EDCP 888R
Internship in
Rehabilitation Counseling
Fall 2009

Instructor
Mary Stapleton Ph.D. LCPC, CRC

Thursday 7-8:30 EDU3233

Office hours by appointment on
Thursdays
clinicalcounselor1@yahoo.com (preferred contact)

410-665-3509 (emergency)

The internship in rehabilitation counseling is the culmination of your program of study. As such, the internship allows students to apply their academic training to practice under the supervision of practicing rehabilitation professionals.

Your internship will involve 600 clock hours of work in a rehabilitation setting working with persons with disabilities; at least 240 of these hours must be in direct client contact. You will perform the duties of rehabilitation counselors employed in your internship setting involving relevant tasks as identified in the Council on Rehabilitation Education CORE Standards. Please refer to the Internship Manual for the specific duties/responsibilities of the rehabilitation counseling intern. As part of your internship, you will be provided weekly supervision by an on-site supervisor. You will also receive supervision from an RC faculty member.

As a student participating in an internship in rehabilitation counseling, you will be responsible for:

1. Discussion with your program advisor possible sites to complete the internship
2. Scheduling interviews to arrange your internship at approved sites
3. Development of a written agreement describing proposed internship activities
4. Maintaining a LOG of your activities during internship
5. Adhering to the Code of Ethics of Certified Rehabilitation Counselors
6. Actively participating in weekly supervisory sessions; being open to feedback and utilizing it in your professional development
7. Fulfilling your obligations on site as scheduled
8. Submitting documentation of internship hours completed
9. Completing an evaluation of your internship experience
10. Preparing for becoming a qualified rehabilitation counselor by completing the application for certification in the appropriate time cycle (as required) (see below).

Recommended resources:
Commission on Rehabilitation Counselor Certification (www.crccertification.com) for application for certification

American Counseling Association (www.counseling.org) for latest information on counseling and rehabilitation issues. Also latest information regarding rehabilitation counseling, licensure, and related topics


Readings posted on the course website.

**Supervision**

Site supervisors must meet the following criteria

- a minimum of a master’s degree in rehabilitation counseling or a closely related field
- a minimum of two years of pertinent professional experience, and
- knowledge of the RCE program’s expectations, requirements, and evaluation procedures for interns
- If you are interested in qualifying for counselor licensure, additional requirements may apply*.

Site supervisors must be committed to providing **one (1) hour per week** of individual supervision. It is preferred, but not required, that site supervisors be Certified Rehabilitation Counselors and/or licensed professionals. In addition to the on-going supervision provided on site, group supervision will be provided by RCE Faculty, 1.5 hours/week.

*Under new MD counselor licensure standards, approved supervisors are licensed mental health professionals (counselors, psychologists, social workers, psychiatrists). If such supervision is not available at your internship site (and you desire it), students should discuss with the instructor.

**600 hour requirement**

Students who are employed as rehabilitation counselors while completing internship requirements will be allowed to credit much of their regular work activities, under supervision, toward the accumulation of internship clock hours. The internship experience, however, is designed to allow students to develop new skills and knowledge. To that effect, students who are employed rehabilitation professionals will be required to work for 6 hours each week under the supervision of a rehabilitation counselor who manages a caseload different from the student’s caseload, or a similar type of experience. Individual circumstances will be determined in consultation with the student, site supervisor, and instructor.
Internship Agreement

Each student participating in an Internship must develop a formal internship agreement (see the Internship Manual for an example). Interns should develop an initial draft of the Internship Agreement during the first week of placement to ensure that all desired aspects of the experience are addressed. Once approved by the intern, the site supervisor, and the University supervisor, the internship agreement is to be signed. The students will provide the signed original of the agreement to the RC supervisor and will provide a copy to the site supervisor.

Evaluation of Internship

The internship experience is evaluated in multiple ways:

- Self-evaluation by completing the Student Self-Evaluation form in the Internship Manual
- Field site supervisor evaluation by having the field site supervisor complete the evaluation form in the Internship Manual
- Course instructor evaluation by reviewing your progress, logs, and assigning a course grade

Each student will complete an evaluation of the internship experience at the conclusion of the internship. This evaluation is to be submitted to the instructor (see Internship Manual).

Site Visits

Students are responsible for arranging at least one site visit during the beginning of the semester between the instructor and the site supervisor. THIS IS YOUR RESPONSIBILITY TO ARRANGE. Instructors will visit each site within the 1st month of the Semester.

Student Insurance

Interns are encouraged to secure liability insurance as part of their internship planning.

Weekly Logs

Maintain a weekly log documenting your experiences as an intern (example on course website). It is recommended that you and the site supervisor sign these logs on a weekly basis. Please maintain a copy in your own files for future professional licensure, credentials, etc. I will collect a copy of the log at the end of the semester.
Class Assignments

1. **Clinical Discussions/Class Participation** (30% of grade) - Each week, students will be prepared to discuss their internship sites, including specific clients, case management responsibilities, and ethical and professional development issues. Students are expected to initiate and participate in a reflective discussion. **Due: Weekly**
   
   **a. Clinical Issues** - Each student will select a class meeting date, identify one practice issue of interest related to their internship work, provide (e-mail or post on course site) a reading to classmates one week in advance, prepare 1-2 class discussion questions, and initiate/facilitate about an 30 to 45 minute discussion of this issue in class. For example, boundary issues in supervision, crisis intervention, multicultural issues, role as part a professional team/l “turf” issues, confidentiality, and others specific to your site. **Due: As scheduled**

   **b. Rehabilitation Counseling Topics Review** – Each student will select a rehabilitation counseling topic from the list provided (or approved by instructor), prepare a brief review for the class, and bring appropriate background information to distribute to classmates. Materials will be posted on the course website for future reference. **Due: 10/8/09.**
   Reviews should include:
   1) A 2-3 page outline of essential information on the topic, for example
      - Definition
      - Major Concepts
      - Recent research findings or innovations
   2) A list of 3-5 additional bibliographic references
      - Textbooks & chapters
      - Articles
      - Internet resources
      - Instructor Resources
   **Topics to cover:**
      - Independent Living
      - Rehabilitation Technology/Assistive Technology
      - Private Rehabilitation
      - Long-term and Short-term Disability Benefits
      - Veteran’s Disability Benefits and Rehabilitation Services
      - Social Security Disability Benefits and Work Incentives
      - Life care planning
      - Ethical Dilemmas in Rehabilitation Counseling
      - Federal-State Vocational Rehabilitation System
      - Supported Employment
      - Rehabilitation Counselor Job Satisfaction

2. **Individual Report** (20%) – Students will select one individual with whom they have been working and prepare an in-depth report regarding relevant disability, personal, and
social background information, presenting rehabilitation issues, formulation of the scope of the needs, problems, and rehabilitation goals of the individual, and description of the rehabilitation counseling intervention(s) or approach(es) being used, rationale for using it (them), and progress to date. Students can use the report format posted on course website. **Due: 10/29/09**

3. **Counseling Tape (10%)** – Students will prepare a 30-45 minute tape with an individual with whom they are working that demonstrates their current rehabilitation counseling skills. The tape should be reviewed by the student prior to submission, a Tape Critique form completed, and a short Transcript (6-10 interchanges) with improved alternative responses prepared. The tape, critique, and transcript should be submitted to the instructor. **Due: 11/19/09**

4. **Evaluation (40%)** – Students will submit self-evaluations and signed field site supervisor evaluations at the end of the semester as described under Evaluation of Internship, as well as their internship logs. The instructor will review all evaluations, logs, site visit information, and student progress. Field Supervisor evaluations carry significant weight in determining this part of the grade. **Due: 12/10/09**

**Class Meeting Dates:**

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<th>Topic</th>
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<tr>
<td>9/3/09</td>
<td>Review of Internship Experiences, Goals for Semester; Syllabus Requirements</td>
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<td>9/10/09</td>
<td>Clinical Discussion/ Discussion of Working Alliance in Rehabilitation Counseling (Dr. Stapleton to conduct field site visits)</td>
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<td>9/17/09</td>
<td>Class will not meet . Please use this time to consider which tentative practice/clinical issue you will discuss and the class date. (Dr. Stapleton to conduct field site visits)</td>
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<td>9/24/09</td>
<td>Clinical Discussion/Issues. Choose dates for class presentation (Dr. Stapleton to conduct field site visits)</td>
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<td>Student Presentations (2)</td>
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<td>10/8/09</td>
<td>Clinical Discussion/Issues. <strong>RC Topics Review Due</strong></td>
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<td>10/15/09</td>
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<td>10/22/09</td>
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10/29/09 Special Clinical Topic Discussion **Acquired Brain Injury** - Implications for Rehabilitation Counseling (Anastasia Edmonston, Project Coordinator, DHMH) *Individual Report Due*

11/5/09 Clinical Discussion/Issues *Student Presentation (1)*

11/12/09 Clinical Discussion/Issues

11/19/09 Clinical Discussion/Issues. *Counseling Tape Due*

11/26/09 THANKISGIVING No Class

12/3/09 Clinical Discussion/Bringing Internship to a Close

12/10/09 Clinical Discussion/Evaluations of Internship Class. *Evaluations Due*

12/17/09 Individual progress meetings/Final Evaluation

During weeks we are not meeting, I will be scheduling internship site visits, meeting with students individually, providing consultation services as needed.

**POLICIES**

**Academic Adjustments for Students with Disabilities or Religious Observation:** The University is legally obligated to provide accommodations for students with documented disabilities. Students should consult with Disability Support Services (314-7682) to determine and implement academic accommodations. Students will initiate a discussion with the instructor of any needed reasonable accommodations regarding assignments, class participation, or exams prior to the need for accommodations. In addition, you may contact the Learning Assistance Service, 2201 Shoemaker Building, 301-314-7693. Educational counselors can help with time management, reading, note taking, and exam preparation skills. Adjustments may also be requested by the student regarding religious observances that interfere with the class schedule. Speak to the instructor in advance about potential absences and plans to make up the material/assignments missed.

**Academic Integrity:** The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. The Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and
plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.

To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."

**Course Evaluation:** As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. Please make a note now of the dates for Fall 2009 and the link at which you can access the submission system at that time (www.courssevalum.umd.edu). If you submitted all of your evaluations in the Spring or are a new student, you can also access all posted results from Fall 2007 to the present via Testudo under CourseEvalUM Reporting. To retain this access, you must submit all of your evaluations each semester. If you do not have access right now, you can gain it in future semesters by submitting all of your Fall 2009 evaluations once they are available. More information is at: https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml.

**Absence/Lateness:** Given the nature of this clinical class, students are expected to arrive on time and to inform the instructor in advance, preferably by email, of absence or lateness. Excused absences are only granted in the case of illness, personal emergency, or internship emergency. Unexcused absences will affect the class participation grade. Students will contact the instructor or supervisor in advance of a due date for class assignments to discuss any problems in meeting the deadlines. Do not hesitate to contact the instructor or supervisor regarding any concerns about the class, readings, clinical experiences, or assignments.

**Professional Demeanor and Behavior:** As a counselor-in-training, you are expected to conform to high standards of professionalism at all times, representing the University of Maryland and the Department of Counseling and Personnel Services. As such, you are expected to conduct yourself in a professional manner in personal presentation, dress, and behavior. Also, in keeping with the ethics of the counseling professions, confidentiality is a crucial matter. Except under extraordinary circumstances, material shared with you in the course of counseling sessions should not be discussed with anyone other than your instructors, supervisors, or members of the internship class, protecting the identity of the client. When in doubt regarding the limits of confidentiality or any other ethics-related issues, always consult with your instructor or supervisors.

**Confidentiality:** An important component of this course is the freedom of students to discuss issues or share personal information that may be sensitive in nature. It is expected that sensitive information revealed in this manner is not to be shared with others outside of class. If any student has a concern about information heard or revealed, please feel free to discuss it privately with the instructor or the clinical supervisor.
**Emergency:** In any situation in which the client, yourself, or others are in danger or indicate some threat to self or others, you must immediately first contact your site supervisor, and notify your university clinical supervisor and instructor about such situations. If in doubt, consult your supervisors or instructors.
Resources

On Disability and Case Management:


Radtkke, J. E. (2000). *Effective strategies to improve the employment of SSI/SSDI participants.* Report from the Institute on Rehabilitation Issues (26th), Disabilities and Gifted Education Clearinghouse


**On Supervision and the Profession**


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