AUBURN UNIVERSITY

SYLLABUS

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

SPRING 2023

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| **Course Number & Section:** | **RSED 4920-D03** |
| **Time and Day:**  | Asynchronous |
| **Course Title:**  | **Rehabilitation and Disability Studies Internship** |
| **Credit Hours:**   | 9 |
| **Instructor:**  | Denise Bozek, M.A.Ed.&H., CRCSpecial Education, Rehabilitation, and Counseling Graduate Teaching Assistant |
| **Email:**  | dcb0065@auburn.edu |
| **Office Hours:**  | By appointment on Zoom or in person |

**Date Syllabus Prepared:** May 2017, August 2017, August 2018, January 2023

1. ***Course Purpose and Objectives:***

The purpose of this course is to provide the student with a supervised experience in a human service organization. This experience should expose the student to issues affecting the rehabilitation process and/or the delivery of rehabilitation services.

***The internship experience is 600 hours at an approved rehabilitation site.***

***Objectives that each student must, at a minimum, accomplish are***

1. To become familiar with the organizational structure of the unit or agency including the role and function of staff.
2. To become familiar with the philosophy, mission, and goals of the unit or agency exclusive to the agency.
3. To become aware of potential legal issues that may affect the effective functioning of the unit or agency regarding delivery of services.
4. To become aware of unit or agency standards that assures quality of care and services provided.
5. ***Textbook***

There is no required textbook.

1. ***Instructional Method***

In addition to the 600 hours of field experience, the student must attend all scheduled class meetings. These class meetings will consist of discussing each student’s internship experience and the course objectives. This course will operate in an online, asynchronous format in addition to the hours of field experience. The asynchronous tasks will require engagement from the student with both the instructor and peers to discuss the experience at different sites. There will be assignments due for students on Sunday at 11:59pm.

1. ***Course Requirements***

**A) Internship**

To initiate internship, the student proposal form must be turned in with site information prior to the semester of the internship being proposed. This is to allow for proper approval of the internship site. The internship site selected must be approved by the course instructor. Submission of all requested information and forms must be completed before beginning internship hours at selected site.

**B) Attendance Policy**

For the sake of this course, our “class meeting times” are your site experiences. You are expected to complete the online asynchronous portion of this course on time and report to your field placement on a regular/timely basis. Failure to attend your field placement at the agreed upon time and location should be communicated to both your site supervisor and university supervisor via email as soon as possible.

Please refer to the official *Auburn University Attendance Policy* via the link below for further questions regarding attendance requirements.

[**http://bulletin.auburn.edu/undergraduate/generalinformation/academicpolicies/classattendance/**](http://bulletin.auburn.edu/undergraduate/generalinformation/academicpolicies/classattendance/)

It is expected that each student will attend the scheduled class meetings. The student will report to class on time and be prepared with any assignments for that class meeting. This class will be meeting approximately 7 times during the semester. Only under extreme circumstances will an absence be excused, preferably with prior notice of absence requested and approved by the class Instructor.

**C) Site Visit**

A representative of the rehabilitation program will conduct a site visit at least once per semester for each intern. This will provide the RSED faculty a chance to evaluate the student at their internship site, meet with site personnel, and to meet with the student to discuss the field experience.

**D) Assignments**

See below\*

1. ***Assignments***
2. **Journals**

As a part of the internship experience, each student will keep a weekly log or journal of their experiences for each week of the Internship. These entries should reflect on new learning, experiences during the week, your personal thoughts on the activities you participated in or shadowed, and general thoughts regarding the week. **Journal entries should be approximately *one to two (1-2) pages* in length and turned in weekly via canvas.**

1. **Log of Hours**

Each student will fill out a weekly log documenting the hours at the Internship site. The log of hours needs to be turned in on the last day of class, documenting your 600-hour experience **signed by your supervisor for verification.**

Students will submit the ***Semester Hour Log*** Form each week via Canvas. The site supervisor must sign this form to verify hours accrued at the midterm and final points in the semester. ***Failure to submit midterm and final semester log with site supervisor signatures will result in lost hours for the corresponding portion of the semester.***

It is important to note that there will be no exceptions to this rule. Hours will not transfer from one semester to another. Students who do not obtain all required hours during regular scheduled dates within the academic calendar will receive an incomplete for the semester.

1. **Reflection**

Each student will need to write and turn in a Reflection paper on their internship experience. This will be similar to the journal, but more comprehensive. This should be a minimum of *three to five (3-5) pages* in length and in APA style. This assignment is due on the last day of class. In this paper, you will address the following topics:

1. **Site Information** –What site did you attend? What was your main role at the site? Approximately how many hours per week did you go to your site?
2. **Greatest Impact** –Over the course of the semester, what did you do that had the greatest impact on your site or clients? In other words, what did you do that you’re most proud of this semester?
3. **Greatest Challenge** –Over the course of the semester, what stands out to you as the biggest challenge/obstacle that you faced? How did you overcome this? What do you wish you had known before this happened?
4. **Area of Growth** –Think back to your first week this semester and your first day at your site. In what way(s) have you grown as a person? How have you grown as a clinician or professional? How have you grown as a student?
5. **Course Thoughts** –If you were to take this course again, what would you like to see done differently and why? What do you feel helped you succeed the most this semester?

When writing this paper, you will utilize APA format. You should have a title page and your text should start on the second page of your file. Your text should be written in Times New Roman, 12-point font with one-inch margins. When formatting, there should be a header at the top of each section. The headers will be:

Site Information, Greatest Impact, Greatest Challenge, Area of Growth, and Course Thoughts.

While you will not be penalized for your use of APA formatting, please consult the following website as a resource should you need it: <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html>

1. ***CORE Accreditation***

Auburn University’s Rehabilitation Counseling program is fully accredited by the Council on Rehabilitation Education (CORE). This course meets the standards set for the supervised clinical internship experience.

1. ***Liability Coverage***

Student’s officially registered and enrolled at Auburn University are covered by professional liability insurance in the amount of $1,000,000. Students who may need to document this coverage may request such from the College of Education’s Educational Services Office. The phone number for this office is (334) 844.4448

***Tentative* Class Calendar SPRING 2023**

The instructor reserves the right to make changes as appropriate. Students will be notified of changes via Canvas ASAP

|  |  |  |
| --- | --- | --- |
| **Week** | **Dates** | **All Assignments due Sunday at 11:59pm**  |
| 1 | Jan 11 – Jan 15 | 1. Watch course overview video
2. Hour log
3. Discussion post
4. Internship proposal
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| 2 | Jan 16 – Jan 22 | 1. Hour log
2. Journal
3. Objective form
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| 3 | Jan 23 – Jan 29 | 1. Hour log
2. Journal
 |
| 4 | Jan 30 – Feb 5 | 1. Hour log

Journal |
| 5 | Feb 6 – Feb 12 | 1. Hour log
2. Journal
 |
| 6 | Feb 13 – Feb 19 | 1. Hour log
2. Journal
 |
| 7 | Feb 20 – Feb 26 | 1. Hour log
2. Journal
 |
| 8 | Feb 27 – March 5 | 1. Midterm hour log – MUST BE SIGNED BY SITE SUPERVISOR
2. Journal
3. Turn in MIDTERM forms
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| 9 | March 6 – March 12 | SPRING BREAK |
| 10 | March 13 – March 19 | 1. Hour log
2. Journal
 |
| 11 | March 20 – March 26 | 1. Hour log
2. Journal
 |
| 12 | March 27 – April 2 | 1. Hour log
2. Journal
 |
| 13 | April 3 – April 9 | 1. Hour log
2. Journal
 |
| 14 | April 10 – April 16 | 1. Hour log
2. Journal
 |
| 15 | April 17 – April 23 | 1. Hour log
2. Journal
 |
| 16 | April 24 – April 28 | 1. Hour log
2. Journal
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| Final | May 1 – May 5  | 1. Final hour log – MUST BE SIGNED BY SITE SUPERVISOR
2. Reflection
3. Turn in FINAL forms

All final course materials due in Canvas MAY 4 @ 11:59 pmNO EXCEPTIONS |

1. ***Class Policy Statements***

**Canvas/Email**

Auburn University TigerMail is the preferred means of communication between student and instructor throughout this course. Emails from servers outside of AU TigerMail will not be accepted (i.e. gmail, yahoo, outlook, etc.). Students are expected to check their email accounts/Canvas announcements on a daily basis. The instructor will notify you via Canvas announcements of any course changes. It is highly encouraged that students ensure Canvas settings forward Canvas announcements to their TigerMail account. The instructor will make every effort to respond to emails within a 24-hour period during weekdays. The instructor will not be responsive to emails after 7pm or on weekends and holidays.

**Course Policies Related to Covid-19**

The following policy is in place for the College of Education and must be followed on a daily basis.

College of Education – COVID-19 Clinical Procedures

*effective as of 08/11/21, subject to change based on current information*

*Revised 08/12/21, 8/13/2021, 1/04/2022*

This policy applies to any individual (e.g., students, faculty, university supervisors) participating in clinical experiences including: service learning or lab placements, practicum, clinical residency, or other clinical experiences related to coursework. Individuals must follow Auburn University, College of Education, and Placement Site policies related to COVID-19 Procedures and Processes.

COVID-19 PERSONAL HEALTH SCREENING PROCESS

Before reporting to the site each day, you are required to complete the COVID-19 Personal Health Screening (<https://auburn.qualtrics.com/jfe/form/SV_9AiI1z2K5cugUS2>).

If your responses result in a GREEN, ‘Cleared’ screen for that day, proceed to the placement site to complete regularly scheduled activities.

If your responses result in a RED, “Not Cleared” screen, do NOT report to the placement site and complete the following tasks:

1. Immediately contact your University Supervisor/Faculty to inform them that you will not be present at the site for the day.
2. Follow any additional directions as specified by the program faculty or supervisor.

If you have received a RED, “Not Cleared” screen due to a Positive Test:

* Individuals should immediately begin the process of self-quarantine and call the AU Medical Clinic’s COVID-19 line, 334-844-9825. Students must complete the confidential COVID-19 Positive Self-Report Form (<http://auburn.edu/covid-resource-center/reporting/>).

If you have received a RED, “Not Cleared” screen due to symptoms consistent with COVID-19:

* Individuals who are experiencing symptoms consistent with COVID-19 must proceed to get a COVID-19 test at any available testing site. Students may want to check around their local area to find where COVID-19 tests are offered for no charge. Students and employees are required to self-report positive COVID-19 test results. Do not proceed to any placement site with a “Pending” COVID-19 test.

If you have received a RED, “Not Cleared” screen due to exposure to someone who tested positive for COVID-19, your response will vary based on Vaccination/Booster Status:

* *For individuals who have been Vaccinated and Boosted or have had a confirmed case of COVID-19 within 90 days of this exposure:*
	+ Quarantine not required; continue wearing your mask; testing is recommended 5 days following exposure for all;
	+ If symptoms develop, immediately quarantine until a negative COVID-19 test result
* *For individuals are Unvaccinated or have been Vaccinated more than 6-months ago (with Pfizer/Moderna) or more than two months ago (with J&J) who are not yet Boosted or have had a confirmed case of COVID-19 more than 90-days from this exposure:*
	+ Quarantine for five days, continue wearing your mask; testing is recommended 5 days following exposure for all;
	+ If symptoms develop, immediately quarantine until a negative COVID-19 test result
* Follow the AU Medical Clinic Guidelines regarding Self-Quarantine (<http://auburn.edu/covid-resource-center/policies/>)

\*You must adhere to these requirements regardless of COVID-19 Vaccination status.

\*If your placement site has additional requirements, you must adhere to them.

**Health and Well-Being Resources:** These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Response Team (<http://ahealthieru.auburn.edu/>)
* Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
* AU Medical Clinic (<https://cws.auburn.edu/aumc/>)
* Auburn Cares Office (<http://aucares.auburn.edu/>)

**Make-up Policy**

Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged the last three days before the final exam period begins.

**Assignments**

Because this is an internship course, late assignments will not be accepted. You are expected to submit assignments on time in order to receive credit for the hours accrued for the current week. 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, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.

In the event of technology difficulties with Canvas, you should email the assignment to the instructor by the due date to avoid late penalties. Once the technical difficulties have been resolved, you should post the assignment in Canvas with a comment that it was submitted via email before the due date and time.

**Academic Honesty Policy**

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.

All portions of the *Auburn University Student Academic Honesty Code* are expected to be followed. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the provost, which will then refer the case to the Academic Honesty Committee. The link is posted below:

<https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>

**Student Academic Greivance 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.

**Disability Accommodations**

Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

**Diversity Statement**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. Your suggestions are encouraged and appreciated. It is critical that each class member show respect for all worldviews expressed in class. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling, discomforting, or offending. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention.

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, students will have the chance to indicate a preferred name to be called and identify pronouns to be addressed. As your instructor, I will do my best to address and refer to all students accordingly and will highly encourage that classmates do so as well.

**Classroom Behavior**

Non-threatening behaviors that impede the learning of other students will result in the following consequences:

1. The instructor will issue a general word of caution to the class as a whole rather than to a particular student as to not exacerbate the problem.
2. The instructor will speak with the student in a one-on-one setting if the issue continues either in the same class or another class period.
3. If the disruptive behavior is preventing further instruction, the instructor is authorized to ask the disruptive student to leave the class immediately for the remainder of the class session. Removal from the classroom more than one class period, for an extended period, or on a permanent basis requires the instructor to file charges of a violation of the Auburn University Discipline Code with the Vice President for Student Affairs.

If threats have been made or physical violence is imminent, the instructor should notify the Auburn University Department of Public Safety immediately. The instructor should also notify the course department head/chair or dean promptly, followed by a memo to the department head/chair or dean.

Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chatrooms, telephony, and web activities associated with courses) may include, but are not limited to, the following:

* Arriving after a class has begun
* 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

It is the student’s responsibility to review and adhere to the Auburn University Policy on Classroom Behavior: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>.

**Title IX**

Auburn University is committed to providing an environment that is free from discrimination and harassment based on protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please go to: <http://www.auburn.edu/titleix>.

**Course contingency**

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials. In the event of such, please check your Auburn University e-mail account and Canvas for course updates.

**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, a dean or department head of a college, or a work supervisor. 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.

**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 listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

\*\*\*\*\*\*\*\*\*\*\*\*\*ALL INTERNSHIP FORMS ON CANVAS\*\*\*\*\*\*\*\*\*\*\*\*\*