Rehab 698: Rehabilitation Counseling Internship 1

GENERAL INFORMATION:

Instructor:

Email:

Office Hours:

CLASS LOCATION/TIME:

Location: class meets online through Blackboard, for two hours, weekly

Dates/Times:

Course Description:
The purpose of the internship course is to provide students with actual work experiences. The internship consists of supervised field experience in a rehabilitation setting, such as a hospital, a state agency, a community agency or a private company. Additionally, students are required to attend a weekly seminar at the University which will be conducted by the instructor. The focus of the on-campus seminar is to ‘review and critique students implementation of rehabilitation counseling theory and practice, and to provide a forum for students to discuss issues arising at internship sites and to help each other with insights and emotional support. Video/audio tapes will be a major source of information for the review and critique

Course Objectives:

1. To acquaint the student with the roles, duties, and responsibilities of a professional mental health counselor and or rehabilitation counselor and to provide opportunities for the student to assume them.
2. To provide the student with the opportunities to integrate counseling theories acquired in course work with practical problems confronting persons with disabilities.
3. To provide the student with feedback from an experienced professional rehabilitation counselor and rehabilitation counselor educator.
4. To help the student develop counseling techniques in actual counseling relationships.
5. To enable the student to work as a team member with other professionals in the rehabilitation process.
6. To provide the student with opportunities to understand the system of relationships involved in the rehabilitation process, and to use the community resources which are relevant to the practice of rehabilitation.
7. To assist the student in completing a Capstone experience.

Required Text(s):
Note Please check with instructor before purchasing the text


Recommended Text(s):


Note: Purdue Owl APA will help you with correct citation of articles: http://owl.english.purdue.edu/owl/resource/560/01/


Core Competencies:

One of the primary objectives of this course is the alignment with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards (2016):

SECTION 3: PROFESSIONAL PRACTICE

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community. The following Standards apply to entry-level programs for which accreditation is being sought.
ENTRY-LEVEL PROFESSIONAL PRACTICE
1. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
2. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students’ interactions with clients.
3. Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum and internship.
4. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
5. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

INTERNSHIP
1. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
2. Internship students complete at least 240 clock hours of direct service.
3. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
4. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Student Outcomes/Evaluation:
The Rehabilitation Counseling Program at UMass Boston requires that trainees be assigned a grade at the conclusion of each unit of supervised fieldwork. The assignment of that final grade is the responsibility of the faculty supervisor. The evaluation of the agency supervisor will be sought to assist in the grade determination. Evaluation is a participatory process including the trainee/student, agency supervisor and faculty supervisor. The emphasis is on the trainee’s growth toward professional maturity. The evaluation is aimed at determining the trainee’s readiness to enter the profession and/or the need for further training.

Course Requirements (Internship 1):
1. Completion of 300 Total Clock Hours at the Internship Site over the course of the semester and prior to beginning Internship 2. At least 120 of these hours must be direct service hours to individuals with disabilities, and a minimum 14 hours of individual supervision. A Midterm and Final Site Supervisor and Self Evaluation are required. Timely submission of documentation on Supervision Assist is required and part of your grade.
2. Completion of a weekly journal reflecting on Internship activities and integrating course content. Journals will be submitted in Blackboard by 12 noon every Sunday, during the semester.
3. Completion and interaction in weekly Discussion Board posts, to be submitted in Blackboard by 12 noon every Sunday, during the semester.
4. At least 1 case conceptualization presentation (PowerPoint)
5. 2 Taped Counseling sessions with transcription, process notes, Critical Analysis Report (CAR), SOAP or DAP note, and client A/V release and consent.

Sample Syllabus—Detailed Syllabus Provided at Start of the Semester
6. Weekly Seminar attendance, participation, and case presentations.
7. Completion of all assigned Reading.

Course Rubric:

<table>
<thead>
<tr>
<th>Tests/Assignments/Deliverables</th>
<th>Points</th>
<th>Grade %</th>
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<tbody>
<tr>
<td>1. Weekly Journal Entries 3 points each x12 posts</td>
<td>36</td>
<td>18%</td>
</tr>
<tr>
<td>2. Weekly Discussion Board Posts 3 points each x 12 posts</td>
<td>36</td>
<td>18%</td>
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<td>3. Case Conceptualization</td>
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<td>10%</td>
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<tr>
<td>4. Taped Counseling Session, with Transcription, CAR, SOAP Notes, Process notes and A/V release 25 points each x2</td>
<td>60</td>
<td>30%</td>
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<td>5. Timely submission of Internship Documentation Participation, Weekly Presentation and Attendance</td>
<td>20</td>
<td>10%</td>
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<tr>
<td>Site Supervisor Evaluation and Self Evaluation</td>
<td></td>
<td>Factored into Final Grade</td>
</tr>
<tr>
<td>300 Total Clock Hours, 120 of which must be Direct Client Contact and 15 of which must be Individual Supervision</td>
<td></td>
<td>Completion required to receive final grade</td>
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TOTAL POINTS POSSIBLE 200

UMass Boston Graduate Grading Policy

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<tr>
<th>Letter</th>
<th>Percentage</th>
<th>Quality points</th>
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<td>90-92%</td>
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<td>C+</td>
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Sample Syllabus—Detailed Syllabus Provided at Start of the Semester
Health, Wellbeing, and Success

Academic Integrity and Student Code of Conduct

Education at UMass Boston is sustained by academic integrity. Academic integrity requires that all members of the campus community are honest, trustworthy, responsible, respectful, and fair in academic work at the university. As part of being educated here, students learn, exercise, increase, and uphold academic integrity. Academic integrity is essential within all classrooms, in the many spaces where academic work is carried out by all members of the UMass Boston community, and in our local and global communities where the value of this education fulfills its role as a public good. Students are expected to adhere to the Student Code of Conduct, including policies about academic integrity, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog, and relevant program student handbook(s), linked at www.umb.edu/academics/academic_integrity.

Health, Wellbeing, and Success

Sample Syllabus—Detailed Syllabus Provided at Start of the Semester
UMass Boston is a vibrant, multi-cultural, and inclusive institution committed to ensuring that all members of our diverse campus community are able to thrive and succeed. The university provides a wide variety of resources to support students’ overall success.

- Are you in emotional distress? Call 617.287.5690 to speak with a licensed clinician 24/7 who can offer support, crisis recommendations, and assistance with finding resources.
- Have a campus question or issue? Use Current Students - UMass Boston (umb.edu)
- Want advice in navigating a university or life situation? Contact the Dean of Students Office at www.umb.edu/deanofstudents.

**Mission of the School for Global Inclusion and Social Development:** The School for Global Inclusion and Social Development supports inclusive communities, addresses the interrelationship of health, wellness, and social and economic development, and serves as a catalyst to social development at the local, regional, national and international levels. The School is committed to developing future leaders able to address issues of equality of opportunity and enhanced quality of life for all. Central to the School is an understanding of how leadership must be sensitive to contextual and cultural variances and of its potential to bring about positive change. Through transdisciplinary graduate studies, applied and translational research, systemic development, innovation, and dissemination of knowledge and information, the School for Global Inclusion and Social Development embraces its commitment to students, faculty and the community at large.