

AUBURN UNIVERSITY
SYLLABUS
Spring 2010

REHABILITATION AND SPECIAL EDUCATION

1. COURSE NUMBER: RSED 7920

Course Title: Supervised Clinical Practice

Credit Hours: 9

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2. Date Syllabus Prepared: January, 2009, updated June, 2009, updated January, 2010

3. Textbooks — Required

Kottler, J. A. (2000). *Doing good. Passion and commitment for helping others*. Philadelphia: Brunner-Routledge.

Department of Rehabilitation and Special Education (2002). *Graduate Internship Manual for Master of Science Degree in Rehabilitation*. Auburn University. (Available from RSED).

This manual provides detailed information about the requirements of the supervised clinical practice and contains various forms to be completed by the intern and supervisor during the course of the internship.

Alabama Department of Rehabilitation Services (2003). *Internship and Practicum Policy*. (Available from SERC)

This policy statement details the procedures that must be adhered to if the requested internship site is operated under the auspices of the Alabama Department of Rehabilitation Services.

Textbooks — Suggested

Hackney, H. (2000). *Practice issues for the beginning counselor*. Needham Heights, MA: Allyn & Bacon.

Kottler, J.A. (1997). *Finding your way as a counselor*. Alexandria, VA: American Counseling Association.

Skovholt, T.M. (2001). *The resilient practitioner: Burnout prevention and self-care strategies for counselors, therapists, teachers, and health professionals*. Needham Heights, MA: Allyn & Bacon.

4. **Course Purpose**

The Supervised Clinical Practice or internship provides a time for students to further develop and refine techniques and skills in conjunction with the rehabilitation process. It gives the student the opportunity to apply theory in the practice of rehabilitation counseling, vocational evaluation, case management and/or project management. Provided under the general direction of a University Supervisor and the immediate supervision of qualified personnel in human service organizations, agencies, or facilities, the internship will constitute full or part time study over a period of one or two semesters. A minimum of 600 clock hours of supervised clinical practice is required.

5. **Course Objectives**

Each intern will be able to:

- Apply and test academic/theoretical knowledge in a realistic rehabilitation setting;
- Experience the realities of the counselor/client relationship and the part that self-understanding plays in this relationship;
- Develop confidence in her or his abilities (knowledge and skills) in a situation which provides consistent and appropriate feedback necessary for maximum professional growth and development;
- Inculcate high standards of professional identity; and
- Acquire an understanding of organizational structure, protocol, processes, and internal and external working relationships.

6. **Supervised Clinical Practice Requirements**

Readiness to Participate

- Students must demonstrate readiness to participate. This usually requires the completion of the majority of the academic program with a minimum cumulative grade point average of 3.0.
- Students must have completed the 100-hour practicum course **prior** to enrollment in the internship.

Site Selection

- Each intern is responsible for locating an appropriate internship location. Information on potential sites may be located in the SERC Conference Room.
- Consent must be obtained from the University Supervisor regarding the site selected prior to beginning the internship. Proposal form must be turned in at least (2)two months prior to Internship. It is suggested to start locating internship location (6) six months prior to internship.

Written Supervised Clinical Practice Plan

Each intern must develop a written supervised clinical practice plan. The plan should address the hours to be worked, type and nature of supervision; list of activities in which the student will be involved; and skills to be developed and evaluated. This plan should be jointly formulated with the internship site supervisor and should be completed and filed with the university supervisor no later than one month after beginning the internship.

University Meetings

Generally, four group meetings (individual meetings may be scheduled as warranted) with other interns and the University Supervisor will occur during the course of the internship. This is subject to change. The purpose and focus of these meetings will be to:

– First Session

Interns will present an overview of the agency or organization and its clientele, including position duties and responsibilities.

– Second Session

Interns will assess the agency or organization and its workers' impact upon the intern and the impact that the intern had upon the agency or organization and its workers.

CORE Accreditation

Auburn University's Rehabilitation Counseling program is fully accredited by the Council on Rehabilitation Education. This course meets the standards set for the supervised clinical practice experience.

Certified Rehabilitation Counselor Designation

Interns are strongly encouraged to seek certification as a Certified Rehabilitation Counselor (CRC). Application materials may be obtained from:

Commission on Rehabilitation Counselor Certification
1690 East Woodfield Road, Suite 300
Schaumburg, Illinois 60173 U.S.A.
847-944-1325

7. Evaluation Requirements

At the conclusion of the internship, the intern will present to the University Supervisor a typewritten summary evaluation report regarding:

The Rehabilitation academic program in terms of its effectiveness in preparing the intern for the Supervised Clinical Practice experience. Specific recommendations for curriculum/programmatic improvement are encouraged.

The effectiveness of the Supervised Clinical Practice site in meeting internship objectives. The intern is asked to make specific recommendations for improving the agency or organization.

An assessment of the interns own progress, emphasizing professional competence. Include in this analysis an assessment of the degree of achievement of stated objectives and the impact that the intern may have had on the organization.

Interns will be graded on a satisfactory/unsatisfactory grading scale by the University Supervisor based upon the Internship Site Supervisor's evaluation, attendance at university internship meetings and the completion and submission of all required reports.

8. Class Policy Statements

Classroom Attendance: RSED's attendance policy is that (a) only one (1) absence is permitted for a semester course that meets once a week, and (b) only two (2) absences are permitted for a semester course that meets two or more times a week. Failure to meet this standard will result in a grade of "FA" (failure for excessive absences) unless the student withdraws from the class prior to the withdrawal date (see university semester calendar). At the discretion of individual instructors, verified absences may be excused under unusual circumstances (see *Tiger Cub*). In order for the absence to be considered excusable, however, the instructor must be in receipt of the documentation within seven days from the class in which the absence occurred.

Auburn University Policy on Classroom Behavior: "... Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions ... Students have the responsibility of complying with behavioral standards... Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: \$ arriving after a class has begun \$ eating or drinking \$ use of tobacco products \$ monopolizing discussion \$ persistent speaking out of turn \$ distractive talking, including cell phone usage \$ audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor \$ refusal to comply with reasonable instructor directions \$ employing insulting language or gestures \$ verbal, psychological, or physical threats, harassment, and physical violence." (See *Tiger Cub*).

Accommodations for Students with Disabilities: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center at 844-2096 (V/IT).

Cheating: The Auburn Academic Honesty Code (Policy) is found in both the *Tiger Cub* and the Student Government Association's Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g., tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author risk grave consequences.

Assignments: All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). Written assignments are expected to be typewritten, grammatically accurate, free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.

Student Academic Grievance Policy: The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See *Tiger Cub* (page 96) for steps toward redress.

Professionalism: As faculty, staff and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are · Engage in responsible and ethical professional practices · Contribute to collaborative learning communities · Demonstrate a commitment to diversity, and · Model and nurture intellectual vitality.

Distance Learning Students: Unless specific instructions have been given for a designated course, students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, or a dean or department head of a college. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.