

REH 6170 – REHABILITATION INTERNSHIP

Utah State University
Department of Special Education and Rehabilitation
Rehab Counseling Program
Fall Semester - 2009

CRCC Knowledge Sub domains Addressed
Individual Counseling: Individual counseling theories Individual counseling practices and interventions Behavior and personality theory Human growth and development
Foundations, Ethics, and Professional Issues The ethical standards for rehabilitation counselors
Rehabilitation Services and Resources School to work transition for students with disabilities The services available for a variety of rehabilitation populations, including Persons with multiple disabilities Community resources and services for rehabilitation planning
Case and Caseload Management Clinical problem-solving and critical-thinking skills Negotiation and conflict resolution strategies

Rehabilitation Counselor Education Program Mission & Objectives

The program mission is to promote quality rehabilitation services for individuals with disabilities through the education of rehabilitation professionals, provision of rehabilitation continuing education, and through research related to rehabilitation.

Program objectives include:

- Preparation of master's level rehabilitation counselors
- Promotion of the Code of Professional Ethics
- Advancement of the basic philosophical tenets of rehabilitation, including the value and worth of all individuals, a belief in human dignity, and the right of all persons to fully participate in society.

Class Time: August 24 – December 11, 2009
Wednesday & Thursday Evenings
5:00 to 7:30p.m

Campus Location: HSRC
Building-1st Floor Modular Office

Instructors: Jared C. Schultz, Ph.D., CRC
E-Mail: jschultz@cc.usu.edu
Office #: (435) 797-3478
Fax #: (435) 797-3572

Address: 2865 Old Main Hill
Logan, UT 84322-2865
Office Location: 303 EDUC

Barbara Wheelwright, M.S., CRC
E-Mail: barbw@cc.usu.edu
Office #: (435) 797-3295
Fax #: (435) 797-7139

Address: 6521 Old Main Hill
Logan, UT 84322-6521
Office Location: 104 HSRC

Christine Anderson
christine.anderson@usu.edu

Saara Grizzell
saara.grizzell@aggiemail.usu.edu

Purpose:

The Rehabilitation Counseling Internship provides students with the opportunity to practice the theories, approaches, and skills developed in previous coursework and experiences. The purpose of this course is to provide students with a supervised clinical field experience in which students provide rehabilitation services in a rehabilitation facility or agency. Students are expected to spend a total of 600 hours in an approved setting such as a state office of rehabilitation services, independent living center, Deseret Industries, Goodwill, a college or university disability resource center, a mental health facility, a supported employment training center, or other agency settings approved by the internship supervisor. All students are encouraged and CSPD students are required to have an experience working in the state VR system either in a part time or full time internship. Forty percent or a minimum of 240 hours need to be spent in supplying direct services to clients with disabilities.

Focus:

The primary focus of the internship experience is for students to implement appropriate counseling skills and theories thus developing and enhancing their counseling strategies in providing services for people with disabilities.

Course Objectives:

Upon completion of the internship, students shall have demonstrated the ability to:

1. Form effective relationships with rehabilitation clients, staff, supervisors, the agency/facility, and external agencies/facilities.
2. Establish and maintain effective counseling relationships.

3. Obtain pertinent diagnostic information and properly interpret the information in diagnosing problems.
4. Formulate sound and realistic rehabilitation plans, make optimum use of available rehabilitation services, and evaluate the progress of clients in their rehabilitation plan.
5. Plan and organize their work, write reports, and maintain adequate records.
6. Perform rehabilitation counseling tasks with a minimum of supervision.
7. Maintain professional and ethical standards in work responsibilities and relationships.

Required Text: *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society*, 6th Edition, by Allen E. Ivey & Mary Bradford Ivey.

Theory and Practice of Counseling & Psychotherapy, 7th Edition, by Gerald Corey.

Other Learning Aids, REQUIRED: Two blank mini-DV, **OR** VHS video tapes, **OR** DVD discs, **AND** recorders to tape counseling sessions. (Note that the mini-DV or DVD formats are preferred.) A working web cam and a pair of headsets for each class period.

Assignments/Learning Objectives:

Each student will:

1. Report to his or her field site with regularity, and meet at least one hour a week with on-site agency supervisor.
2. Keep in contact with the internship university supervisor and site supervisor throughout internship experience.
3. Attend and participate in internship classes.

Attendance Policy: If you have to miss a class, let us know ahead of time or forfeit all points affiliated with that class. Obviously some things can not be predicted. Due to the structure and requirements of the class, missing two classes will result in not passing the class.

4. Video tape two counseling sessions for evaluation by the instructors, site supervisor and feedback by peers. The following guidelines must be followed in submitting the videotapes, or they will be rejected, and no points will be awarded.

- a. The counseling sessions must be **at least 20 minutes** in length. Any shorter and the tape will not be accepted for credit.
- b. There must be adequate sound. If we can't hear what is being said then the tape will not be accepted.
- c. We must be able to see you, preferably both you and the client. Please remember that if you are sitting in front of a window, or backlighting is too bright, we won't be able to see you. Being uncomfortable being filmed is not a reason to not film yourself in an interview.
- d. Tapes must be submitted in a VHS, mini DV format or DVD discs. At this point we can not transfer small digital and 8mm tapes. You need to do the transfer. If it is not on VHS or we can not view the tape for mechanical or technical reasons, then it will not be acceptable.
- e. Students will submit their student tape evaluation, their site supervisor's tape evaluation, the Consent to Counsel Form, and a case presentation/conceptualization overview of the most relevant features of the client and counseling session along with the tape according to the class schedule to the university internship supervisor at the following address:

Barbara Wheelwright
6521 Old Main Hill
Logan, UT 84322-6521

- f. Tapes and paperwork need to be in the possession of Barbara Wheelwright by the "submit date" as listed on the class tape schedule. If they are not, student will lose 50 points for that assignment which results in losing an 1/8 of the total grade points for the semester.
 - g. The second taped counseling session should be submitted after the first taped counseling session is evaluated and reflect the suggested improvements and feedback from the first tape.
5. Complete a peer counseling tape evaluation for each of the counseling sessions viewed in class, sending an attached electronic copy to both the university supervisor and the student counselor by the following Monday.
 6. Complete and submit the required paper work by **November 20**. This includes the student evaluation, the field site evaluation signed by the student, the Internship Experience Time Sheet signed each week by the internship site supervisor and final comprehensive paper (5-7 pages). Students are also responsible for seeing that their site supervisor has a copy of the Confidential Final Evaluation of Student and their internship objectives in time for the supervisor to complete and submit to the university practicum supervisor by **November 20**.

Student Evaluation:

The following are the expectations for student performance during the internship:

1. **Read the course syllabus and Internship Manual.** Know the expectations of the class and internship requirements.
2. **Class Attendance and Participation** (100 points) Students need to come to class prepared to either present or evaluate a counseling session. Case Conceptualizations will be posted on our class website for review prior to class.
3. **Case Presentations** (100 points for each case presentation=200 points)
Students will video two counseling sessions with client's approval. Each student will submit two videotaped counseling sessions with the required paper work which includes a case presentation/conceptualization, student evaluation, site supervisor evaluation and the Consent to Counsel Form to the university internship supervisor on the scheduled date. Tapes will be digitized and evaluated by the instructors and peers. All videos will be returned to the student to be erased or destroyed. DVDs will be destroyed.

Case presentation information will accompany your counseling session tapes. The following information should be included where relevant:

1. Age and gender of the client (e.g., 28-year-old male)
2. Disabling condition(s) and onset (e.g., spinal cord injury one year ago as the result of falling off a ladder while on the job)
3. Functional limitations (e.g., paraplegia with limited use of lower extremities for mobility)
4. Educational / training history and activities (e.g., high school education with some community college courses in electrical engineering)
5. Work / vocational history and activities (e.g., most recently worked as an electrician's helper for two years, has not worked since accident, other employment history includes; photocopy store attendant, construction, and fast food)
6. Economic / financial and living situation (e.g., client lives alone in a rental apartment, receiving workers' compensation of approximately \$800/month, has no car or van, parents give various amounts of money for support as needs arise)
7. Psychosocial situation and issues (e.g., lives alone, never been married but has a steady relationship for past six months, parents and other relatives live out-of-state, no indication of recreational or social activities other than with girlfriend, mostly go to the movies)
8. Primary concerns and issues (e.g., been off work for extended amount of time, only high school education, seems satisfied with what's happening now as evidenced by stating "I'm OK with how I'm living now", has no means of transportation other than city transit)

9. Overall goals with this case(e.g., client will identify area(s) of employment he would like to pursue, client will engage in employment seeking activities, client will broaden his psychosocial and recreational activities)
10. What has/is happening currently with his case (e.g., meeting with the client every other week to discuss issues affecting his obtaining employment, developing IPE, arraigning for client to attend a one-week comprehensive program that includes; employment exploration, job readiness assessment and training, and physical and psychological management of disability)
11. Client strengths, talents, interests and abilities (e.g. client enjoys working on the computer, has had training in Microsoft Office and Word Perfect, he also enjoys working with leather making various items such as belts and wallets)
12. Potential ethical dilemmas (e.g. this client reminds me of a classmate who bullied me in school)

4. **Peer Reviews** (10 points each) – Each student will be expected to provide written evaluations of the videotaped counseling sessions of their peers. Electronic copies of the evaluations should be emailed to the counselor-student and the university internship supervisor by Monday of the following week. If you need to review the counseling session again you may go into the class web site and review the class recording. Each evaluation is worth 10 points and you will have 10 during the course of the semester to complete. If you are thorough in your evaluation, giving examples of counseling skills (used or miss used), additional possible resources, suggestions for alternate treatments, training or courses of action and constructive feed back for improvement you receive full points. Just checking the boxes or underlining numbers will receive minimal or no points. **Late evaluations will receive no credit.**
5. **Weekly Summarization** (10 points each) Students will complete a weekly summary using the provided form in the internship manual and submit to the university supervisor every week and site supervisor, if requested. Copies of the summaries should also be kept for personal record. Summaries will include a synopsis of activities at his/her agency, accounts of counseling sessions, problems encountered, learning experiences, and personal/professional evaluation and reflection. Summaries should reflect and validate work on internship objectives and be two pages in length. Total hours spent each week need to be listed as well as how many of those hours were spent in direct client contact. Summaries need to be submitted as an attachment to an email by Monday of the following week.
6. **Paper Work and Final Report** (100 points) Students will complete the Student Evaluation, Site Evaluation, and Internship Experience Time Sheet with needed signatures and submit by **November 20, 2009**. Students are also responsible for giving their site supervisor a copy of the Confidential Final Evaluation of Student with the top of the form completed with a copy of his/her internship objectives in time for the supervisor to complete and submit to the university internship supervisor by **November 20**.

Final Report: Issues, Successes, and Revelations of My Internship: What I learned. What I realize I need to learn. What I would do differently if I had to do it all over again. How my counseling skills and strategy has evolved and/or improved during my internship. Summarize your internship experience, validating your effort and success in completing and/or implementing your internship objectives (if you were not able to accomplish your objectives, explain why), and all learning experiences, including in-service training, workshops and conferences you attended. Include personal and professional reflection and self evaluation as to how your abilities to function as a rehabilitation counselor have developed, changed and/or progressed. Report should be 5 to 7 pages in length.

Grades:

Course Grade Scale:

93 – 100	A	63 – 67	C
88 – 92	A-	58 – 62	C-
83 – 87	B+	48 – 52	D+
78 – 82	B	43 – 47	D-
73 – 77	B-	43 – 47	D-
68 – 72	C+	≤ 42	F

NOTE: Each student is responsible for submitting his /her tapes, peer evaluations and assignments by the due dates. These dates are **negotiable only under special circumstances**. Also, students needing disability-related accommodations or modifications need to discuss such needs with the instructor at the beginning of the course. When in doubt, ask. Students with documented disabilities are encouraged to register with the USU Disabilities Resource Center.

REMINDER: Write a thank you note to your agency site supervisor at the conclusion of your internship. If supervisor is CRC, remind them they can receive CRC credit hours for hours spent supervising.

Class Schedule

Week 1: August 26 & 27

NO Class - Group and Case Presentation Assignments are made and sent to students.

Read REH 6170 Class Syllabus and Internship Manual.

May begin logging your hours (if your internship application is approved.) or continue to log your hours if you started your internship prior to the beginning of the fall semester. Submit all weekly summaries completed through this week by the following Monday.

Week 2: September 2 & 3

NO Class – Students will tape their first counseling session and complete case conceptualization and evaluation. Give copy of recorded counseling session and evaluation form to site supervisor to complete.

Submit weekly summary by the following Monday.

Week 3: September 9 & 10

NO Class – Students will tape their first counseling session and complete case conceptualization and evaluation. Give copy of recorded counseling session and evaluation form to site supervisor to complete.

Submit weekly summary by the following Monday.

Week 4: September 16 & 17

NO Class – Students will tape their first counseling session and complete case conceptualization and evaluation. Give copy of recorded counseling session and evaluation form to site supervisor to complete.

Students presenting the first class period need to mail tape and required paperwork (4 items) to insure their arrival to university internship supervisor, Barbara Wheelwright, by **September 21**. An electronic copy of case conceptualization must also be sent to university internship supervisor for posting on class web site. (barbw@cc.usu.edu)

Submit weekly summary by the following Monday.

Week 5: September 23 & 24

NO Class – Students will tape their first counseling session and complete case conceptualization and evaluation. Give copy of recorded counseling session and evaluation form to site supervisor to complete.

Submit weekly summary by the following Monday.

Week 6: September 30 & October 1

Student Counseling Session Presentation and Case Conceptualization.

Counseling Tape Evaluations (All skill components should be covered from the 6130 Counseling Skills Development class) Use required matrix form for all evaluations which is found in the Practicum and Internship Manual.

Submit peer counseling tape evaluations to both university supervisor and student counselor as an attachment to an e-mail, listing the name of the student for whom the evaluation is for in your subject line of your email. **Evaluations are due by 9:00am Monday morning. Late evaluations will receive no credit.**

Submit weekly summary by the following Monday.

Week 7: October 7 & 8

Student Counseling Session Presentation and Case Conceptualization.

Submit peer evaluation and weekly summary by the following Monday.

CRC Applications are due October 15 to take the examination in March.

Week 8: October 14 & 15

Student Counseling Session Presentation and Case Conceptualization.

Submit peer evaluation and weekly summary by the following Monday.

Week 9: October 21 & 22

Student Case Reviews presented.

Submit weekly summary by the following Monday.

Week 10: October 28 & 29

NO CLASS: Spring Break

Submit weekly summary by the following Monday.

Week 11: November 4 & 5

Student Counseling Session Presentation and Case Conceptualization.

Submit peer evaluation and weekly summary by the following Monday.

Week 12: November 11 & 12

Student Counseling Session Presentations and Case Conceptualizations.

Submit peer evaluations and weekly summary by the following Monday.

Complete and submit end of the semester evaluations and final internship report. All paperwork, evaluations, and reports are due by Friday, **November 20**.

Week 13: November 18 & 19

Student Counseling Session Presentation and Case Conceptualization.

Submit peer evaluations and weekly summary by the following Monday.

Complete and submit end of the semester evaluations and final internship report. All paperwork, evaluations, and reports are due by Friday, **November 20**.

Week 14: November 25 & 26

NO CLASS! Happy Thanksgiving!

Week 15: December 2 & 3

Each student will present on the following topic, answering the following questions.

“Issues, Successes, and Revelations of My Internship: “What I learned. What I realize I need to learn. What I would do differently if I had to do it all over again.” Summarize your internship experience, all learning experiences and success/efforts in fulfilling your internship objectives.

Policies:

Attendance Policy Repeated: We want to reiterate the importance of attendance. This is a practical class, meaning it requires involvement by the student in the class activities. If you miss those activities, regardless of the reason, then you have not participated in the practical aspect. Trying to just read, or watch the class to make it up is analogous to a basketball player informing his coach that he can't make it to practice, but will gladly watch the video tape. He may get some information, but the training opportunity is lost when it comes to application. If you have to miss a class, let us know ahead of time or forfeit all points affiliated with that class. Obviously some things can not be predicted. Due to the structure and requirements of the class, missing two classes will result in not passing the class.

Students with Disabilities

In coordination with the Disability Resource Center, reasonable accommodation will be provided for qualified students with disabilities. Please meet with the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, diskette or Braille) are available through the Disability Resource Center, located in the Taggart Student Center, room 104, phone number 435-797-2444.

USU Incomplete Policy

Executive Memorandum 79-15

A student who has been unable to complete the work of course assignments, examinations, or reports due to extenuating circumstances such as illness, death in the family, etc. - but not due to poor performance of his/her work - and who has completed most of the coursework, may petition the instructor of the course for time beyond the end of the semester to finish the work. If the instructor agrees, the instructor will place two grades on the final grade list for the student, an "I" and a letter grade for the course computed as if the missing work were zero. The student is then required to complete the work in the manner and by the time agreed upon with the instructor, but, in any case, within 12 months of the end of the semester in which the "I" was given. When the grade change is submitted by the instructor within the prescribed time, both the "I" and the grade submitted with the "I" will be removed from the student's record, the new grade placed on the record, and the GPA adjusted accordingly. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the grade submitted with the "I" will remain as the permanent grade for the course. Research and thesis courses taken for graduate work are exempted from this policy.

Special Education Department Policies Grading Guidelines

Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.

Grade Point Requirements

Graduate Students - All graduate students must maintain 3.0 grade point average to remain an active student in the graduate program.

Academic Honesty

It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.