

## "Reflective Professionals Building Learning Communities"

### COURSE TITLE

COUN 466: Internship I in Rehabilitation Counseling: Group Supervision

### INSTRUCTOR INFORMATION

name  
office  
phone number  
E-mail

### COURSE DESCRIPTION

Students will apply rehabilitation counseling knowledge and skills introduced in previous courses through classroom-based activities and supervision provided by university-based certified rehabilitation counselor. The purpose of the course is to enhance basic rehabilitation counseling skills through Socratic, individualized, and group supervision including interviewing, listening skills, ethical/professional issues case studies, community resource reports, assessment, documentation and case recording, referral, and follow-up services in actual community-based settings serving persons with disability.

### PREREQUISITES

COUN 446 Practicum in Rehabilitation Counseling

### REQUIRED TEXTS

Cottone, R.R., & Tarvydas, V.M. (2002). *Ethical and professional issues in counseling* (2<sup>nd</sup> ed.). New York: Prentice-Hall, Inc.

Code of Ethics for Rehabilitation Counselors. Available at:  
<http://www.crc certification.com/code.html>

Articles as assigned

## MODE OF INSTRUCTION

Students are to have arranged community-based learning venues where they are able to meet with actual clients with disabilities in a supervised setting approved by the rehabilitation sequence advisor. The student will be directly supervised by an on-site qualified counselor and indirectly supervised by the university-based supervisor, one of which must be a Certified Rehabilitation Counselor (CRC). This course is primarily a seminar to discuss on-going issues in providing clinical services to persons with disability.

## COURSE OBJECTIVES

The objectives of this course support the College of Education Performance Standards #10 Professional Development; #11 Collaboration; and #14 Leadership. The objectives are also designed to help students to:

1. to review and expand the student's repertoire of micro-counseling skills;
2. to integrate individual and group counseling skills and conceptual frameworks to create strategies responsive to the concerns of persons with disability in the areas biological, psychological, personal, social, educational and vocational development;
3. to conceptualize strategies appropriate for assessing client adjustment, teach problem-solving and decision-making skills, collaboratively develop client goals and action plans, interpret assessment information, utilize community resources and develop positive behavioral supports;
4. to understand professional ethics and legal issues that relate to rehabilitation counseling;
5. to prepare and present in oral and written form case studies focusing on client developmental issues; and
6. to prepare and present in oral and written form a report on the student's host agency focusing on its mission, purpose, populations served, criteria for eligibility, intake and monitoring processes, services provided, fee structure, and criteria for successful completion of services.

## Additional Course Content

1. Issues and concerns of practicum students.
2. Counselor self-awareness and implications for effective counseling.
3. The philosophy and use of appropriate counseling interventions with persons with disabilities and their families or guardians.
4. Council on Rehabilitation Education (CORE) ethical guidelines.

5. Legal issues in rehabilitation counseling.
6. Counseling strategies and skills related to assessment interpretation, use of career information, problem-solving and decision-making, consultation, collaboration, and referral.
7. Counseling strategies for vocational development and independent living.
8. Application of group and individual counseling techniques in providing vocational rehabilitation, school-to-work transition programs, or independent living services.
9. Case studies: guidelines for preparation and presentation to be provided.
10. Special presentations/videos and guest speakers on topics of interest to rehabilitation counselors.

### REQUIRED PROJECTS

1. Students are required to meet bi-weekly for 3.0 hours in group supervisory sessions and 1.0 hour per alternating weeks in one to one supervisory sessions with the university-based supervisor to review cases and discuss professional issues and challenges
2. Students will complete an overview of their assigned agency and present to the other enrolled students in group sessions a report on its purpose, mission, population serviced, types of services offered, funding sources, and interacting agencies. The instructor will provide guidelines for the report.
3. A case review that presents professional issues, ethical issues, interventions and plan elements to the other students and instructor in the bi-weekly meeting.

### GRADING POLICY

Final evaluation is based on the classroom-based supervised experience.

Agency presentation	200 points
Case Study	200 points
Total points possible	400 points

A = 90-99% of total points

B = 80-89% of total points

C = 70-79% of total points

D = 60-69% of total points

F = below 60% of total points

### ASSESSMENT OF LEARNING (FEEDBACK LOOP)

Assessment of learning begins in the initial orientation session and is on-going throughout the course and internship experience. Data from the specific assessment tools (agency report, case study, feedback from site supervisor) will be analyzed and the results used to improve instruction and facilitate increased student learning. This feedback may be used to make adjustments in the course as it progresses and to implement future changes.

### STUDENT ACCOMMODATIONS

In accordance with the Americans with Disabilities Act of 1990, Northeastern Illinois University does not discriminate against employees or students on the basis of disability. In addition, the University provides reasonable accommodations for both employees and students with disabilities. Students seeking reasonable accommodations in the classroom should contact the Accessibility Center/HELP Office, A-118 (phone 773/442-5495, 5496, or 5497; TDD 773/442-5499).

The University policy on services for students with disabilities may be found at <http://www.neiu.edu/%7EDeanSt/survival/disabilities.pdf>. Students should feel free to meet with the instructor at any time to discuss any reasonable accommodations or removal of barriers that may hinder full inclusion and participation in the course.

### STUDENT RESPONSIBILITIES

Students are expected to participate in all group and individual activities and responsibilities as outline in the Internship Agreement to attend on-campus class sessions as assigned as scheduled, read assigned materials, and conduct themselves in an ethical, professional manner throughout the internship experience.

SCHEDULE AND ACTIVITY LOG

<u>Week</u>	<u>Meeting Venue</u>	<u>Activity</u>
Week 1	Group session	
Week 2	Individual sessions with university supervisor	
Week 3	Group session	
Week 4	Individual sessions with university supervisor	
Week 5	Group session	
Week 6	Individual sessions with university supervisor	
Week 7	Group session	
Week 8	Individual sessions with university supervisor	
Week 9	Group session	
Week 10	Individual sessions with university supervisor	
Week 11	Group session	
Week 12	Individual sessions with university supervisor	
Week 13	Group session	
Week 14	Individual sessions with university supervisor	
Week 15	Group session	
Week 16	Review and evaluations	

## BIBLIOGRAPHY

- Chan, F. & Leahy, M.J. (In press). *Healthcare and disability case management*. Rolling Meadows, IL: HLC Consulting, Inc.
- Corey, G., Corey, M.S., & Callanan, P. (2006). *Issues and ethics in the helping professions* (7<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Cottone, R., & Tarvydas, V.M. (2002). *Ethical and professional issues in counseling*, (2<sup>nd</sup> ed.). New York: Prentice-Hall, Inc.
- Egan, G. (2006). *The skilled helper: A problem-management and opportunity-development approach to helping* (8<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Tarvydas, V.M., & Peterson, D.B. (In press). Clinical decision-making and ethical issues in case management. In F.Chan & M.J. Leahy, *Healthcare and disability case management*. Rolling Meadows, IL: HLC Consulting, Inc.

## Electronic Resources

<http://www.crccertification.com>

<http://www.rehabeducators.org>

<http://www.core-rehab.org/>

<http://www.familyvillage.wisc.edu>

<http://www.adagreatlakes.org/>

## CORE STANDARDS

### **SECTION D: Clinical Experience**

- D.2 Students shall have supervised rehabilitation counseling internship activities that include a minimum of 600 hours of applied experience in an agency approved by the RCE Director, with at least 240 hours of direct service to persons with disabilities.
- D.2.1 The internship activities shall include the following:
- a. orientation to program components, policies and procedures; introduction to staff and their role and function; identification of the expectations for interns, confidentiality procedures, risk assessment, and the Code of Professional Ethics for Rehabilitation Counselors;
  - b. observation of all aspects of the delivery of rehabilitation counseling services, as practiced by the agency or organization, including diverse populations if possible. At least a portion of the counseling sessions must be directly observed by a qualified supervisor, whether live or via appropriate technology (e.g. videotaping);
  - c. work assignments, performing the tasks required of an employed rehabilitation counselor at the agency or organization; and
  - d. reporting, including all required academic reports as well as logs, weekly progress reviews, and summaries of activities.
- D.2.2 Written expectations and procedures for the internship activities shall be contained in a manual or other appropriate document(s) and distributed to students and supervisors.
- D.2.3 The internship shall include an evaluation of student performance, including self-evaluation by the student, the field site supervisor, and the faculty supervisor.
- D.2.4 Internship experiences shall be carried out under the weekly scheduled supervision of a Certified Rehabilitation Counselor (CRC). The expectations of this supervision shall be communicated in writing to the on-site supervisor.
- a. In those cases where a CRC is not available in the internship setting, an RCE faculty member will supervise the student intern, in addition to the ongoing supervision provided by the field-site supervisor.
  - b. Any faculty member who is responsible for internship supervision shall be a Certified Rehabilitation Counselor (CRC).

- D.2.5 The RCE Program shall use internship experience sites that provide rehabilitation-counseling services to individuals with disabilities appropriate to the mission of the program.
- D.3 The individual supervision of five students shall be considered equivalent to the teaching of one course due to the intensive, one-on-one instruction and the ongoing evaluation necessary in practicum and internship.
- D.4 For both practicum and internship experiences, there shall be a minimum of one (1) hour per week of individual or 1½ hours per week of group (no more than 10 students) supervision by a program faculty member or qualified individual (e.g., a CRC field site supervisor, or a CRC doctoral student in rehabilitation counseling or related field) working in cooperation with a program faculty member. When using distance education modalities, this may be done by a variety of methods such as video conferencing, teleconferencing, real time video contact, or others as appropriate.
- D.5 There shall be a progress and review procedure for responding to students who do not demonstrate satisfactory clinical knowledge or skills.