**REH 6170 – REHABILITATION INTERNSHIP**

Utah State University  
Department of Special Education and Rehabilitation  
Rehab Counseling Program  
Fall Semester - 2014

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**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.

**Instructors:**  
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**Date/Time of class:** Students will be assigned to one of the following times: Monday 7:45-9:45 pm, Tuesday 7:00-9:00 or Wednesday 5:30-7:30 pm

**Place:** Online Adobe Connect Classroom: students can access the classroom through Canvas or the following link, https://connect.usu.edu/sped

**Suggested Texts/Readings:** Students may refer to the following texts used in past REH 6130-Rehabilitation Counseling Skills Development and REH 6200-Theories of Counseling Applied to Persons with Disabilities.


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

*CRC Examination Preparation: A Concise Guide to Rehabilitation Counseling Certification, by Fong Chan, Malachy Bishop, Julie Chronister, Eun-Jeong Lee, Chung-YI Chiu*

Other selected readings will be posted in Canvas.

**Other Learning Aids, REQUIRED:** A webcam and a headset are required for each class period. Students will need a video recorder to record counseling sessions.

**COURSE OVERVIEW/DESCRIPTION:**

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 field experience in a rehabilitation or related human service setting. 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 setting approved by the practicum coordinator. All students are encouraged and CSPD students are required to have an experience working in the state VR system either as a practicum or internship. Forty percent, or a minimum of 240 hours, needs to be spent providing 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 to people with disabilities.
COURSE OBJECTIVES:

By the end of the Rehabilitation Counseling Internship students will have developed and strengthened:

1. The ability to establish and maintain effective counseling relationships. At least 240 hours of the internship time (600 total hours required) needs to be spent engaged in direct client service. For internship students this may include limited time observing other professionals working with clients but should primarily spent providing direct services to clients with disabilities. See Internship Manual for additional clarification and examples of direct client contact activities.

2. The ability to conceptualize and integrate a client’s personal, social, vocational, medical and environmental situation.

3. Formulate sound and realistic rehabilitation plans, make optimum use of available rehabilitation services, and evaluate the progress of clients in their rehabilitation plan.

4. Plan and organize work, write reports, and maintain adequate records.

5. Form effective relationships with rehabilitation clients, staff, supervisors and external agency professionals.

6. The ability to assess and draw accurate inferences about clients from observing their behavior both inside and outside of the counseling situation.

7. The capability to interpret vocational tests and other information to clients and other professionals.

8. Perform rehabilitation counseling tasks with a minimum of supervision.

9. Maintain professional and ethical standards in work responsibilities and relationships.

LEARNING ACTIVITIES and STUDENT EVALUATION:

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

1. Read the Course Syllabus and Internship Manual. Know the expectations of the class and internship requirements.

2. Meet at least one hour a week with on-site agency supervisor. Report to internship site with regularity and maintain arranged internship schedule.

3. Maintain regular contact with university internship supervisor and attend weekly internship class.

4. Attendance and Participation (100 points). Attend and participate in weekly internship classes. Students need to come to class prepared to either present or evaluate a counseling session. Case conceptualizations will be posted in Canvas for review prior to class.

   Attendance Policy: If you have to miss a class, please let us know ahead of time. This class is dependent on peer feedback and participation during the designated class time. Groups are small
to help facilitate participation and honest constructive feedback. Missing more than 2 classes for any reason will require a meeting to discuss the feasibility of continuing in the class.

5. **Weekly Summaries (10 points each).** Complete a weekly summary and submit electronically in Canvas each week. Summaries are due by Monday of the following week. Copies of the summaries should also be kept in the Internship Portfolio, which will be turned in at the end of the semester. Summaries should reflect and validate work on internship objectives and be no longer than two pages. Total hours spent each week need to be listed as well as how many of those hours were spent in direct client contact. Students will use the weekly summary form posted in Canvas.

6. **Video Presentations (200 points).** Video record two counseling sessions for evaluation by instructors and feedback from peers. **The following guidelines must be followed in submitting video recordings.**
   a. The counseling sessions must be a minimum of 20 minutes in length.
   b. There must be adequate sound. We need to hear what is being said by both the counselor and the client.
   c. We must be able to see both you and the client. Please remember that if you are sitting in front of a window, or backlighting is too bright, we will not be able to see you.
   d. Recordings will be uploaded as an assignment in Canvas. Videos are due by the submit date listed on the Video Schedule. If students have problems uploading a video they can call the USU Help Desk for assistance (435-797-4357). If the video cannot be uploaded for some reason AFTER receiving assistance from the Help Desk, the student will have 1 week to have the video submitted to the USU Internship Supervisor. At this point the video recordings can be sent electronically using the USU Big File Transfer system https://www.bft.usu.edu/ or students may a use other programs such as Drop Box, used to send large electronic files. Acceptable electronic formats include: *.avi, *.divx, *.mkv, *.wmv, *.mp4, *.asf, *.mov, *.qt, *.ogm, *.webm.). Students can send the recording by mail using a flash drive, DVD or mini DV.
   e. Students will upload a Case Description and Conceptualization in Canvas as an assignment by the submit date listed on the Video Schedule. Students will also complete a **Counseling Skills Evaluation Rubric** filled out by both the student and site supervisor and a **Consent to Counsel Form** filled out by the client. Above paperwork will be submitted at the end of the semester in the Internship Portfolio.

**Late Video Submissions:** If the video is not submitted by the due date as discussed above the student will be required to facilitate the class discussion on the day assigned to him/her on the video schedule. This will include a detailed discussion of the counseling theory chosen by the student and the clinical reasoning process based on the client’s case description and conceptualization. This should include a group discussion of behavioral observations, key constructs, inferences and clinical decisions based on the information in the case description and conceptualization. In order to pass the class the student is still required to submit the video to the University Internship Supervisor with all of the required documents outlined above. Because students will not be receiving class feedback related to what is seen in the video the student will also be required to turn in a transcription of the video identifying client behavioral observations, key constructs related to the counseling theory, inferences made and clinical decision.
7. **Peer Evaluations (10 points each)**. Complete a peer Counseling Skills Evaluation Rubric for each of the counseling sessions viewed in class. This document can be found in Canvas and will be uploaded as an assignment by the Monday following each video. (All peer evaluations must be submitted in order to pass the class.)

8. **Final Paperwork and Final Report (100 points)** this is to be included in Internship Portfolio. Complete and submit the required final paper work with the Internship Portfolio by **Monday July 21, 2014**. This includes the **Student Self-Evaluation, Field Site Evaluation, Internship Experience Time Sheet signed** each week by the internship site supervisor, and **Final Report** (3-5 pages). The final report should summarize your practicum experience and the progress you made related to your learning objectives. If you were unable to accomplish your objectives you should discuss why. Include personal and professional reflection and self-evaluation as to how you have developed, changed, or progressed as a rehabilitation professional. Students are responsible for giving their site supervisor a copy of their internship objectives in time for the supervisor to complete and submit the **Final Site Supervisor Evaluation** to the university internship supervisor by **Friday December 12, 2014**.

9. **Internship Portfolio**. An Internship Portfolio binder will be sent to students at the beginning of the semester. Students will keep copies of all paperwork and assignments and submit portfolio contents at the end of the semester to the USU Internship Supervisor, Tracy Woolstenhulme. Students must make a personal copy of portfolio contents before mailing or submitting. Students will submit all contents listed on the Internship Portfolio cover sheet. Students should mail the internship portfolio contents including the colored tabs. Students should keep the binder with a copy of internship paperwork for personal reference. All paperwork and assignments must be included in order to receive internship credit. To receive a passing grade at the end of the semester **Portfolios must be received no later than Friday December 12, 2014**. Students that are still working on internship hours at the end of the semester may turn in their portfolios when the internship hours are complete. Incomplete grades will be changed when a portfolio with all required paperwork has been turned in.

10. **Late Work**. If a student is late on more than 6 assignments during the semester the student will not pass and must repeat the course.

**GRADING:**

Points will be earned for the above assignments and grades will be based on the following Pass/Fail criteria. In order to pass the class students must demonstrate satisfactory performance in the following areas:

1. **Attendance and Participation**: missing more than 2 classes for any reason will require a meeting to discuss the feasibility of continuing in the class.
2. **Assignments**: including quality and timeliness. Students that are late on more than 6 assignments during the semester will not pass the course.
3. **Professional Behavior**: including feedback on midterm report and discussions with site supervisor.
4. **Professional Development Plan**: any concerns that need to be addressed will be formally discussed at midterm as part of a Professional Development Plan. If a Professional Development Plan is required, student’s response to the plan will determine final grade.
CLASS SCHEDULE:

Week 1: August 25 - 29
- Review class syllabus and Internship Manual prior to class
  Class Discussion Topics:
  1. Course Syllabus
  2. Clarify learning objectives
  3. Case conceptualizations and video presentations
- Submit weekly summary (Learning Objective Assignment in place of weekly summary) by the following Monday.

Week 2: September 01 – 05 Monday group will NOT have class this week (Labor Day Holiday)
- Discuss: Learning Objectives Assignment.
- Submit weekly summary by the following Monday.

Week 3: September 08 – 12
- Discuss: Monday Group will discuss Learning Objective Assignment.
- Discuss: Clinical Reasoning Process and Incorporating Counseling Theory
- Submit weekly summary by the following Monday.

Week 4: September 15 - 19
- Discuss: Case conceptualization process and CRC preparation
- Submit weekly summary by the following Monday.

Week 5: September 22 - 26
- Review and discuss student video recorded counseling session.
- Submit an electronic copy of the peer Counseling Evaluation Rubric to both university supervisor and student counselor by the following Monday.
- Submit weekly summary by the following Monday.

Week 6: September 29 – October 3
- Review and discuss student video recorded counseling session.
- Submit electronic copy of the peer Counseling Evaluation Rubric to both university supervisor and student counselor by the following Monday.
• Submit weekly summary by the following Monday.

**Week 7: October 06 – 10**

• Review and discuss student video recorded counseling session.

• Submit electronic copy of the peer Counseling Evaluation Rubric to both university supervisor and student counselor by the following Monday.

• Submit weekly summary by the following Monday.

**Week 8: October 13 – 17**

• Review and discuss student video recorded counseling session.

• Submit electronic copy of the peer Counseling Evaluation Rubric to both university supervisor and student counselor by the following Monday.

• Submit weekly summary by the following Monday.

**Week 9: October 20 - 24**

• Review and discuss student video recorded counseling session.

• Submit electronic copy of the peer Counseling Evaluation Rubric to both university supervisor and student counselor by the following Monday.

• Submit weekly summary by the following Monday.

**Week 10: October 27 - 31**

• Review and discuss student video recorded counseling session.

• Submit electronic copy of the peer Counseling Evaluation Rubric to both university supervisor and student counselor by the following Monday.

• Submit weekly summary by the following Monday.

**Week 11: November 03 - 07**

• Review and discuss student video recorded counseling session.

• Submit electronic copy of the peer Counseling Evaluation Rubric to both university supervisor and student counselor by the following Monday.

• Submit weekly summary by the following Monday.
Week 12: November 10 - 14

- Review and discuss student video recorded counseling session.
- Submit electronic copy of the peer Counseling Evaluation Rubric to both university supervisor and student counselor by the following Monday.
- Submit weekly summary by the following Monday.

Week 13: November 17 – 21

- Review and discuss student video recorded counseling session.
- Submit electronic copy of the peer Counseling Evaluation Rubric to both university supervisor and student counselor by the following Monday.
- Submit weekly summary by the following Monday.

Week 14: November 24 -28 Wednesday group will NOT have class this week (Thanksgiving Break)

- Class discussion: student learning objectives, CRC preparation, applying case conceptualization process.
- Submit electronic copy of the peer Counseling Evaluation Rubric to both university supervisor and student counselor by the following Monday.
- Submit weekly summary by the following Monday.

Week 15: December 01 – 05

- Last week of class: Discuss overall student practicum/internship experiences.
- Submit electronic copy of the peer Counseling Evaluation Rubric to both university supervisor and student counselor by the following Monday.
- Submit final paperwork and all Practicum Portfolio contents including tabs. **Portfolio must be received by December 12, 2014.** (Final paperwork includes: **Student Self-Evaluation**, the **Field Site Evaluation**, the **Practicum Experience Time Sheet** signed each week by the practicum site supervisor, **Final Report** (3-5 pages), and **Final Site Supervisor Evaluation**. (See page 5 of syllabus for details).
POLICIES:
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.