COURSE SYLLABUS

DIVISION: Theoretical & Behavioral Foundations

PROGRAM AREA: Rehabilitation Counseling

COURSE: Rehabilitation Counseling Internship

CALL NUMBER: 33505

COURSE CREDIT: 1-6 hrs.

TERM/YEAR: Spring / Summer 2015

COURSE LOCATION: 189 Education

TIME: Wednesday 6:30 – 9:15 PM

INSTRUCTOR: Sonja Grbevski, Ph.D.
Adjunct Professor / Advisor & Clinical Supervisor
519-982-0869 Cell or Leave Message at 313-577-1613
ag1674@wayne.edu

COORDINATOR: George Parris, Ph.D.
Licensed Professional Counselor
Certified Rehabilitation Counselor
Senior Disability Analyst and Diplomate
Clinical Assistant Professor
Rehabilitation Counseling Clinical Coordinator

OFFICE: College of Education, Room 311

OFFICE HOURS: By Appointment

OFFICE PHONE: (313) 577-1619

E-MAIL ADDRESS: gparris@wayne.edu

COURSE DESCRIPTION: (from catalog)

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.

**REQUIRED TEXT:**

REFERENCES:


ASSIGNMENTS:

1. Written process notes of two counseling sessions (hand out)  
   Due: Seminar IV

2. Presentation of Field Site and Brochure or student prepared handout.  
   Due: Seminar III

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

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

6. 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.

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:

S 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 Recap.
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 as listed in assignment section 1-4 above.

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

1. Discuss Assignments/Logs:
a. Process notes for two counseling sessions in lieu of taped session.
   Due: Seminar V

b. In-Class - Presentation of Field Site and Brochure or student prepared handout (required for each semester of internship). Due: Seminar III

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.

II. All Internship Packets are due by Saturday, May 20, 2015 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) **Statement of objectives may be turned in at 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. 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

I. General Overview of Placement. Individual Presentations: (10-15 minutes)
   a. Types of Services Available.
   b. Referral services/networking.
   c. Provide site brochures and/or prepare a handout.

II. Turn in signed weekly logs.

III. General Supervision - Discussion Period.

SEMINAR III

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

II. Turn in evidence of Presentation at Field Site of Counselor Education programs and distribution of brochures.

III. Turn in signed weekly logs.

IV. General Supervision - Discussion Period.

SEMINAR IV

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

II. Turn in signed weekly logs.

III. General Supervision - Discussion Period.

SEMINAR V

I. Oral Case Conceptualization Presentation. Individual Presentations: (10-15 minutes)
II. Turn in signed weekly logs.

III. General Supervision - Discussion Period.

IV. Audio Tape Due (if you are at a location that does not permit taping, turn in process notes for one session in lieu of an audio tape).

SEMINAR VI

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

II. Turn in signed weekly logs.

III. General Supervision - Discussion Period.

SEMINAR VII

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

2. General Supervision - Discussion Period.

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

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

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

5. 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).

6. Final Evaluative Report Due (due final semester of enrollment only, see instructions for preparation).

*(Final Due Date for Internship Packet is Friday, August 18th, 2015)

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 313-577-3365 (TDD only). 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.

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 behaviour 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 behaviour and if further problems are noted the student’s grade will be lowered by one letter.

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 school.

The Student Code of Conduct can be viewed at:

http://www.doso.wayne.edu/codeofconduct.pdf

ACADEMIC MISCONDUCT/ETHICAL VIOLATIONS
All acts of dishonesty (plagiarism, copying, etc.) in any work for any course will constitute academic misconduct. In this regard, the Academic Regulations Policy noted in the College of Education Graduate Programs and University Graduate programs Catalogue will be followed in the event of any acts of academic misconduct. In addition, students need to be aware that the professor has at his or her discretion the right to reduce a students’ grade for that class, assign a failing grade, or report the student to the Dean of the College of Education, which could result in removal from the program.

**Plagiarism**

Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information. Whenever you incorporate other people ideas or writings into your own writing, it is extremely important to give credit to those individuals by referencing their names.

**How can students avoid plagiarism?**

To avoid plagiarism, you must give credit whenever you use

- another person’s idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotation of another person’s actual spoken or written words;
- or paraphrase of another person’s spoken or written words.

**Strategies for Avoiding Plagiarism**

1. Put in quotations everything that comes directly from the text especially when taking notes.

2. Paraphrase, but be sure you are not just rearranging or replacing a few words.

3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

(The section on plagiarism is produced by the Writing Tutorial Services, Indiana University, Bloomington, IN)

The College of Education’s grade appeal policy is available at:


**RELIigious OBSERVANCES 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.

NOTE: The National Rehabilitation Association provides guidelines to use when writing or speaking about persons with disabilities. Please try to incorporate these suggestions into your written and spoken communication.

1) Avoid using adjectives as nouns, such as in: "the disabled", "the deaf", "the blind", the "handicapped", etc. It is more acceptable to say, "people who are deaf", or "persons with disabilities".

2) Where possible emphasize the importance of the individual rather than the disability by saying "person" or "individual" before describing the disability. For example, say, "persons with disabilities" or "people with learning disabilities", rather than "learning disabled people".

3) Avoid using descriptors such as "unfortunate", "pitiful", "poor", and other such value laden words. When possible, use descriptors, which emphasize a person ability, such as: "uses a wheelchair or braces" rather than "confined to a wheelchair", since a wheelchair enables mobility; without it, the person is confined to bed.

4) Do not sensationalize the onset or effects of a disability with phrases such as: "afflicted with" or "suffering from". It is more acceptable, and accurate to say, "the person has or had__________", "the person has experienced__________", or a person with__________.

5) Avoid implying sickness when discussing disabling conditions. To the general public, "disease" has connotations of being unsightly and contagious. A disability itself is not a disease, nor is the person with the disability necessarily chronically ill.
<table>
<thead>
<tr>
<th>Final opportunity to turn in log sheets for this Semester!</th>
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<td>Wednesday, August 18, 2015</td>
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SEMINAR SCHEDULE

PLEASE NOTE: Due to the holidays, group supervision sessions are not necessarily every two weeks. Read the schedule carefully to ensure you come to campus on the correct weeks.

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<tr>
<th>DATE</th>
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<tbody>
<tr>
<td>05/13</td>
<td>Seminar I</td>
<td>Wednesday</td>
<td>6:30-9:15 PM</td>
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<tr>
<td>05/20</td>
<td>Seminar II</td>
<td>Wednesday</td>
<td>6:30-9:15 PM</td>
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<td>06/10</td>
<td>Seminar III</td>
<td>Wednesday</td>
<td>6:30-9:15 PM</td>
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<td>06/24</td>
<td>Seminar IV</td>
<td>Wednesday</td>
<td>6:30-9:15 PM</td>
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<td>07/08</td>
<td>Seminar V</td>
<td>Wednesday</td>
<td>6:30-9:15 PM</td>
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<td>07/22</td>
<td>Seminar VI</td>
<td>Wednesday</td>
<td>6:30-9:15 PM</td>
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<tr>
<td>08/05</td>
<td>Seminar VII</td>
<td>Wednesday</td>
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ASSIGNMENTS
Wednesday: 6:30 – 9:15 P.M.

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CASE STUDY OUTLINE
• Age and gender of the client
• Disabling condition(s) and onset (e.g., spinal cord injury one year ago as the result of falling off a latter while on the job)
• Functional limitations (e.g., paraplegia with limited use of lower extremities for mobility)
• Educational / training history and activities (e.g., high school education with some community college courses in electrical engineering)
• 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)
• 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)
• Psychosocial situation, support systems 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)
• Primary concerns, employment barriers 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 a rather gruff manner, unkempt personal appearance, has no means of transportation other than city transit)
• 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)
• 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, arranging 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)
• 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)
• Potential ethical dilemmas (e.g. this client reminds me of a classmate who bullied me in school).