

## "Reflective Professionals Building Learning Communities"

### COURSE TITLE

COUN 476: Internship II in Rehabilitation Counseling: Clinical Experience

### INSTRUCTOR INFORMATION

name  
office  
phone number  
E-mail

### COURSE DESCRIPTION

Students will apply rehabilitation counseling knowledge and skills introduced in previous courses in a community-based, field experience. The purpose of the course is to further develop rehabilitation counseling skills including counseling interventions, intake interviewing and eligibility determination, assessment, rehabilitation plan development and construction, documentation and case recording, case management, and follow-up services. There will be periodic and direct communications throughout the semester between the site supervisor and the faculty through site visits, conference calls, electronic communications and either videotaping or audio recording of individual counseling sessions between the student and client.

### PREREQUISITES

COUN 466 Internship I in Rehabilitation Counseling

### REQUIRED TEXTS

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

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.

Articles as assigned

## MODE OF INSTRUCTION

Students continue in community-based learning venues where they meet with actual clients with disabilities in a supervised setting approved by the rehabilitation counseling sequence coordinator. The student is 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). The student is to document in excess of 600 clock hours supervised rehabilitation counseling experience 240 hours of which must be in direct service to persons with disabilities. This course is primarily experiential with periodic supervisory meetings to discuss ongoing issues.

## 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. acquire skill and judgment in the provision of rehabilitation counseling services;
2. acquire an understanding of the rehabilitation 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;
3. participate and execute all aspects of the delivery of rehabilitation services to persons with disabilities as provided by the site including as diverse an array of clients as possible;
4. provide rehabilitation counseling skills directly with clients a portion of which shall be video-taped or audio-recorded for review and feedback by supervisors;
5. develop an working understanding of the continuum and sequencing of services provided by the agency and knowledge of appropriate criteria for eligibility and successful closure;
6. develop skill in rehabilitation plan writing, documentation, and implementation skills with clients with disabilities and develop skill in its approval. Individual rehabilitation plans should be focused on either independent living or vocational objectives; and
7. develop skill and practice in legally defensible case documentation, report writing, and rehabilitation/treatment plan development, implementation, and monitoring.

## REQUIRED PROJECTS

1. Students will complete a weekly journal reflecting their onsite experiences. The journal will be copied and submitted to the university supervisor once per month.
2. Students will complete a site-oriented project chosen in collaboration with the site supervisor that seeks to improve the functioning of the agency that may include improved services to clients, in-service training to other staff, outreach/recruitment, client skills training module, or research on a topical issue germane to the agency and/or the population served. The instructor will provide guidelines for the report.
3. Self-evaluation at conclusion of experience to be reviewed with both the site-supervisor and the university-based supervisor.

## GRADING POLICY

Final evaluation is based on performance focused on the field-based experience.

Journaling	50 points
Site-based project	50 points
Final performance evaluation by site and university supervisors	<u>300 points</u>
Total points possible	400 points

A = 90-99% of total points

D = 60-69% of total points

B = 80-89% of total points

F = below 60% of total points

C = 70-79% 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 (journal entries, agency project, 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 site activities and responsibilities as outline in the Internship Agreement to attend on-campus class sessions as assigned (minimum two), read assigned materials, participate in the 600 hours of client counseling activities and conduct themselves in an ethical, professional manner throughout the internship experience.

ACTIVITY LOG

<u>Week</u>	<u>Activities/Client</u>	<u>Hours</u>
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		
Week 11		
Week 12		
Week 13		
Week 14		
Week 15		
Week 16		

## BIBLIOGRAPHY

- Chan, F. & Leahy, M.J. (In press). *Healthcare and disability case management*. Rolling Meadows, IL: HLC Consulting, Inc.
- 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.crc certification.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).
  - c.
- 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.