Department of Rehabilitation Psychology & Special Education
University of Wisconsin-Madison

194-501: Rehabilitation Counseling Psychology-Applications
194-630: Internship in Rehabilitation or Special Education

Fall 2017
September 6 – December 15
Wednesday 1:00-4:00pm
Educational Sciences 218

Course Coordinator:  Susan Wiegmann, PhD
Department of Rehabilitation Psychology & Special Education
1000 Bascom Mall, Room 409 Education Building
University of Wisconsin-Madison
Madison, WI 53706
wiegmann@wisc.edu
Office hours: By appointment

Instructor:  Emily Brinck, M.S. (Students last name A-K)
Department of Rehabilitation Psychology & Special Education
1000 Bascom Mall, Room 461 Education Building
University of Wisconsin-Madison
Madison, WI 53706
brinck@wisc.edu
Office hours: By appointment

TA (501):  Ashna Sangar M.A. Clinical Psychology, CRC (Students last name L-Z)
Department of Rehabilitation Psychology & Special Education
1000 Bascom Mall, Room 461 Education Building
University of Wisconsin-Madison
Madison, WI 53706
Asangar@wisc.edu
Office hours: By appointment

TA (630):  Beatrice Lee, M.S., CRC (Students last name A-K)
Department of Rehabilitation Psychology & Special Education
1000 Bascom Mall
University of Wisconsin-Madison
Madison, WI 53706
lee@neurology.wisc.edu
Office hours: By appointment

TA (630):  Stacie Castillo M.S. (Students last name L-Z)
Department of Rehabilitation Psychology & Special Education
1000 Bascom Mall
University of Wisconsin-Madison
Madison, WI 53706
Slwilk@wisc.edu
Office hours: By appointment
COURSE DESCRIPTION

Welcome to the combined 501/630 class! This class is designed to address issues related to your professional development while you are concurrently involved in a field/internship experience in the community (630). In addition, this is a Comm B course, which means the seminar class will include substantial instruction in writing and communication skills. The university outlines specific guidelines for Comm B courses, including a required number of written assignment with specified pages, a required number of oral presentation, and opportunities for revisions on both written and presentation assignments. Overall, this class will emphasize written and oral communication skills, use of appropriate APA style and disciplinary conventions in writing/speaking, and productive use of library resources specific to our discipline.

In order to assist with the assignments for this class and any other class, the Writing Center has extensive services and resources available. Please visit http://www.writing.wisc.edu for more information.

COURSE OBJECTIVES

The combined courses provide an introduction to the rehabilitation and human service delivery system and the clients served within that system through classroom instruction and discussion sections, visits to and/or from rehabilitation and human services agencies and programs, and participation in field placements. In addition, instruction is provided in combination with assignments completed, in professional communication, particularly writing related to course content and professional practice in rehabilitation and human service settings. Course objectives focus on the following areas:

- Promoting an understanding of the rehabilitation and human service system and a number of specific agencies and programs within the system.
- Promoting an understanding of the clients served by rehabilitation and related agencies and their needs.
- Promoting a more thorough understanding of one particular agency or program and the clients served (the field placement agency).
- Promoting skills in professional communication, particularly writing, along with speaking, presentation skills, critical reading and logical thinking, with an emphasis on provided substantial evidence to support your arguments.
- Promoting consideration of career options within the field of rehabilitation.
TEXTBOOKS AND READINGS

Students are responsible for all reading assignments (in the required text, electronic reserve readings, and other materials distributed in class). The text is available for purchase through University Bookstore. Additional readings for the course can be found on the Canvas website.

**Required Textbooks**


Required textbooks are on 2-hour (library use only) loan at Merit Library.

**Online Readings**

Several readings will be posted on the Canvas site under their respective topics. See course schedule for additional information.

ACADEMIC/COURSE POLICIES

**Academic Integrity**

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Dean of Students Office for additional review. For more information, refer to [http://www.students.wisc.edu/doso/academic-integrity/](http://www.students.wisc.edu/doso/academic-integrity/).

**Accommodations**

It is my intention to fully include everyone in all aspects of this class. The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities are a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third day of class, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable
instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

**Confidentiality**

Due to the nature of this class, confidentiality pertaining to the nature of the disclosures of those involved is of the utmost importance. In this class, I privilege trust, safety, and respect for personal information above anything else so that you can all feel comfortable engaging in meaningful exploration. Enrolling in this class carries with it the responsibility to maintain the confidentiality of your classmates and the clients that you and your classmates are working with at your internship sites.

**CAMPUS SUPPORT SERVICES**

The following additional support services are available:
- University Health Services: Medical & Counseling, (608) 265-6500
- Career Services, (608) 262-1755
- Tutoring, GUTS, (608) 263-5666

**Writing Resources**

- Writing Center: (608) 263-1992

  The UW-Madison Writing Center is a tremendous resource for writing tips, individual appointments, and classes to improve writing skills. Online access is available at [http://writing.wisc.edu/](http://writing.wisc.edu/). You are highly recommended to utilize this resource to help with your writing assignments.

- UW Morgridge Center for Public Service – Transportation Options for Volunteers
  [http://morgridge.wisc.edu/students-transportation-volunteers](http://morgridge.wisc.edu/students-transportation-volunteers)


- Purdue online writing lab: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

**GENERAL COURSE REQUIREMENTS**

1. Attend class regularly and be on time; please notify me via email if you need to miss or if you know you will be late. Missing class without an appropriate excuse or being consistently late will affect your final grade.

2. Complete all assigned readings and exercises.

3. Complete a field placement site presentation.
RPSE 501/630 Syllabus
Fall 2017

4. Complete weekly reflection papers.

5. Complete a topic paper, including preliminary drafts of paper components.


7. Complete peer review assignments.

8. Complete weekly logs, contract, and evaluations pertaining to your field placement site.

ASSIGNMENTS AND GRADING POLICIES

Classroom Portion (501)

Attendance, Participation, and Professional Behavior (30 points): Students are required to attend and participate in all classes. If circumstances arise during the semester that require you to miss class or leave class early, you are responsible for notifying the instructor.

Students will be graded on attendance and participation as follows:

- 10 points: No unexcused absences
- 20 points: General classroom participation. This includes participation in class over the entire semester (i.e. lecture, discussion, class activities and related assignments), being on time to class, notifying the instructor when missing class, and showing respect toward classmates and instructor.

In-Class presentations (Due by 8:00am day of presentation)

Field Placement Site Presentation (25 points): This assignment requires students to give an oral presentation to the class regarding the agency or program in which you are completing your field placement. In compiling information for the presentation, you may interview staff at your field placement agency or program and collect written materials from the agency, as well as materials from other sources. The presentation should be in PowerPoint format. Please upload your presentation to Canvas by 8am the morning you present. A grading rubric for this assignment is available on the Canvas site. Presentations should be approximately 10 minutes in length.

Topic Paper Presentation (25 points): This assignment requires students to give an oral presentation based on their topic paper. The presentation should be in PowerPoint format. Please upload your presentation to Canvas by 8am the morning you present. A grading rubric for this assignment is available on the Canvas site. Presentations should be 10-12 minutes in length.

Resource presentation in Helping Professions (15 points) This assignment requires students to give an oral presentation to the class regarding self-care and helping tools that are seen within their agency or program. The intention of this presentation is to share resources that other classmates are able to use within their placement cites. The presentation should be in PowerPoint format or handout. Please upload your presentation to Canvas by 8am the morning you present. A grading rubric for this assignment is available on the Canvas site. Presentations should be 5-10 minutes in length.
Research Paper requirements (Due by 11:59pm on due date)

**Topic Paper** (130 points total, including drafts): Students will write a 12-15 page paper, in APA format, on a topic of interest related to rehabilitation service delivery to persons with disabilities. The paper will be developed and submitted in steps throughout the semester. The guidelines for this assignment, along with a grading rubric for each step in the process, are available on the Canvas site. Each component of the paper that you turn in should be in APA style. In addition, it is vital to make edits on each section of the paper based on feedback from you peer review partner and your assigned TA. If it is evident that revisions are not made based off the feedback you receive, then you will be penalized a letter grade (10% points off your assignment).

Your section due dates are as follows:
- **9-27**: Proposal (10 points)
- **10/25**: Title page, outline with citations, and at least 10 scholarly references from peer-reviewed journal articles (15 points)
- **11/15**: Introduction (20 points)
- **11/22**: Writing Conference
- **12/06**: Draft 1 of your final paper (20 points)
- **12/20**: Final paper (65 points)

**Peer Review Assignments** (45 points; 15 points each): Students will complete three peer review assignments throughout the semester. These will be in-class assignments therefore attendance is absolutely required unless there is a significant event or reason why you may not be able to attend. Peer review assignments will be guided by questions that will be provided by the instructor per review. Each assignment is worth 15 points (5 points for bringing two complete drafts to class for your peer; 5 points for completing a peer review for your assignment peer; 5 points for responding to the critique of your peer). Rubrics and questions will be Canvas. Students will be responsible for downloading these during class and submitting them to Canvas by the end of class. Please bring your laptops to class.
- **10/18**: Title page, outline with citations, and at least 10 scholarly references from peer-reviewed journal articles (15 points)
- **11/8**: Introduction (15 points)
- **11/29**: Draft 1 (15 points)

**Writing Conference**: Students are required to meet with the lecturer in order to discuss their progress as a writer. During this meeting, any issues related to weekly logs, reflection papers, or the topic paper will be discussed. This is an excellent time to receive personal feedback on your writing as well as an opportunity to ask any questions that you might have regarding tips for improving your writing or for developing your topic paper. Please bring a hard copy for your instructor.
***All written assignments should be uploaded to the Canvas Dropbox by 11:59pm on the due date. Late assignments will receive a 10% deduction in points per day

Field Placement Portion (630)

RP&SE 194-630: Each student will arrange a field placement or internship in a cooperating rehabilitation and human service agency or program. Field placements must be arranged as soon as possible before the beginning of the semester or during the first 2 weeks of the semester. **If you are having any difficulty locating and securing placements, it is the responsibility of the student to alert the instructor/TA in the class** so that immediate assistance can be provided. You will submit an internship placement sheet to Canvas as soon as you have your internship site’s contact information.

The weekly required hours for internships depend on how many credit hours the student is enrolled for. **For each credit hour the student is enrolled, they must complete 40 hours.**

All 630 portions are due by Sunday at 11:59pm on Canvas by their due date

10 Weekly Reflection Papers (50 points total, 5 points each): The instructor will assign the topic each week and provide discussion questions for you to reflect upon. Please answer all questions and connect the material back to your internship experience. This exercise will help you engage in personal reflection related to your internship site and will help you contribute to classroom discussions. In addition, it will provide students with practice in journaling and assist in the development of clear, concise writing skills.

Weekly Logs: Students are required to **electronically** submit weekly logs documenting the hours spent at internship sites. An electronic copy should be uploaded to Canvas. Site supervisors must sign weekly logs for acceptance. **You are required to keep track of weekly hours, as well as cumulative hours to-date.** A weekly log template is available on Canvas. Each week, you should type (not handwrite) the days of the week/times you spent at your practicum site, indicate the number of hours you spent at practicum that week, and indicate the number of total hours you have spent at practicum to-date. This document should be updated each week and turned into the instructor at the beginning of each class period. **Note: Other than your supervisor’s signature, your weekly logs must be typewritten.**

Initial Phone call meeting: During the second and third week of classes you and your assigned TA are responsible for setting up an initial phone call meeting with your internship site supervisor. During this meeting, you all will discuss your ideas for the learning contract including: internship roles, responsibilities, and goals. This meeting will also be the time in which the midterm site evaluation meeting is set up. Please let your supervisors know to have their calendar available to schedule this meeting.

Learning Contract: A learning contract must be prepared by you, signed by both you and your supervisor, and submitted to the instructor by **September 27th**. The contract will include a list of responsibilities specified in some detail, including observational and other activities designed to
familiarize you with the agency, its services and procedures, and its clientele. It will also
describe the major case service responsibilities and duties that you will carry out over the course
of the semester. In addition, a list of learning objectives will be included, specifying what
knowledge and skill you hope to develop through the placement. The contract can be found
under the content section of the Canvas page. ***Note: Your learning contract must be
typewritten, 12 point, Times New Roman font.

Evaluations: Your agency supervisor in your field placement will be asked to complete 2 written
evaluations of your performance; (1) a mid-term and (2) a final evaluation. Your mid-term
evaluation will be reviewed and signed by your University practicum supervisor, your practicum
site supervisor, and you. You are required to coordinate this with all parties. The final evaluation
will provide the primary basis for the course grade in the field placement. Evaluation of your
performance for grading purposes will be based on the supervisor’s rating in 2 areas:

- Reliability and conscientiousness in fulfillment of assigned responsibilities; and
- Perceptions of your potential for future work in rehabilitation settings serving people with
disabilities. The instructor may adjust the supervisor ratings if, after consultation with the
agency supervisor and student, this adjustment seems justified. The agency supervisor
will be asked to review the final evaluation with you, and you will then bring the final
evaluation to the instructor on the last day of class.

Midterm site visits should be scheduled between 10/16 and 11/3

- Midterm Evaluation Due (at midterm evaluation meeting): 10/26
- Final Evaluation Due: 12/13
- Final Hour Logs Due: 12/13

***In order to receive a passing grade in the 501/630 course, all portions of the field
experience requirements must be completed. Requirements include completion of your field
hours, and submission of the appropriate documentation.

Breakdown of points:

<table>
<thead>
<tr>
<th>Professional behavior (e.g. Attendance, participation)</th>
<th>30 points</th>
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<tbody>
<tr>
<td>Presentation on field placement site</td>
<td>25 points</td>
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<tr>
<td>10 reflection papers</td>
<td>50 points</td>
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<td>Topic paper presentation</td>
<td>25 points</td>
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<td>Resource presentation</td>
<td>15 points</td>
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<td>Topic paper</td>
<td>130 points (total)</td>
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<td>Peer review assignments</td>
<td>45 points (total)</td>
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<td><strong>Total Points</strong></td>
<td>320 points</td>
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<p>| A = 277-295 points (94-100% of possible points)       | C = 200-220 points (68 - 74%) |
| AB = 256-276 points (87 – 93%)                         | D = 177-200 points (60 - 67%) |
| B = 236-255 points (80-86%)                            | F = 176 points or less (59% or less) |
| BC = 221-235 points (75 – 79%)                         |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Agenda</th>
<th>Student Sign-Up</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tr>
<td>September 65 (Week 1)</td>
<td>Introduction&lt;br&gt;Getting acquainted with your internship site/Professional issues</td>
<td>• Introductions (with TAs)&lt;br&gt;• Review syllabus/general course information&lt;br&gt;• Sign up for site/topic/resource presentations&lt;br&gt;• Sign up for writing conferences&lt;br&gt;• Lecture: Getting Started/Professional Issues</td>
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<td>● Kiser Ch. 1-2</td>
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<td>September 13 (Week 2)</td>
<td>Ethics</td>
<td>● Check in: sites&lt;br&gt;● Lecture: Ethics&lt;br&gt;● Site presentations, 10 min each (7 students)</td>
<td>● *</td>
<td>● Kiser Ch. 3</td>
<td>501 Assignments: (9/13 11:59pm)&lt;br&gt;● Online Survey&lt;br&gt;● Site presentation (dropbox by 8am the day you present)&lt;br&gt;630 Assignments: (9/10 11:59pm)&lt;br&gt;● Reflection Paper 1 (Getting acquainted lecture)&lt;br&gt;● Weekly logs (including cumulative hours)&lt;br&gt;● Initial Phone Call with assigned TA and Site Supervisor&lt;br&gt;● Internship Placement Sheet on Canvas</td>
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| **September 20 (Week 3)** | **Communicating with clients** | • Check in: sites  
• Lecture: Communicating with Clients  
• Site presentations, 10 min each (7 students) | • Kiser Ch. 6  
• Rogers (1992) | 501 Assignments: (9/20 11:59pm)  
• Site presentation (dropbox by 8am the day you present)  
630 Assignments: (9/17 11:59pm)  
• Reflection Paper 2 (Ethics lecture)  
• Weekly logs (including cumulative hours)  
• Initial Phone Call with assigned TA and Site Supervisor |
| **September 27 (Week 4)** | **Evidence Based Practice (EBP)** | • Check in: sites  
• Lecture: EBP  
• Site presentations, 10 min each (6 students)  
• Writing: Proposal Presentation | • Chronister et al. (2008) | 501 Assignments: (9/27 11:59pm)  
• Site presentation (dropbox by 8am the day you present)  
• **Topic Paper: Proposal**  
630 Assignments: (9/24 11:59pm)  
• Reflection Paper 3 (Communicating with clients lecture)  
• Weekly logs (including cumulative hours)  
• Learning contract DUE |
| **October 4 (Week 5)** | **UW Library Resources**  
**LOCATION: Room 231 Memorial Library** | • Visit Memorial Library Rm. 231 for instructional program w/ Steve Baumgart (1pm)  
• Writing: Title Page, Outline with Citations, and 10 References Presentation  
• Check in: sites  
• 2 self-care presentations  
• Lecture: Peer Review | • Kiser Ch. 8 | 501 Assignments:  
630 Assignments: (10/1 11:59pm)  
• Reflection Paper 4 (Evidence Based Practice lecture)  
• Weekly logs (including cumulative hours) |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Check in: sites</th>
<th>Lecture</th>
<th>Writing</th>
<th>Kiser Ch.</th>
<th>Assignments</th>
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<tr>
<td>October 11 (Week 6)</td>
<td><strong>The Integrative Processing Model</strong></td>
<td>Check in: sites</td>
<td>Lecture: Integrative Processing Model</td>
<td>Writing: Title Page, Outline with Citations, and 10</td>
<td>Kiser Ch. 5</td>
<td>501 Assignments: 630 Assignments: (10/8 11:59pm) Weekly logs (including cumulative hours)</td>
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<td>October 18 (Week 7)</td>
<td><strong>Diversity, Multiculturalism, Cultural Humility</strong></td>
<td>Check in: sites</td>
<td>Lecture: Diversity, Multiculturalism, Cultural Humility</td>
<td>Writing: APA formatting presentation</td>
<td>Kiser Ch. 7</td>
<td>Tervalon &amp; Murray-Garcia (1998) 501 Assignments: (11/18 11:59pm) Topic Paper: Title Page, Outline with Citations, and 10 References Peer Review in class 630 Assignments: (11/15 11:59pm) Reflection Paper 5 (Integrative Processing Model) Weekly logs (including cumulative hours) Midterm Site Visits</td>
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<td>October 25 (Week 8)</td>
<td><strong>Supervision</strong></td>
<td>Check in: sites</td>
<td>Lecture: Supervision</td>
<td>Writing: Introduction Paper Presentation</td>
<td>Kiser Ch. 4</td>
<td>501 Assignments: (10/25 11:59pm) Topic Paper: Title Page, Outline with Citations, and 10 References Peer Review 630 Assignments: (10/25 11:59pm) Reflection Paper 6 (Diversity, Multiculturalism, Cultural Humility) Weekly logs (including cumulative hours)</td>
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<td>November 1</td>
<td>Wellness &amp; Health Promotion for Clients</td>
<td>• Check in: sites • Lecture: Wellness &amp; Health Promotion for Clients • Writing: Introduction Peer Review Day! • 2 self-care presentations</td>
<td>• Chan et al. (2012) 501 Assignments: 630 Assignments: (10/29 11:59pm) • Reflection Paper 7 (Supervision) • Weekly logs (including cumulative hours) • Midterm Site Evaluation</td>
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<td>November 8</td>
<td>Self-care/ Stress Reduction for Helping Professionals</td>
<td>• Check in: sites • Lecture: Self-Care/Stress Reduction • 2 self-care presentations</td>
<td>• Kiser Ch. 9 501 Assignments: 630 Assignments: (11/8 11:59pm) • Topic Paper: Introduction Peer Review in class</td>
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<td>November 15</td>
<td>Ending your Internship/</td>
<td>• Check in: sites • 2 self-care presentations • Lecture: Ending your internship • Writing: Writing Conferences Presentation</td>
<td>501 Assignments: 630 Assignments: (11/15 11:59pm) • Topic Paper: Introduction</td>
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<td>November 22</td>
<td>No Class! Writing conferences</td>
<td>• Writing Conferences will be held at the Education Building all day</td>
<td>501 Assignments: 630 Assignments: (11/19 11:59pm) • Reflection Paper 9 (Self-Care/Stress Reduction for Helping Professionals) • Weekly logs (including cumulative hours)</td>
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<td>November 29 (Week 13)</td>
<td>Career Planning</td>
<td>Kiser Ch. 11</td>
<td>501 Assignments: (11/29 11:59pm)</td>
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<td>630 Assignments: (11/26 11:59pm)</td>
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<td>Dr. Susan Smedema will come</td>
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<td>• Reflection Paper 10 (Ending your internship)</td>
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<td>and talk about graduate</td>
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<td>TBD Guest Speaker- Career</td>
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<td>Writing: Draft 1 Peer Review</td>
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<td>Writing: Final Paper</td>
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<td>December 6 (Week 14)</td>
<td>Topic Paper Presentations</td>
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<td>501 Assignments: (12/6 11:59pm)</td>
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<td>Check in re: sites</td>
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<td>• Topic paper presentations (dropbox by 8am the day you present)</td>
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<td>2 self-care presentations</td>
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<td>• Topic Paper: Draft 1</td>
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<td>Topic paper presentations, 10-12 min. each (10 students)</td>
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<td>Potluck (students not</td>
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<td>December 13 (Week 15)</td>
<td>Topic paper presentations</td>
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<td>501 Assignments: (12/13 11:59pm)</td>
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<td>Course Evaluations</td>
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<td>• Topic paper presentations (dropbox by 8am the day you present)</td>
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<td>Finals Week (Week 16)</td>
<td>No CLASS</td>
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<td>501 Assignments: (12/20 11:59pm)</td>
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<td>Due Finals week:</td>
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<td>• Final Site Evaluations</td>
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(Week 13)
- Check in re: sites
- 2 self-care presentations
- Dr. Susan Smedema will come and talk about graduate program
- TBD Guest Speaker- Career Center!
- Writing: Draft 1 Peer Review Day!
- Writing: Final Paper Presentation

(Week 14)
- Check in re: sites
- 2 self-care presentations
- Topic paper presentations, 10-12 min. each (10 students)
- Potluck (students not presenting)

(Week 15)
- Course Evaluations
- Check in re: sites
- 2 self-care presentations
- Topic paper presentations 10-12 min. each (10 students)
- Potluck (students not presenting)

(Week 16)
- Final paperwork completed
- Due Finals week:
  - Final Paper
  - Final Site Evaluations
  - Final Hour Logs