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**Date Syllabus Prepared:** January, 2009 **Updated:** January, 2025

**Introduction**

This manual provides Rehabilitation and Disabilities Studies (RDS) students, faculty, supervisors, and other interested people with an overview of the process and content of the internship experience. The primary mission of the RDS Undergraduate program is to train students to become human services professionals providing a variety of psychosocial and rehabilitation related services to a wide range of clients, particularly people with disabilities.

The RDS program prepares students to provide services to clients with disabilities (physical, cognitive, developmental, addiction, sensory, and/or psychiatric) as well as clients affected by social issues like abuse, poverty, and homelessness. The holistic nature of the program recognizes that it is not possible to divide people into individualized parts—physical, mental, psychological, educational, social, vocational, or economic. Students completing field experience will learn about and participate in a variety of opportunities to increase their competence in providing effective and empowering services.

**Program Overview**

The RDS program prepares students to work with people who have disabilities or other life altering experiences that impact the ability to pursue activities of daily living, employment, or community integration. The focus of the program is to empower people to reach their fullest physical, psychological, sociological, and vocational potential. RDS students are taught to understand the total impact of disability and life experiences upon the individual, family members, and the community in general.

Over the course of the RDS program, students take courses in assessment, professional communication, independent living, psychosocial aspects of disability, occupational information, and assistive technology –among others. Students are invited to attend seminars and workshops sponsored by the rehabilitation faculty, professional organizations, and other disciplines, which examine specific problems and programs in rehabilitation and/or related areas.

Students complete the RDS internship requirements during their senior year, typically as the last formal degree coursework prior to graduation. RDS majors earn a Bachelor of Science (BS) degree from Auburn University and the College of Education (COE).

Auburn University’s Rehabilitation and Disability Studies program is on the CACREP registry for undergraduate programs.

**Vision**

Our **vision** is one of transformation.

We strive to be agents of change and to prepare agents of change. We seek to establish and work collaboratively within socially responsive learning communities that value the mosaic of a diverse society.

Our vision includes engaging in the continuous learning necessary in a rapidly advancing world, identifying and addressing critical issues related to the education of all people, and using technology to broaden and support learning opportunities.

It is a vision of change that embraces the inclusive, collaborative, and technological aspects of our mission. It is a vision that will establish us as a college representing educational advocacy and innovation in the 21st century.

**Mission**

The **mission** of the COE is to build a better future for all. This includes individuals, our state, our nation, and our world. We fulfill our mission by preparing competent, committed, and reflective professionals as we engage in outstanding teaching, innovative and impactful research, and meaningful outreach.

We believe education is the keystone of opportunity and equity in a richly diverse, increasingly technological, and ever-changing world. Education is the critical building block that enables individuals and societies to flourish in a global community.

Our mission challenges us to prepare competent teachers, administrators, counselors, and other intervening professionals who create meaningful learning opportunities for children, youth, and adults—including those from diverse backgrounds and those with exceptional needs; committed professionals who make reasoned decisions grounded in thoughtfully constructed values related to professional ethics, collaboration, diversity, and intellectual vitality; and reflective professionals who review and analyze their own practices as they participate in the ongoing learning and continuous improvement required of their professions.

Our mission compels us to seek new and innovative ways to improve the learning experiences of the people we serve as well as the ways we prepare education and human services professionals. Through outstanding teaching, we aim to prepare service-oriented professionals who have the knowledge, skills, and dispositions to foster the physical, social, emotional, moral, and cognitive development of diverse individuals. Through *innovative and impactful* research, we seek to advance the ever-evolving knowledge base that informs our professional practices. Through meaningful outreach, we aspire to serve individuals and groups beyond the university walls. We are at our best when our efforts create a seamless integration of teaching, research, and outreach, and when our work represents collaborations with educational, government, business, and civic partners.

Consistent with Auburn University’s land-, sea-, and space-grant traditions, we assign our highest priority to working with the citizens of Alabama. However, we also work toward improving the learning opportunities and the futures of citizens in the Southeast region, the nation, and the global community.

**Core Values**

**Built on the vision that education serves as a keystone in improving society and building better futures for all, we commit to our core values of:**

#### ****Excellence****

We strive for excellence in all our academic pursuits. We are committed to innovation in our teaching, research, and outreach to our communities. We commit to continuous self-improvement to achieve excellence in all our endeavors.

#### ****Ethics and Dignity****

We are committed to the highest standards of honesty, fairness, respect, and professional and scholarly ethics. We value the dignity and worth of all people. We expect all of our conduct to be based on integrity, mutual respect, and civility, and that conduct is driven by the highest ethical standards.

#### ****Diversity****

We embrace all aspects of human diversity and value its necessity to ensure a vibrant learning community. We are committed to providing a college community that is supportive, safe, and welcoming. We are committed to ensuring intercultural and international diversity in our curriculum and our people.

#### ****Student Focus****

We are committed to fostering the professional and personal growth of all students and our fellow colleagues by promoting lifelong learning and leadership development. These interests are the primary focus of college decisions and activities.

#### ****Collaboration and Public Engagement****

We commit to working collegially and cooperatively in establishing productive partnerships with our colleagues in preK-12 education, university, corporate, nonprofit, and public communities. Through these partnerships, we strive to improve education and the quality of life for all toensure a better future for all.

**I. Course Purpose and Objectives:**

The purpose of this course is to provide the student with a supervised beginning 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 practicum experience is 60-120 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. To become more aware of personal prejudices and social barriers that may impede the rehabilitation process.

**II. Textbooks & Readings**

American Counseling Association. (2014). *2014 Code of Ethics.* Author. https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c\_2

Leak, Ryan (2022). Leveling Up: 12 Questions to Elevate Your Personal and Professional Development. Thomas Nelson

**III. Instructional Method**

This course will operate in an in-person format in addition to the 60-120 hours of field experience. The in-person tasks will require engagement from the student with both the instructor and peers to discuss the experience at different practicum sites. There will be weekly assignments due for students each week on Tuesdays at 11:59pm.

**IV. Course Requirements**

**A) Practicum**

**Before a student can begin earning practicum hours, the following forms must be completed and submitted to the course instructor:**

1. The ***Practicum Proposal*** form must be turned in with site information no later than the second week of classes. The course instructor must approve the proposed practicum site at this time. The course instructor reserves the right to deny any site placements based on qualification of site supervisor, proposed experience, or insufficient information provided.
2. The ***Practicum Supervisor Letter of Agreement*** form must be signed by your site supervisor and submitted to the course instructor. The site supervisor is the person at your practicum site who is responsible for verifying the number of hours worked each week.
3. The ***Auburn University College of Education Memorandum on Professionalism***form must be signed by both the student and site supervisor and submitted by the student.

Remember, students cannot begin logging hours at the practicum site until all three forms have been submitted to the course instructor.

**B) Log of Hours**

Students will utilize the ***Semester Hour Log*** form to log hours accrued at the practicum site. Students should update this form weekly, providing a weekly hour allotment, a brief description of tasks that earned hours for the week, and calculate total hours earned thus far. This form should be uploaded to Canvas weekly by Tuesday at 11:59pm. It will be required that this form be signed by the site supervisor at midterm and final points in the semester. ***Failure to complete weekly submission of hours and activity description will result in lost hours for the week.***

**C) Verification of Hours/Practicum**

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.

**D) Evaluation Form**

There is a ***new***evaluation system for RSED Practicum/Internship field experience students via the Auburn University survey software, *Qualtrics*. This link will be emailed to your site supervisor at the end of the semester and returned directly to the instructor via *Qualtrics* survey response method. Students will receive a copy of this evaluation *after* it has been turned into the instructor.

***\*\*\*There will be no more paper-based field experience evaluation forms\*\*\****

**E) Identification Badges**

Some sites require students to obtain and wear College of Education ID badges. Please note that the cost for a badge is $5. If your site requires a badge, you will need to request one from the course instructor via email by the second week of classes.

**F) 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 and 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/)

**V. Assignments**

**A) Weekly Discussion Posts and Responses**

You will keep a weekly journal of the practicum experience. The journal entries are your opportunity to reflect on your practicum experience. You should put time and effort into these posts, being sure to attend to the following items each week:

1. Any required topic for the week
2. A brief overview of what you did at your site this week
3. The thing you found the most joy from at your site this week
4. The thing that was the biggest obstacle at your site this week
5. Any questions you may have about your site or the practicum experience

You will post this initial discussion post, which will likely be **1-2 pages** in length and should follow APA guidelines.

**If you do not attend your practicum site one week, then you will still be expected to participate in the weekly journal entry.** You will still answer numbers 1 and 5 from above. Instead of answering numbers 2, 3, and 4 about your site, you will select and read an article of your choice related to working with individuals with disabilities, and write a brief article review on it. Your discussion post would cover these topics:

1. Any required topic for the week
2. Information on the article – title, author, publisher (journal name or website name), and how you found it (word of mouth, AU Article Database, etc.)
3. A brief overview on the article – What are the key points of the article?
4. Relevance of article – What did you learn from this article? How can you use this at your site or future work in your identified career?
5. Any questions you may have about your site or the practicum experience

***All* students are expected to complete the weekly journal entries by the due date and time.**

**B) Summary of Field Experience**

All students are required to write a *Summary of Field Experience* at the end of the semester. This is in addition to weekly discussion posts and responses. In this paper, you will address the following topics:

1. **Site Information** – about ½ page – 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** – about ½ page – 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** – about ½ page – 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** – about ½ page – 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** – about ½ page – 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 and size 12 font with one-inch margins. When formatting your paper, 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>

**VI. CORE Accreditation**

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

**VII. Liability Coverage**

Students 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 Clinical Coordinator for Rehabilitation programs.

**VIII. 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 (e.g., negative COVID-19 test).

**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/>)

**Face Coverings**: As a member of the Auburn University academic community, you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate. You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university’s policy on face coverings, you will be instructed to leave the classroom and will be held to the protocols outlined in the [Auburn University Policy on Classroom Behavior](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.

**Course Delivery Changes:** Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via Canvas announcements as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer, reliable Internet, and check the Canvas page for updates daily.

**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 a practicum 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.

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**

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>

**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).

**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.

**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

The *Auburn University Professionalism Agreement* must be signed and returned to the instructor before any practicum hours can be accrued. If you did not receive a form in class, you must go by the instructor's office and sign one before beginning at the site.

**Class Calendar**

This is the *tentative* schedule for Spring 2025. The instructor reserves the right to make changes as appropriate throughout the semester. Students will be notified of any changes to the schedule via Canvas as soon as possible.

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| --- | --- | --- | --- |
| **Week** | **Dates** | **Important Dates** | **Assignments Due**  **(All Assignments are due Tuesday at 11:59pm unless otherwise noted)** |
| 1 | Jan 13 – Jan 18 |  | 1. Syllabus Review 2. Class Expectation Review |
| 2 | Jan 20 – Jan 25 | Jan 20 – No Classes | 1. Chapter 1 2. Practicum Related Concerns |
| 3 | Jan 27 – Feb 1 |  | 1. Required Documentation Should Be Signed and Turned In 2. Discussion Post |
| 4 | Feb 3– Feb 8 |  | 1. Hour Log 2. Required Documentation Should Be Signed and Turned In 3. Chapter 2 4. Discussion Post |
| 5 | Feb 10 – Feb 15 |  | 1. Hour Log 2. Chapter 3 3. Weekly Journal Entry 4. Discussion Post |
| 6 | Feb 17 – Feb 22 |  | 1. Hour Log 2. Weekly Journal Entry 3. Chapter 4 4. Discussion Post |
| 7 | Feb 24 – Mar 1 |  | 1. Hour Log 2. Discussion Post 3. Semester Plan Check-In Due 4. Chapter 5 5. Weekly Journal Entry |
| 8 | Mar 3 – Mar 8 | No Class Meeting | 1. Hour Log    1. Midterm Hours Log Check – MUST BE SIGNED BY SITE SUPERVISOR 2. Weekly Journal Entry 3. Chapter 6 4. Midsemester Practicum Evaluation 5. Discussion Post |
|  | Mar 10 – Mar 15 | Spring Break – No Classes |  |
| 9 | Mar 17 – Mar 22 |  | 1. Hour Log 2. Weekly Journal Entry 3. Chapter 7 4. Discussion Post |
| 10 | Mar 24 – Mar 29 |  | 1. Hour Log 2. Weekly Journal Entry 3. Chapter 8 4. Discussion Post |
| 11 | March 31 – Apr 5 |  | 1. Hour Log 2. Weekly Journal Entry 3. Chapter 9 4. Discussion Post |
| 12 | Apr 7 – Apr 12 |  | 1. Hour Log 2. Weekly Journal Entry 3. Chapter 10 4. Discussion Post |
| 13 | Apr 14 – Apr 19 | Apr 18 – Last day to Withdraw with no grade. “W” assigned | 1. Hour Log 2. Weekly Journal Entry 3. Chapter 11 4. Discussion Post |
| 14 | Apr 21 – Apr 26 |  | 1. Hour Log 2. Weekly Journal Entry 3. Chapter 12 4. Discussion Post |
| 15 | Apr 28 – May 3 | April 30 – Last day to attend site for hours | 1. Hour Log    1. Final Hours Log Check – MUST BE SIGNED BY SITE SUPERVISOR 2. Final Practicum Evaluation |
| Finals Week | May 5- May 9 |  | 1. Summary of Field Experience Due |
| **Final Reminder** | | May 7 at 8am – All final course materials due in Canvas. NO EXCEPTIONS. | |

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DEPARTMENT OF

SPECIAL EDUCATION,

REHABILITATION, AND COUNSELING

**RSED 4910: Practicum in Rehabilitation and Disability Studies**

**Pre-Approved Practicum Sites**

Please be aware that this is not an all-inclusive list. These are only some of the more popular places that students have utilized recently:

* Full Life Ahead Family Camp
* Rehabworks Auburn
* East Alabama Medical Center
* The Red Cross
* The Achievement Center
* Storybook Farm
* Best Buddies
* Project Uplift (for one credit hour of practicum)
* Unity Wellness Center (HIV/AIDS outreach, prevention)
* The Big House
* Expressions of a Brave Heart
* Group Home
* Exceptional Foundation of East Alabama
* Special Olympics
* City of Auburn Parks and Rec