, etc.
29. Ability to request and use needed information.
30. Promptness and efficiency in handling appointments and commitments.
31. Efficiency and acceptance of the responsibility of record keeping.
32. Maintenance of objectivity with clients, including keeping personal problems in the background unless appropriate to share.
33. Adherence to obligations assumed in entering fieldwork assignment with the agency.
34. Ability to plan an effective itinerary.
35. Judgment, initiative, creativity, sensitivity, resourcefulness, and responsibility.
36. Ability to recognize strengths and weaknesses.
37. Ability to use and interpret psychological tests.
38. Ability to develop skills in extra-agency roles.
39. A decision as to whether or not the agency would hire the student or otherwise recommend employment as a rehabilitation counselor.

The student and agency supervisor are encouraged to evaluate this manual as an instrument to facilitate the accomplishment of the goal of providing a guide for meaningful experiences in supervised clinical practice. Comments and suggestions will be incorporated in future revisions.

Please address any questions or concerns to:

Dr. Amy L. Skinner, Program Area Coordinator

111 Claxton Addition, Knoxville, TN 37996.

(865) 974-8090

askinner@utk.edu

Appendix A
RCE Rating Form

RCE Rating Form

To be completed by student at the end of the internship.

Please use a scale of 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree to respond to the following questions.

- _____ 1. My internship was effective in applying academic concepts I learned in class to real-world experiences.
- _____ 2. My internship was effective in preparing me for employment in the field of rehabilitation.
- _____ 3. I feel that my agency supervisor was helpful in facilitating my professional development.
- _____ 4. I feel that my agency supervisor rated my internship performance fairly.
- _____ 5. My University supervisor maintained adequate contact with me.
- _____ 6. I feel that my University supervisor was concerned with my professional growth throughout my internship.
- _____ 7. My University supervisor was helpful in facilitating my professional growth.
- _____ 8. I feel my University supervisor rated my internship performance fairly.

Please explain your ratings of any question you rated as 3 or lower. This will be very helpful in improving future internship experiences and will only be viewed by the RCE Program Coordinator, your University supervisor, and other University faculty/administrators with your permission.

What did you enjoy most about your internship?

Continued...

What did you enjoy least about your internship?

What changes would you suggest be made in the RCE Program, including classes, practica and internships?

Additional comments:

☐ Please check here if you give your permission for others concerned with the quality of the RCE Program to view your completed Rating Form.

The information below is optional. Feel free to fill in the information or not.

Name: _____

Class Term and Year: _____

Appendix B
Guideline for Agency Supervisor Evaluation Report

Guidelines for Agency Supervisor Evaluation Report

I. Success in forming effective relationships

- A. With other professionals**
- B. With clients**

II. Skills and rehabilitation counseling techniques

- A. General knowledge of and orientation to rehabilitation concepts and goals of agency**
- B. Knowledge and growth of human dynamics**
- C. Ability to carry on interviewing and counseling**
- D. Ability to use and interpret medical, psychological, and vocational test data**

III. General work habits and appearance

- A. Personal appearance**
- B. Punctuality and/or absenteeism**
- C. Ability to work independently and follow-through**
- D. General work habits**

IV. Professional growth and self-evaluation

- A. Ability to use supervision**
- B. Ability to recognize strengths and weaknesses**
- C. Formulation of professional role**
- D. Special needs in professional growth**

V. Recommendations and ratings

- A. Performance**
- B. Would you consider this student for employment if a position were open?**
- C. Other remarks/recommendations**

**LANGSTON UNIVERSITY
SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCE
GRADUATE PROGRAM
RC5723 INTERNSHIP
3 CREDIT HOURS
ROOM #108**

FACULTY

Professor/Instructor: Corey L. Moore, Rh.D., CRC
Office: The Graduate Program
Phone: (405) 962-1670
FAX #: (405) 962-1638
E-Mail: clmoore@lunet.edu
Office Hours: Office hours available upon request

The Graduate Program in Rehabilitation Counseling adheres to standard D.2 that has been set forth by the Council on Rehabilitation Education (CORE). This standard is applicable to this course. The standard indicates that an internship experience will include off campus experience sites that provide rehabilitation counseling services to individuals with disabilities appropriate to the mission of the program.

I. CATALOG DESCRIPTION:

This course is designed to provide the student an opportunity to apply and further one's knowledge of counseling and rehabilitation practice through supervised counseling and case management experiences. The student is required to spend 300 hours in a rehabilitation agency. Students will be oriented to program components, policies, and procedures and observe the delivery of all aspects of rehabilitation services. A rehabilitation education faculty, who is a CRC, will supervise the student intern, in addition to the on going supervision provided by the field site supervisor. Students will work with an on-site field supervisor to develop skills in a wide variety of areas including: intake, eligibility determination, career counseling, rehabilitation and placement plan development, case management, job seeking skills, employer development and job development. It is expected that students will assume at least partial responsibility for a small caseload of clients.

II. RATIONALE:

This course is designed to provide the student with the skills needed to assist consumers in case management, counseling, and the job placement process.

III. COURSE OBJECTIVES:

- A. To develop and refine basic skills required of rehabilitation service professionals working with persons and families experiencing disability-related problems.

- B. Assess own personal level of performance of the rehabilitation service competencies of student's concentration.
- C. Utilize methods of planning, implementing, evaluating, and reporting progress of rehabilitation cases.
- D. To gain thorough knowledge of the principles and codes of legal and ethical practice of rehabilitation services and an understanding of professional issues current in the field.

IV. METHOD OF EVALUATION:

Final course grade will be determined on the following basis:

- A. 50%=On-site fieldwork activities.
(Includes evaluation by on-site supervisor)
- B. 50%=Client staffing/case presentation to be done on a weekly basis.

Case presentations will be evaluated on the following criteria:

- A. Clarity and comprehensiveness of key rehabilitation issues.
- B. Thoughtful evaluation of disability issues.
- C. Evaluation of psychosocial and family issues.
- D. Quality of rehabilitation planning.
- E. Accurate record keeping in the Intern Portfolio

V. OPTIONAL READINGS

Roessler, R. & Rubin, S. (1992). Case management and rehabilitation counseling: procedures and techniques (2nd Ed.). Austin, Texas: Pro-Ed.

Baird, B. (1996). The internship, practicum, and field placement handbook. New Jersey: Prentice-Hall.

France, R. & Krishnan, K. (1988). Chronic Pain, American Psychiatric Press.

Fischler, G. & Booth, N. (1999). Vocational Impact of Psychiatric Disorders, A Guide for Rehabilitation Professionals. Gaithersburg, Maryland: Aspen Publishers, Inc.

INTERN INFORMATION SHEET

Student Name _____ SS# _____

Address _____

Home Phone # _____

Work Phone # _____

Cell Phone # _____

E-mail Address _____

Internship Site _____

Address _____

Finding Directions _____

Phone # _____

Supervisor's Name _____

Supervisor's Phone # _____

Hours of Employment/Internship Experience _____

Note: It is the intern's responsibility to keep this information current with the faculty supervisor.

DEPARTMENT OF REHABILITATION PSYCHOLOGY AND SPECIAL EDUCATION
UNIVERSITY OF WISCONSIN-MADISON

RP & SE 501 Rehabilitation Counseling Psychology-Applications

RP & SE 630 Internship in Rehabilitation or Special Education

Instructor: Kristine M. Eiring, Ph.D.
432 North Murray Street, Room 428
263-5824
dreiring@mentalhealth-madison.com
Other office: 256-4848, ext 5

TA: Julie Chronister, M.Ed.
432 North Murray Street, Room 416
263-5790
jachronister@students.wisc.edu

Secretary: Mike Duckwitz
432 North Murray Street, Room 423
263-5790
duckwitz@education.wisc.edu

Course Objectives

The combined courses provide an introduction to the rehabilitation and human service system and the clientele served within that system through classroom instruction and discussion sections, visits to rehabilitation and human service agencies and programs, and participation in field placement. In addition, instruction is provided, in combination with assignments completed, in professional communication, particularly writing, related to course content and professional practice in rehabilitation and human service settings (the course satisfies the Communications-Part B requirement). Course objectives focus on the following areas:

1. Promoting understanding of the rehabilitation and human service system and a number of specific agencies and programs within the system.
2. Promoting understanding of the clientele served by rehabilitation and related agencies and their needs.
3. Promoting a more thorough understanding of one particular agency or program and the clientele served (the field placement agency).
4. Promoting skills in professional communication, particularly writing, along with speaking, reading and listening skills.
5. Promoting consideration of career options within the field of rehabilitation.

Accommodations

If you have a disability for which you require accommodations to promote your learning and participation in this class, please let the instructor or teaching assistant know. The McBurney Disability Resource Center (905 University Avenue, 263-2741) is the organization on campus to contact regarding campus disability-related policies and services.

Organization

Two general types of activities will be included in the combined courses:

1. **Class activities** (RP & SE 194-501). Class activities will provide an introduction to the rehabilitation and human service system, specific rehabilitation and human service agencies and programs, clientele served, and basic communication skills, particularly writing. Class activities will include the following:
 - a. Field visits to rehabilitation agencies and programs, with opportunities to observe agencies and programs and to meet with rehabilitation professionals and clientele served by those agencies and programs.
 - b. Classroom presentations by the instructor and/or teaching assistant and general discussion regarding course content and student observations from field visits.
 - c. Classroom presentations by the instructor and/or teaching assistant on basic writing skills, as well as more specific formats and professional conventions for writing case notes, case reports, and library research papers (including APA style). One class session will be conducted in collaboration with library staff to facilitate skills in library resources relevant to rehabilitation psychology (emphasizing such databases as PsycINFO and ERIC, major journals and related literature sources, and Internet resources); this session will prepare students for one of the major writing assignments for the semester and will be partially structured around that assignment.
 - d. Student presentations on field placement sites where the internship credits are being satisfied, providing an opportunity to learn about all of the agencies and programs where field placements are being completed.
 - e. Group activities to facilitate learning of professional communication.
2. **Field placement** (RP & SE 194-630). A field placement or internship will be arranged for each student in a cooperating rehabilitation and human service agency or program. Field placements will be arranged during the first two weeks of the semester and will begin in the third week. A total of 8 hours per week will be required in the field placement, extending over 13 weeks, from the 3rd week of the semester through the 15th week (the last week of classes).

Texts

A few required readings and materials will be distributed in class, including materials and samples related to written and other assignments, and other written materials and brochures will be distributed at field visits. The following *books* are also required and are available at *University Book Store*:

Required

Kiser, P. M. (2000). Getting the most from your human service internship: Learning from experience. Belmont, CA: Wadsworth.

Rosnow, R. L., & Rosnow, M. (2001). *Writing papers in psychology*. Belmont, CA: Wadsworth.

Recommended

American Psychological Association. (2001). Publication manual of the American Psychological Association (5th ed.). Washington, DC: Author.

Course Requirements

The following are course requirements for RP & SE 194-630 (Internship):

Field placement. The field placement must be completed according to terms specified in the individual student contract.

In addition to completing the field placement, satisfaction of this requirement will entail the following activities.

Contract. A contract must be prepared by you, signed by both you and your supervisor, and submitted to the instructor by the specified date. The contract will include a list of responsibilities specified in some detail, including observational and other activities designed to familiarize you with the agency, its services and procedures, and clientele. It will also describe the major case service responsibilities and duties that you will carry out over the course of the semester. In addition, a list of learning objectives will be included, specifying what knowledge and skill you hope to develop through the placement.

The instructor and/or teaching assistant will meet with you and your agency supervisor prior to the beginning of your placement, when responsibilities and objectives will be discussed. A second meeting will be scheduled at midterm to review progress and make any necessary modifications in the contract.

Date due: September 25

Written evaluation. Your agency supervisor in your field placement will be asked to provide a two written evaluations of your performance. The final evaluation will provide the primary basis for the course grade in the field placement. Evaluation of your performance for grading purposes will be based on the supervisor's rating in two areas: (a) reliability and conscientiousness in fulfillment of assigned responsibilities; and

(b) perceptions of your potential for future work in rehabilitation settings serving people with disabilities and other special needs. The instructor may adjust the supervisor ratings if, after consultation with the agency supervisor and student, this seems justified. The agency supervisor will be asked to review the final evaluation with you, and you will then bring the final evaluation to the instructor on the last day of class.

Date due: October 30 (midterm) and December 11 (final)

The following are course requirements for RP & SE 194-501 (Applications):

1. **Presentation to the class on field placement sites.** This assignment involves an oral presentation to the class regarding the agency or program in which you are completing your field placement. *The following topics should be addressed:* (a) agency structure, administration, funding, and staffing; (b) clientele served, including types of disabilities and needs presented and typical referral sources; (c) services provided; (d) case process within the agency. In addition to providing you with experience in oral presentation skills, the collective presentations will serve to introduce all students to all of the agencies and programs represented among students in the class.

In compiling information for the presentation, you will need to interview staff at your field placement agency or program and collect written materials from the agency, as well as materials from other sources. All of the information will then be integrated into the presentation. A total of 15 minutes will be allotted for your presentation. About 10 minutes will be allotted for the presentation itself and the remaining time for questions and comments from the class. *You should also bring copies of brochures or other written materials to hand out to the class, and distribute copies of an outline or summary of your presentation.* Presentations will be graded on comprehensiveness, accuracy, and effectiveness in communicating the information to the class.

Dates: November 20

2. **Class participation.** Students are expected to take responsibility for their learning in class and on field visits by asking questions and participating in discussions. Students are also responsible for facilitating a positive learning environment by demonstrating professional behaviors that would be expected in a rehabilitation work setting. Professional behavior will be graded as described in the class participation handout.
3. **Observations and impressions from field visits.** Following each of the field visits, one-page observations and impressions will be prepared (typed, double-spaced) in narrative form. The observations and impressions help you reflect on what you learned through the visits, and further practice your basic writing skills. These writing assignments will be graded as described in your field visit handout.

Dates due: October 16 (2 pages total, 1 on MPA *or* Goodwill, and 1 on UW Hospital)

October 30 (1 page on RFDF)

November 20 (3 pages total, 1 on Mendota, and 1 on PACT and 1 on Yahara House)

December 11 (Oakhill)

4. **Shorter writing assignments.** Numerous short writing assignments associated with the major paper and case writing will help you learn important components.

Dates due: September 11, September 18, September 25, October 9, October 16, November 6, November 20

5. **Case note.** This assignment involves the preparation and submission of a one-page case note, summarizing a client contact that you have had in your field placement. To preserve confidentiality, no information that might identify the client should be used in the case note. Your case note will be similar to case notes that typically document client contacts and casework in many rehabilitation and human service agencies and programs. To assist you in preparing case notes, instruction and guidelines will be presented in class.

Date due: October 23

1. case note
2. signed informed consent form

The case note will be returned to you with feedback from the instructor and/or teaching assistant. Feedback must be incorporated into the case note and the case note resubmitted. Grades on the original and revised versions of the case note will be averaged.

Date due: Nov 6 (revised case note)

6. **Case report.** The five-page case report will be on a client with whom you are working in your field placement. To protect confidentiality, use no information that might identify the client. Preparation of case reports typically requires reading client files, including medical and psychological reports, and other information about the client. You will integrate this information into a comprehensive report. To assist you in preparing the case report, instruction and guidelines will be presented in class. Papers will be graded on the basis on comprehensiveness, accuracy, and writing quality, as described in handouts.

Date due: November 13

3. case report
4. signed informed consent form

The case report will be returned to you with feedback from the instructor and/or teaching assistant. Feedback must be incorporated into the case report and the case report resubmitted. Grades on the original and revised versions of the case report will be averaged.

Date due: December 4 (revised case report)

7. **Major paper.** The major writing assignment will be a paper (a “review article”, according to terminology used in the APA Manual) describing rehabilitation services appropriate to clients experiencing a disability/condition of interest. The paper will be developed in steps over the entire semester, with the final version of the paper due at the end of the course. Additional information and handouts will be provided regarding each of the steps in preparing the paper. The components of this assignment, along with due dates, include the following:

Proposal. A two-page proposal will be developed, as discussed in class and described in handouts. Individual meetings will be scheduled with each student to review the content of the proposal and to provide feedback on writing quality.

Date due: October 2

Revision of proposal. The two-page proposal will be revised, incorporating feedback provided in the individual consultation meetings.

Date due: October 16

Outline. An outline for the major paper will be developed as discussed in class and described in handouts.

Date due: October 30

Major paper. The major paper, and also the revised major paper, will be eight pages in length (in addition to the title page and reference section). At least 5-10 references should be cited in the paper and included in the references section. The paper should follow APA style. A **reverse outline** as described in handouts will be submitted with the paper.

Date due: November 27

Revision of major paper. The major paper and **reverse outline** will be revised incorporating feedback from the instructor and/or TA.

Date due: December 11

8. **Final Examination.** A final examination will cover information from all aspects of the class.

Date: December _____

Attendance/Assignments

Attendance at every class is expected. Absences will result in a course grade reduction. Please speak with the instructor or TA if you cannot be on time to class. Students absent on the days of presentations, field visits, and/or class activities will not receive credit for those portions of the grade, and there will be no extra credit activities.

Assignments are due on the dates specified. Late writing assignments will result in a grade reduction on that assignment.

Previously written papers and papers being written in other courses will not be accepted; students can expect that there will be consultation with other instructors. Plagiarism and other instances of academic dishonesty will be processed according to university policy.

All assignments should be typed, double-spaced, and in APA style. You should keep a folder for the case writing assignments and a folder for the major paper assignments, and hand in the entire folder with each assignment. Please make copies of assignments before handing them in.

Course Grades

RP & SE 501 Rehabilitation Counseling Psychology-Applications

Presentation and Class Participation

15 pts. Presentation on field placement site

10 pts. Class participation

Writing Assignments

35 pts. Short writing assignments (total across all 7 assignments, 5 points each)

35 pts. Observations and impressions from field visits (total across all 7 assignments, 5 points each)

20 pts. Case note (average of initial case note and revision)

40 pts. Case report (average of initial case report and revision)

90 pts. Major paper

15 pts. Proposal (average of initial proposal and revision)

10 pts. Outline

30 pts. Major paper and reverse outline

35 pts. Major paper revision and reverse outline

* 5 pts. Bonus pts. for use of Writing Center
(See "Bonus Points" form)

Final Examination

55 pts. Final examination

RP & SE 630 Internship in Rehabilitation or Special Education

100 % Evaluation of performance in the field placement evaluation
(includes completing learning contract by due date)

**University of Wisconsin-Madison
Department of Rehabilitation Psychology and Special Education**

194-630 Internship in Rehabilitation or Special Education

Instructor: Kristine M. Eiring, Ph.D.
432 N. Murray Street, Room 424
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dreiring@mentalhealth-madison.com

Teaching Assistants: Steve Flaherty
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263-5790
Email: sflahert@students.wisc.edu

Helena Barroqueiro
432 N. Murray Street, Room
263-5790
Email: mbarroqueiro@students.wisc.edu

Secretary: Mike Duckwitz
432 N. Murray Street, Room 423
263-5790

Course Objectives

This course provides supervised field experience in a rehabilitation-relevant community agency or program, under the supervision of a professional in this field. It is designed to give undergraduate students in Rehabilitation Psychology and related majors an introduction to professional practice in rehabilitation. In addition, it provides opportunities to develop knowledge and skill important to professional practice through supervised clinical activities. More specifically, course objectives focus on the following areas:

1. Knowledge of the rehabilitation and human service system and specific agencies and programs within the system.
2. Knowledge of clientele served by rehabilitation and human service agencies and their needs.
3. Skill in direct service to clients and other professional responsibilities.

Procedures

All students will complete an internship in an approved agency site, extending over a specified number of weeks, according to a specified schedule. The total number of hours spent in the placement will determine the number of credits awarded for the course. Various activities may be included in the internship experience depending on the nature of the site, the learning objectives of the student, and the readiness of the student to assume different responsibilities.

During the first week of the internship the student, agency supervisor, and course instructor will meet jointly to discuss learning objectives and internship responsibilities. At the end of that meeting the student will prepare a learning contract stating learning objectives, along with activities and responsibilities designed to accomplish those objectives. Learning objectives will specify the areas of knowledge and skill to be developed through the internship experience. Activities and responsibilities might include any of the following: observation, outside reading, discussions with various staff both inside and outside of the agency, visits to other agencies and programs, and direct service and other day-to-day responsibilities. The student will submit copies of the learning contract to both the agency supervisor and the instructor.

Another meeting of the student, agency supervisor, and instructor will be held at midterm to discuss internship activities and progress in accomplishing learning objectives. In addition, the need for any changes in objectives, activities, and responsibilities will also be discussed. Again, the student will be responsible for preparing a revised learning contract and distributing copies to the agency supervisor and instructor.

In instances where the internship site is beyond driving distance from Madison, telephone contacts will substitute for the two joint meetings.

Throughout the internship experience the student will be expected to maintain regular contact with the instructor, as individually agreed upon. This will typically be accomplished through one of two methods: (a) written logs of internship activities submitted to the instructor on a weekly basis; or (b) regular individual or group meetings with the instructor.

At the end of the internship the student will submit a brief paper (approximately five pages) discussing his/her own perceptions of progress in meeting each of the learning objectives. This will include a discussion of where the student perceived her/himself to be at the beginning of the internship, and at the end, with respect to each of the objectives. In addition, the agency supervisor will submit a written evaluation of the student's performance at the end of the internship on a form which will be provided by the instructor.

Requirements

1. Complete the internship experience according to the specified schedule.
2. Submit a copy of the learning contract to the instructor one week after the first joint meeting.
3. Submit a copy of the revised learning contract one week after the joint midterm meeting.
4. Maintain regular contact with the instructor according to the agreed upon procedures.
5. Submit the paper discussing progress in meeting the learning objectives by Monday of the last week of the internship experience.

Grading

Grades will be based on the evaluation by the agency supervisor of student performance and on progress in meeting learning objectives, as discussed in the student's final paper. The student will also be expected to satisfy all other requirements specified above, including assignments given in the individual or group meetings with the instructor.

UNIVERSITY OF WISCONSIN – MADISON
Department of Rehabilitation Psychology and Special Education

RPSE 660 Seminar – Healthcare and Disability Case Management
(3 credits)

| <u>Location</u> | <u>Time</u> |
|-----------------|---------------------------|
| 54 Bascom | Monday, 2:25 pm – 5:25 pm |

Instructor

Fong Chan
432 No. Murray Street, Room 414
(608)262-2137
chan@education.wisc.edu
Office Hours: Wednesday 10 am – noon

Teaching Assistant
Maria Helena Barroqueiro
432 N. Murray Street, Room 415

Course Description

Case management services in health care and disability-related service delivery systems have grown enormously over the past decade. Rehabilitation counselor/case managers will increasingly be employed to manage the care of clients who experience chronic illness and disabilities throughout their recovery process (i.e., from medical treatment to return to work). As a result, case managers will have to be knowledgeable with respect to both medical and vocational case management to be effective in managing the care of individual clients throughout the full spectrum of the medical and vocational rehabilitation process. There appears to be a growing need to provide cross-training among those disciplines involved in case management (e.g., nurses, rehabilitation counselors, and social workers) in order to increase their knowledge of the entire process as well as the potential contributions of various types of professional providers.

This is a hands-on course. The purpose of this seminar is to acquaint students with contemporary case management practices in healthcare and rehabilitation settings. Case management will be addressed from a “process” or “how to standpoint” in rehabilitation counseling and other rehabilitation health professions. The seminar will bring together the knowledge underpinning case management practices in sufficient depth to prepare students and case managers for the demands of actual practice.

Required Text

Chan, F. & Leahy, M. (1999). *Health care and disability case management*. Lake Zurich, IL: Vocational Consultants Press.

Required Materials

3-Ring 1.5" loose leaf notebook

Course Requirements

Attendance and Participation: Students are expected to attend all class meetings. Students are expected to participate individually and within groups.

Midterm Examination: The midterm exam will consist of multiple choice and short essay.

Development of a Case File: Students are required to conduct a clinical interview, administer and interpret selected aptitude and interest tests, conduct a transferrable skills analysis, develop a rehabilitation plan, and identify community resources for a simulated client. Community resources may include: support groups, medical services, psychological services, housing, respite care, durable medical equipment, assistive technology, legal and benefits assistance, personal care attendant services, internet resources, substance abuse treatment, and community independent living center.

Case Presentation: Students will present his or her work with the simulated client in a mock staffing towards the end of the semester.

Extra Credit

Each student has the potential to obtain up to 50 extra credit points including attendance and participation at conferences, workshops appropriate to the case management with individuals with disability as well as participating in research related to case management practice.

Grading

| | |
|--------------------------|------------|
| Attendance/Participation | 50 points |
| Midterm | 100 points |
| Case File | 200 points |
| Final-Case Presentation | 150 points |

| | |
|----------------|------------|
| Total possible | 500 points |
|----------------|------------|

| | |
|----|-----------|
| A | 93-100% |
| AB | 88-92% |
| B | 83-87% |
| BC | 78-82% |
| C | 73-77% |
| D | 60-62% |
| F | Below 60% |

Course Sequence

| <u>Date</u> | <u>Topic</u> | <u>Assignment</u> |
|--------------------------|--|--------------------------------|
| Week 1 1/28 | Introduction | Article 1 & 2 Ch. 1, 2, & 3 |
| Week 2 2/4 | Historical development and trends Roles and Functions Case Management Models and Process | Ch. 7, Ch. 8, Ch.10 |
| Week 3 2/11 | Community Resources | Ch. 12 |
| Week 4 2/18 | Interviewing and case documentation techniques | Ch. 12 |
| Week 5 2/25 | Interviewing and case documentation techniques | Handouts |
| Week 6 3/4 | Psychological and Medical Evaluation | Handouts |
| Week 7 3/11 | Vocational Assessment/Job-Matching/ Transferrable Skills Analysis | Ch. 6, Ch.10 |
| Week 8 3/18 | Computer-based Job-Matching Systems/Review | Ch. 6, Ch. 10 |
| Week 9 4/1 | Midterm Exam | Ch. 12 and Handouts |
| Week 10 4/8 | Plan Development | Ch. 15 and Handouts |
| Week 11 4/15 | Principles of Caseload Management | Ch. 1, Ch.2, Ch. 6 |
| Week 12 4/22 | Forensic Rehabilitation | Ch. 14 |
| Week 13 4/29 | Life Care Planning | Ch. 16-22 |
| Week 14& 15 5/6, 5/13 | Final – Case Presentation | |