Course Overview:

Supervised field experience (100 clock hours per credit hour enrolled) designed to give students an Orientation to the responsibilities of a counselor at a cooperating agency or institution. Students attend on campus seminar to discuss professional counseling and supervision issues. Offered for S and U grade only.

Course Objectives:

1. The internship is an educational experience designed to help students to become facilitative Rehabilitation counselors who are reflective, innovative professionals committed and competent to help clients, colleagues, and themselves acquire knowledge, skills and understandings necessary to participate in and contribute to the quality of life in a complex, changing urban society.
2. The internship is an educational experience that is designed to give students majoring in rehabilitation counseling an orientation to the responsibilities of a counselor including:
   a. Opportunities in an on-the-job situation at a cooperating agency or institution for the student to apply theory and techniques that have been studied.
b. The opportunity for the student to perform all the activities that a regularly employed rehabilitation counselors in a rehabilitation setting would be expected to perform.

c. Opportunities to gain supervised experience in individual and group interactions with clientele appropriate to the program emphasis.

d. Allowing the student to gain supervised experience in the use of a variety of professional resources such as appraisal instruments, computers, print and non-print media, professional literature and research.

e. Opportunities to obtain an understanding of the relationship of the counselor’s services to other services of the agency or institution.

f. Opportunities to learn to maintain effective working relationships with other members of the staff team.

g. Opportunities to interact with clients, colleagues and staff to help the intern develop a flexible world view of humankind in terms of culture, ethnicity, gender, age, religious preference, physical disability, intellectual ability, sexual orientation, and socioeconomic issues.

3. To allow the intern to develop his or her strengths and to gain confidence in his or her professional competencies.

4. To provide formal evaluation of the student’s performance during the internship by a program faculty member supervisor.

ASSIGNMENTS:

1. Audio session review - Detailed progress notes for two counseling sessions in lieu of taped session.
   Due: Seminar V

2. In-Class - Presentation of Field Site and Brochure or student prepared handout.
   Due: Seminar II

3. Two oral Case Conceptualization Presentations. (refer to attached handout)
   Due: per assigned schedule

4. Final evaluative report.
   Due: Final Seminar of your last enrollment in RCI 7640

5. All students must complete the REHABILITATION COUNSELOR EDUCATION PROGRAM EXIT EXAMINATION during the final semester in which the internship requirement is completed. The score from this examination does not affect a student’s honor point average, nor does it appear on a student’s transcript. The PROGRAM EXIT EXAMINATION meets, in part, student learning outcome evaluations as required by CORE accreditation standards.

6. In addition to the counseling aspect of internship, plan on making a lasting contribution to your site such as studying a problematic area, create a manual/guide for future interns of the site, revise/update assessment forms and process, develop a workshop or guidance lesson, or any other contribution that will benefit the site. A new project is due each semester of internship. *Your project should integrate elements of diversity and multicultural issues. Have your ideas ready to obtain approval from the university instructor by Seminar III. Be prepared to present your project to the class and report on the entire process in the final group supervision class. There should be a final “product” presented with your presentation.

Required Reading:


**GUIDELINES FOR FINAL EVALUATIVE REPORT**

1. Paper typed - APA Style.


3. Format: Title, introductory paragraph, succeeding paragraphs elaborate on points from introduction, thus pursuing a central theme, then a summary paragraph.

4. Spelling and grammar important. All papers should reflect graduate level content and preparation. Careless preparation and/or inappropriate presentation will adversely affect grade for the assignment.

5. A summary of your professional/personal growth (i.e., your critique of your counseling skills), objectives accomplished and/or objectives to be pursued further, counseling experiences and internship activities, your reaction to seminars and assignments, and any other information which might facilitate re-examination of the internship experience.

6. Your reactions, views, and way of interpreting in regard to the internship experience extremely crucial.

7. Case examples and illustrations to show understanding and to make paper alive, desirable, and important are essential.

**EVALUATION & GRADING:**

A grade will be based on satisfactory completion of 100 clock hours for each semester hour of enrollment.

Satisfactory completion is defined as:

1. Clock hours documented by signed Internship Weekly Logs and Internship Semester Clock Hours

2. Formal evaluation by Internship Site Supervisor and Faculty Instructor/Supervisor as stated in the evaluation policies section of the Internship Handbook.

3. Attendance and participation in all scheduled Internship Seminars and Individual Conferences.

4. Completion of all assignments
CLASS POLICIES:

- Attendance at all scheduled seminars and individual conferences is mandatory. No incomplete work or grades. Y grades will not be given except under extreme and unforeseeable circumstances.

- Assignments are expected to be completed on time. If an assignment due date cannot be met, it must be discussed and agreed to by instructor prior to due date. Audio tapes, paperwork, and presentations submitted after the scheduled due date will be graded accordingly.

- All audio tapes submitted for evaluation must have your name and the date of the session recorded at the beginning of the tape. All audio tapes must be clearly labeled with your name, the date of the session, and the tape number.

- Refer to Internship Handbook for further explanation of procedures and criteria for evaluation.

- All materials left in instructor's mailbox must be in sealed envelopes clearly marked with your name, date, time, contents, and instructor's name.

SEMINAR OUTLINE

SEMINAR I – 9/2

I. Discuss Assignments/Logs:

   a. Audio session review - Detailed progress notes for two counseling sessions in lieu of taped session. Due: Seminar V
   
   b. In-Class - Presentation of Field Site (utilizing brochures and student prepared handouts). This is required for each semester of internship. Due: Seminar II
   
   c. Oral Case Conceptualization Presentation (required for each semester of internship. Refer to attached handout). Due: per assigned schedule
   
   d. Final evaluative report (only one required). Due: Final Seminar of your last enrollment in RCI 7460 Internship.
   
   e. Site contribution project (new project due each semester of internship)

II. All Internship Packets are due by Seminar II (however, if you intend to start your hours before Seminar II meets, you must submit the documents to me prior to starting – upload them to the blackboard site) to be included:

   a. Advisor/Practicum Instructor Approval.
   
   b. Student Agreement.
   
   c. Site Information/Agreement.
   
   d. Institutional Agreement of Affiliation.
   
   e. Insurance Verification
   
   f. Verification of Placement.
g. Current Employment Verification (if applicable).

h. Faculty Instructor/Supervisor Approval.

i. Type written statement of specific objectives and plans for internship. (objectives must be measurable). – Bring to Seminar II

Note: If you are continuing your internship at the same site and under the supervision of the same supervisor, please furnish a verification of placement form (one for each semester) signed by your site supervisor confirming this information. You will need a new statement of objectives for each semester. You will not need to turn in another complete internship packet.

III. Ethical Considerations.

a. Confidentiality.

b. Informed Consent.

c. CRC/ACA Code of Ethics.

IV. Professional Involvement.

a. Professional Liability Insurance.

b. Discussion/distribution of Licensure/Certification Guidelines.

c. General Supervision - Discussion Period.

**SEMINAR II – 9/23**

I. General Overview of Placement. Individual Presentations: (15 - 20 minutes)

a. Types of Services Available.

b. Referral services/networking.

c. Provide site brochures and prepare a handout.

d. Use this time to also discuss and submit your type written statement of specific objectives and plans for internship

II. Turn in signed weekly logs and completed internship packet materials

III. General Supervision - Discussion Period

**SEMINAR III – 10/7**

I. Oral Case Conceptualization Presentation. Individual Presentations: (10-15 minutes)

II. Turn in signed weekly logs.

III. General Supervision - Discussion Period.
SEMINAR IV – 10/21

1. Oral Case Conceptualization Presentation. Individual Presentations: (10-15 minutes)

II. Turn in signed weekly logs and Midterm Evaluations.

III. General Supervision - Discussion Period.

IV. Receive final evaluation forms from instructor.

SEMINAR V – 11/4

I. Oral Case Conceptualization Presentation. Individual Presentations: (10-15 minutes)

II. Turn in signed weekly logs.

III. General Supervision - Discussion Period.

IV. Audio Session review (if you are at a location that does not permit taping, turn in detailed process notes for two sessions in lieu of an audio tape).

SEMINAR VI – 11/18

1. Oral Case Conceptualization Presentation. Individual Presentations: (10-15 minutes)

II. Turn in signed weekly logs.

III. General Supervision - Discussion Period.

SEMINAR VII – 12/2

1. Oral Case Conceptualization Presentation. Individual Presentations: (10-15 minutes)

2. Site Contribution project presentations


4. Turn in signed weekly logs and semester recap (required for each semester of internship).

5. Turn in Evaluation of Site Supervisor (required for each semester of internship).

6. Turn in Evaluation of Faculty Instructor/Supervisor (required for each semester of internship).

7. Site Supervisor Evaluative Report Due (required for each semester of internship. It may be turned in following the final day of clocked hours for each semester).

8. Final Evaluative Report Due (due final semester of enrollment only, see instructions for preparation).
ATTENDANCE POLICY
All students are expected to attend class, be punctual, and remain in class until the day’s work is completed. It is also expected as a part of attendance that students will appear attentive to the instructor and respectful of other students, and will not talk, read material other than the textbook, or engage in other activities that interfere with the course while the class is meeting.

If the instructor begins to note problems with attendance or behavior that interferes with the teaching process, this will be noted and the student will be made aware of the problem. At that point the instructor will begin to document the student’s attendance and disruptive behavior and if further problems are noted the student’s grade will be lowered by one letter and/or the student will not receive a “S” in the course.

STATEMENT OF PROFESSIONALISM
“The College of Education requires students to be effective counselors, to behave in an ethical manner at all times (see the statement on Ethical Dimensions of Counseling in the Rehabilitation Counseling Handbook as well as the Practicum and Internship Handbook). Your behavior must be appropriate at all times.

Active participation in all class activities and discussion is expected. Come to class with ideas, agreements or disagreements on the reading assignments. We expect you to question our ideas and those of your peers. Professional dress, behavior, and language are required at all times.

Please put all electronic devices on vibrate or turn off during class and when in your assigned locations.

The Student Code of Conduct can be viewed at:
http://www.doso.wayne.edu/codeofconduct.pdf

Academic Dishonesty/Plagiarism
The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (http://bulletins.wayne.edu/ubk-output/index.html) and Graduate Catalog (http://www.bulletins.wayne.edu/gebk-output/index.html) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to
be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

**Enrollment/Withdrawal Policy**

Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

See the university webpage for full details: http://reg.wayne.edu/students/information.php

**Attention Students with Disabilities:**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**Religious Observance Policy:**
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**Resources:**

Wayne State University Writing Center:

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is **not** an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: [http://www.clas.wayne.edu/writing/](http://www.clas.wayne.edu/writing/).

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) [http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330](http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330).