**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING SYLLABUS**

**SUMMER SEMESTER 2019**

**Course Number: RSED7920/7926**

**Course Title: Clinical Residency - Rehab**

**Credit Hours: 3 or 6 Semester Hours**

**Class Time and Location: Small group supervision sessions will be scheduled via Zoom.**

**Professor: Jinhee Park, PhD, CRC**

**Email**: jzp0095@auburn.edu

**Phone**: 334-844-7620

**Office Hours**: By Appointment

**Office Address**: 1234C Haley Center

**Date Syllabus Revised:** May, 2018; April 2019

**Text(s):**

Required:

Department of Rehabilitation and Special Education (2018). *Professional practice handbook*. Auburn University. Retrieved from <http://www.education.auburn.edu/wp-content/uploads/2018/03/cedmstprgprofpracthndbk_rev.pdf>

Commission on Rehabilitation Counselor Certification (2016). Code of professional ethics for rehabilitation counselors. Retrieved from <https://www.crccertification.com/filebin/pdf/ethics/CodeOfEthics_01-01-2017.pdf>

Recommended:

Chan, F., Bishop, M., Chronister, J., Lee, E., Chiu, C. (2018). *Certified rehabilitation counselor examination preparation*. (2nd ed.). New York, NY: Springer Publishing Company, LLC.

Skovolt, T. & Trotter-Mathison. (2016). *The Resilient Practitioner: Burnout Prevention and Self-Care Strategies for Counselors, Therapists, Teachers and Health Professionals* (3rd). Boston: Ally Bacon.

**CACREP Accreditation**

Auburn University’s Clinical Rehabilitation Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). 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

**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.

**Course Objectives:**

Each intern will be able to:

1. Complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area. Internship students complete at least 240 clock hours of direct service (2016 CACREP Sec. 3. J and K).
2. Interact with the site supervisor who provide one hour of supervision each week (2016 CACREP Sec. 3. L).
3. Participate in 1½ hour group supervision each week throughout the internship, provided by the instructor (2016 CACREP Sec. 3. M).
4. Have the opportunity to become familiar with a variety of professional activities and resources, and apply and test academic/theoretical knowledge in a realistic rehabilitation setting (2016 CACREP Sec. 3. D).
5. Be provided with formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge (2016 CACREP Sec. 3. C).
6. Experience the realities of the counselor/client relationships and that self-understanding plays in this relationship.
7. 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.
8. To inculcate high standards of professional identity.
9. To acquire an understanding of organizational structure, protocol, processes, and internal and external working relationships.

**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.

**Assignments:**

**Journals.** **(each journal is worth 4 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, individual clients and the impediments to employment presented, 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: Saturday night by 11:59 PM**

**Individual Case Presentation. (20 points)**

Internship students will present a client case during the semester. Students will present an in-depth summary of an active client case. Using the Case Presentation Format provided by instructor early in class, students will write a case summary in PowerPoint. The case summary is to be turned in to the instructor at the time of the presentation. Presentations will be approximately 45 minutes in length, which includes an oral report and relevant discussion. Please be sure to maintain client confidentiality in collecting and destroying your work. Consent form should be obtained prior to the presentation.

**University Meeting and Group Supervision. (weekly, worth a total of 40 points)**

Weekly group 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 the scheduled sessions of group supervision this semester. If the student fails to attend group supervision sessions, the grade of U will be assigned.

**Submission of required documents.**

In addition to these major requirements, students will turn in the following documents:

* Internship Objectives (5/25)
* Site Supervisor Semester Evaluations (submitted midterm and final). These will be e-mailed directly to your supervisor.
* Student Self Evaluations (midterm (6/22) and final (7/31))
* Student Internship Site Evaluation (due at the end of semester) – 7/31
* Student Evaluation of Supervisor (due at the end of semester) – 7/31
* Time log (due at completion of 600 hours indicating direct and indirect hours)

**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).

**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>).