AUBURN UNIVERSITY

SYLLABUS

SUMMER 2017

REHABILITATION AND SPECIAL EDUCATION

**1. COURSE NUMBER: RSED 7920/7926**

 **Course Title: Supervised Clinical Practice**

 **Credit Hours:** 6

**Instructor: Rebecca S. Curtis**, **Ph.D., CRC**

 Associate Professor

**Office:** Room 1224D, Haley Center

**Telephone:** (334) 844-2501

**E-mail:** curtirs@auburn.edu

**Grad. Asst. Leslie Wofford, M.Ed., CRC,**

law0038@auburn.edu

**2. Date Syllabus Prepared:** January, 2009; updated June, 2009; updated January, 2010; updated August, 2010; January, 2011; January 2013; January, 2015; May, 2017

**3. Textbooks — Required**

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

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.

 **Textbooks — required (if not previously purchased for use)**

Weed, R., & Hill, J. (2008). *CRC exam guide to success* (9th ed.). Athens, Ga.: Elliott & Fitzpatrick.

**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:

1. To apply and test academic/theoretical knowledge in a realistic rehabilitation setting.
2. To experience the realities of the counselor/client relationships and that self-understanding plays in this relationship.
3. To develop confidence in his or her abilities (knowledge and skills) in a situation that provides consistent and appropriate feedback necessary for maximum professional growth and development.
4. To inculcate high standards of professional identity.
5. To 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 competed the 100-hour practicum course **prior** to enrollment in the internship.

**Site Selection**

 Each intern is responsible for locating an appropriate internship location. The clinical coordinator is available to assist with this process.

 Consent must be obtained from the University Supervisor regarding the site selected prior to beginning the internship. It is suggested to start locating internship location (6) six months prior to internship.

**JOURNALS (each journal is worth 5 points due weekly x 10 weeks= 40 points)**

As a part of the internship experience, each student will keep a weekly log or journal of the experiences for each day 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. You should discuss the services rendered, services coordinated, individuals and different disabilities served, and how you assisted the individuals served with managing their impediments to employment.

* **Journal entries should be approximately *one to two (1-2) pages* in length and turned in weekly via CANVAS.**
* **WEEKLY DUE DATE DEADLINE: Sunday night by 11:59 PM**

**FINAL REFLECTION**

This assignment is your Final Reflection of the entire Internship experience. Review and discuss your Internship experience in light of what you have learned, what new experiences have you encountered, what did you enjoy the most, what would you change about the Internship experience, and final thoughts and reflections about your future as a rehabilitation counselor/worker based on your Internship experience.

* **The Final Reflection should be 3-4 pages in length and turned in via CANVAS**
* **Worth 20 points**
* **Due July 30, Sunday night by 11:59 PM**

**UNIVERSITY MEETINGS AND SUPERVISION (bi-weekly, worth a total of 40 points)**

Supervision (individual meetings may be scheduled as warranted) with other interns and the University Supervisor will occur during the course of the Internship. These are ***required meetings*** and EACH student must attend all sessions of group supervision online this semester. ***If the student fails to attend all group supervision sessions, the grade of U will be assigned.***

 Schedule and point assignments for SUPERVISION MEETINGS:

 May 29 – June 2 5 points

 June 5-9 5 points

 June 19-23 5 points

 July 10-14 7.5 points

July 17-21 7.5 points

**In addition to these major requirements, students will turn in the following Appendices from the Rehabilitation Counseling Internship Manual:**

Appendix E\*\* Site supervisor semester evaluations (submitted midterm and final) These will e-mail these directly to your supervisor.

Appendix F Student Internship Evaluation (due at the end of semester, evaluation will be e-mailed out)

Appendix G Time log (due at completion of 600 hours indicating direct and indirect hours) **(upload onto CANVAS July 28 by 11:59 pm *additionally* a hard copy is required to be mailed via US Postal Service to Dr. Nick Derzis, 2084 Haley Center, Auburn, AL 36849)**

**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**

Midterm and final evaluations will be completed by on site supervisors. The evaluations will be e-mailed directly to your supervisor from the University supervisor. These evaluations will be reviewed with each student individually after midterm evaluations are received and after final evaluations are received.

This course is a Satisfactory (S) or Unsatisfactory (U) for grading. In order to earn the grade of S (Satisfactory) you must earn enough points to earn a B in the class, being a minimum of 84 points).

**8. Class Policy Statements**

NOTE: The Student Policy eHandbook is no longer in existence. Its replacement is the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/); the URL is [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies).

1. Attendance: Students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy eHandbook* for more information on excused absences.
3. 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 absences(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 an extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Written Assignments are expected to be prepared using word processing software, grammatically accurate, and free of spelling and typographical errors. Papers should be written in accordance with the latest edition of the American Psychological Association (APA) Publication Manual. Assignments are to be of a quality that would be expected of a professional.

Assignments must be turned in the day the assignment is due and during the regularly scheduled class time. Also, assignments must be turned in by the student completing the assignment. **No late assignments** will be accepted unless accompanied by an excuse approved by the university. Please submit your assignment via Canvas. If Canvas is having difficulty, please email me.

If a student misses turning in an assignment and has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

1. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf> ) found in the *Student Policy eHandbook* will apply to university courses 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.
2. Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
3. 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, and addendum to your syllabus and/or course assignments will replace the original materials.
4. 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 <http://education.auburn.edu/aboutus/conceptfmwrk.html>. 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

**Note: 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 ***Student Policy eHandbook*** <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>).