AUBURN UNIVERSITY

SYLLABUS

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

SUMMER 2023

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| **Course Number & Section:** | **RSED 4910-D02** |
| **Time and Day:**  | Asynchronous |
| **Class Location:**  | N/A  |
| **Course Title:**  | **Rehabilitation and Disability Studies Practicum** |
| **Prerequisites:**  | None  |
| **Credit Hours:**   | 1-2  |

 **Instructor:** Denise Bozek, M.A.Ed.&H., CRC

 Special Education, Rehabilitation, and Counseling

Graduate Teaching Assistant

 **Email:** dcb0065@auburn.edu

 **Office Hours:** By appointment on Zoom

**Date Syllabus Prepared:** January 2009 **Updated:** May 2009; August 2009; January 2010; May 2010; August 2010; January 2011; May 2011, August 2011, January 2012; May 2012; August 2012; May 2013; August 2013; January 2014; May 2014; August 2014; January 2015; May 2015; August 2015; January 2016; August 2017; January 2018; May 2020; May 2021; August 2021; January 2022; May 2022; March 2023

1. ***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.

1. ***Textbooks & Readings***

There is no required textbook. All required readings will be posted to Canvas. Please note that readings may be posted to and assigned on Canvas at any point in the semester.

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>

Campbell, M. K., Corpus, K., Wussow, T. M., Plummer, T., Gibbs, D., & Hix, S. (2015). Fieldwork educators’ perspectives: Professional behavior attributes of level II fieldwork students. *The Open Journal of Occupational Therapy, 3*(4). <https://doi.org/10.15453/2168-6408.1146>

Chapin, M., McCarthy, H., Shaw, L., Bradham-Cousar, M., Chapman, R., Nosek, M., Peterson, S., Yilmaz, Z., & Ysasi, N. (2018). Disability-related counseling competencies. American Rehabilitation Counseling Association, a division of ACA. <https://www.counseling.org/docs/default-source/competencies/arca-disability-related-counseling-competencies-final-version-5-15-19.pdf?sfvrsn=c376562c_6>

1. ***Instructional Method***

This course will operate in an online, asynchronous format in addition to the 60-120 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 practicum sites. There will be weekly assignments due for students each week on Sunday at 11:59pm.

1. ***Course Requirements***

**A) Practicum**

**Before a student can begin earning practicum hours, the following forms must be completed and submitted to the course instructor:** \*Remember, students cannot begin logging hours at the practicum site until all three forms have been 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.

**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 Sunday 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/)

1. ***Assignments***
2. **Weekly Discussion Posts and Responses**

You will keep a weekly journal of the practicum experience in the form of a discussion post. Some weeks you will have an assigned topic to discuss in the discussion post, while other weeks you will simply reflect on the weekly experience at the site. 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 **approximately five paragraphs** in length. Then you will find **at least two peers to respond to** in which you can provide genuine, helpful feedback or validation to their post. **In at least one full paragraph**, find a way to either provide suggestions or relevant information to the peer. My goal is for each student to receive a suggestion from at least one peer for handling the obstacle they talked about each week.

**If you do not attend your practicum site one week, then you will still be expected to participate in the discussion posts.** 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 discussion post and responses by the due date and time. Students will be allowed to count one hour of time on the hour log for participating in the discussion post and peer responses. The instructor reserves the right to deny hour credit for perceived lack of effort when completing this assignment.**

**B) Semester Plan for Hours**

In an effort to help you succeed in this course, you will create a semester plan for yourself. This will serve as a way for you to stay accountable to your plan, knowledgeable on your progress throughout the semester, and keep me informed as well. A document will be provided to you to utilize.

At the midpoint in the semester, you will be asked to make changes to this document based on how many hours you still need to collect for the second half of the semester. This activity is in place solely to help you succeed.

**C) 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, 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 on the undergraduate registry by the Council on Rehabilitation Education (CORE). This course meets the standards set for the supervised clinical practicum experience.

1. ***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.

***Tentative* Class Calendar SUMMER 2023**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Dates** | **Important Dates** | **Assignments Due****All Assignments are due Sunday at 11:59pm**  |
| 1 | May 17 – May 21 |  | 1. Watch Syllabus Information Video
2. Turn in Required Documentation
3. Semester Plan for Hours
4. Discussion Post
 |
| 2 | May 22 – May 28 |  | 1. Hour Log
	1. Must have turned in required documentation to begin earning hours
	2. Must submit hour log even if not attending site yet
2. Discussion Post
 |
| 3 | May 29 – June 4 | May 29 – No Classes June 1 – Last Day to Drop with No Grade | 1. Hour Log
2. Discussion Post
 |
| 4 | June 5 – June 11 |  | 1. Hour Log

Discussion Post |
| 5 | June 12 – June 18 |  | 1. Hour Log
2. Discussion Post
 |
| 6 | June 19 – June 25 | June 19 - No ClassesJune 21 – Midterm | 1. Hour Log
	1. Midterm Hours Log Check – MUST BE SIGNED BY SITE SUPERVISOR
2. Discussion Post
3. Semester Plan Check-In Due
 |
| 7 | June 26 – July 2 |  | 1. Hour Log
2. Discussion Post
 |
| 8 | July 3 – July 9 | July 4 – No Classes | 1. Hour Log
2. Discussion Post
 |
| 9 | July 10 – July 16 |  | 1. Hour Log
2. Discussion Post
 |
| 10 | July 17 – July 23 |  | 1. Hour Log
2. Discussion Post
 |
| 11 | July 24 – July 30 | July 26 – Last day to Withdraw with No Grade. “W” assigned | 1. Hour Log
2. Discussion Post
 |
| 12 | July 31 | Last day to attend site for hours | 1. Summary of Field Experience Due
2. Hour Log
	1. Final Hours Log Check – MUST BE SIGNED BY SITE SUPERVISOR
3. Discussion Post
 |
| Finals Week | Aug 4 at 8am – All final course materials due in Canvas. NO 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 (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).

**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

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.



DEPARTMENT OF

SPECIAL EDUCATION,

REHABILITATION, AND COUNSELING

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

**Student Practicum Proposal Form**

Students, please complete this form to initiate approval for site placement by the university supervisor (course instructor). This form must be completed, signed, and approved by the university supervisor prior to obtaining hours at the site.

Student Full Name:

Student Preferred Name:

Student Email Address:

Number of Hours Required for Student:

Proposed Practicum Placement Term and Year:

University Supervisor Name:

University Supervisor Email:

Site Supervisor Name:

Site Supervisor Email Address:

Facility Name:

Facility Address:

Facility Phone:

Information gathered about Facility (please describe the facility/organization thoroughly):

---------------------The following is to be completed by University Supervisor/Course Instructor---------------------

Date Received:

Decision: **⁮** Approved **⁮** Declined Date:

Decided By: Signature:



DEPARTMENT OF

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

**Memorandum on Professionalism**

**To:**  Site Supervisors of Rehabilitation and Disability Studies Students

**From:** Practicum Course Instructor and University Supervisor

**Subject:**  Memorandum on Professionalism

First, we wish to thank you for agreeing to serve as a site supervisor for our practicum student. The applied portion of our programs, practicum and internship, continue to be among the highest rated experiences by our students and graduates. This is in large measure due to the professionalism and competence demonstrated by you. The purpose of this memo is to outline the mutual responsibilities of site and university supervisors and interns who are providing services to clients as part of a supervised field experience in rehabilitation and disability studies. If you have any questions or need to discuss a practicum student’s performance or development before the formal final evaluation period, please contact the student’s university supervisor at 334-844-2501.

**The Department is expected to:**

1. Provide weekly individual and group supervision that includes 1 hours of group supervision during every other week of enrollment.
2. Indicate to the practicum student that the Department expects the student to abide by the policies of the site.
3. Initiate, as indicated, conferences with the Site Supervisor for the purpose of discussing the student’s performance.
4. Emphasize to students their professional responsibilities to clients.
5. Require students to participate in the professional liability insurance program of the College.

**The Site is expected to:**

1. Provide rehabilitation experiences for the practicum student in accordance with department requirements that include a mutually agreed upon number of hours per week.
2. Make provisions for orientation of the Department and the practicum student of the space and building, philosophies, and policies of the site. Included in the orientation should be the duties for the practicum student for the semester including, emergency procedures of the site, and any site-specific limits to confidentiality of which the student should be aware.
3. Attempt, within site philosophy and administrative guidelines, to help the student meet departmental requirements.
4. Assist in the evaluation of the practicum student’s clinical performance relative to the objectives of the experience. A formal evaluation is conducted using the forms provided at both mid-term and final weeks of the term. The site will notify the departmental supervisor of any problems which may influence the student’s successful completion of the placement.
5. Assure that the student will be properly supervised at all times by someone holding appropriate credentials for the intern’s position in the agency.

**The student is expected to:**

1. Meet all requirements specified in the syllabus.
2. Participate fully and reflectively in supervision on site and at the university.
3. Attend all supervision meetings.
4. Establish and maintain a consistent schedule throughout the term of enrollment.
5. Notify, in advance when possible, all supervisors of absences.

Thank you again for your time and partnership with our program.

Sincerely,

Practicum Course Instructor and University Supervisor

Denise Bozek, M.A.Ed.&H., CRC

dcb0065@auburn.edu

**University Supervisor Agreement**

Printed Name: Denise Bozek

Signature:

Date:

Email Address: dcb0065@auburn.edu

**Practicum Student Agreement**

Printed Name:

Signature:

Date:

Email Address:

**Site Supervisor Agreement**

Printed Name:

Signature:

Date:

Email Address:



DEPARTMENT OF

SPECIAL EDUCATION,

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

**Practicum Supervisor Letter of Agreement**

Attention Practicum Field Supervisor:

This letter is to serve as an agreement, by the Practicum field experience supervisor, that the following student has arranged to complete field experience hours at the following site and that you have agreed to supervise this student throughout the semester.

Please see the attached memorandum on professionalism that outlines the responsibilities of the student, site, and university.

Please review the following information. If accurate, then please sign and return to the student to be submitted to me.

 Facility Name:
 Facility Address:

 Facility Telephone Number:

Student Printed Name:

 Student Email:

 Number of Hours Required for Student:

Site Supervisor Printed Name:

 Site Supervisor Email:

 Site Supervisor Signature:

 Date Signed:

Thank you again for your time and cooperation with our program.

Sincerely,

Practicum Course Instructor and University Supervisor

Denise Bozek, M.A.Ed.&H., CRC

dcb0065@auburn.edu



DEPARTMENT OF

SPECIAL EDUCATION,

REHABILITATION, AND COUNSELING

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

**Semester Hour Log**

Student Name:

Facility Name:

Number of Hours Required for Student:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | DATES | ACTIVITY SUMMARY | CURRENT WEEK’S HOURS | TOTAL HOURSCOMBINED  |
| Week 1 |  |  |  |  |
| Week 2 |  |  |  |  |
| Week 3 |  |  |  |  |
| Week 4 |  |  |  |  |
| Week 5 |  |  |  |  |
| Week 6 |  |  |  |  |
| Week 7 |  |  |  |  |
| Week 8 |  |  |  |  |
| Week 9 |  |  |  |  |
| Week 10 |  |  |  |  |
| Week 11 |  |  |  |  |
| Week 12 |  |  |  |  |

**Signature Log**

|  |  |  |
| --- | --- | --- |
|  | **Midterm** | **Final** |
| **Final Hours:** |  |  |
|  | **Signature** | **Date** | **Signature** | **Date** |
| **Student Signature** |  |  |  |  |
| **Supervisor Signature** |  |  |  |  |

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

**Semester Hour Plan**

Student Name:

Facility Name:

Number of Hours Required for Student:

The purpose of this assignment is to help you create a realistic plan for yourself. Below you will note what times you plan to attend your site each day of the semester. You may fill this out after speaking to your site supervisor about when you will attend your site. You should consider your class schedule, any personal events, or other engagements that may prohibit you from being at your site one week. Also keep in mind that it is a good idea to “front load” hours. By mid-point in the semester (week 6), you should have a minimum of 50% of your hours earned or 70% of your hours earned if you are front loading hours. This allows you some wiggle room in your plan if you get sick, your site doesn’t allow you to get as many hours one week, or any other challenges arise in the semester.
If you are enrolled for 1 credit hour in this course, then you need 60 hours at your site for the semester; 2 credit hours = 120 hours at your site. If you need 60 site hours, then plan for approximately 5-6 hours a week at your site; 120 site hours = approximately 10-12 hours a week at your site.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | MonTimes | Tues Times | Wed Times | Thurs Times | Fri Times | Sat Times | Sun Times | Hours Planned This Week | Total Hours Planned  |
| Week 1 |  |  |  |  |  |  |  |  |  |
| Week 2 |  |  |  |  |  |  |  |  |  |
| Week 3 |  |  |  |  |  |  |  |  |  |
| Week 4 |  |  |  |  |  |  |  |  |  |
| Week 5 |  |  |  |  |  |  |  |  |  |
| Week 6 |  |  |  |  |  |  |  |  |  |
| Week 7 |  |  |  |  |  |  |  |  |  |
| Week 8 |  |  |  |  |  |  |  |  |  |
| Week 9 |  |  |  |  |  |  |  |  |  |
| Week 10 |  |  |  |  |  |  |  |  |  |
| Week 11 |  |  |  |  |  |  |  |  |  |
| Week 12 |  |  |  |  |  |  |  |  |  |

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

**Semester Hour Plan – MID-SEMESTER CHECK IN**

Student Name:

Facility Name:

Number of Hours Required for Student:

For the mid-semester check in, note the actual hours earned by the end of week 6 and the number of hours still needed by the end of the semester. Be sure to schedule and plan the remainder of the semester accordingly so that you will be **reasonably** able to meet the hours required.

If you are enrolled for 1 credit hour in this course, then you need 60 hours at your site for the semester; 2 credit hours = 120 hours at your site. If you need 60 site hours, then plan for approximately 5-6 hours a week at your site; 120 site hours = approximately 10-12 hours a week at your site.

Remember that by this point in the semester, you should have **at least** 50% of the hours needed for the semester: you should have 30 hours if you need 60 hours, or 60 hours if you need 120 hours.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | MonTimes | Tues Times | Wed Times | Thurs Times | Fri Times | Sat Times | Sun Times | Hours Planned This Week | Total Hours Planned  |
| Week 1 | Total hours earned by the end of week 5: Total hours still needed:  |
| Week 2 |
| Week 3 |
| Week 4 |
| Week 5 |
| Week 6 |  |  |  |  |  |  |  |  |  |
| Week 7 |  |  |  |  |  |  |  |  |  |
| Week 8 |  |  |  |  |  |  |  |  |  |
| Week 9 |  |  |  |  |  |  |  |  |  |
| Week 10 |  |  |  |  |  |  |  |  |  |
| Week 11 |  |  |  |  |  |  |  |  |  |
| Week 12 |  |  |  |  |  |  |  |  |  |



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