## Course Coordinator:
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### Instructor (Section 19; Monday, 12-12:50 p.m.)
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### OBJECTIVES

This course provides supervised field experience in a rehabilitation-relevant community agency or program, under the supervision of a professional in this field. It is designed to give undergraduate students in Rehabilitation Psychology and related majors an introduction to professional practice in rehabilitation. In addition, it provides opportunities to develop knowledge and skill important to professional practice through supervised clinical activities.

More specifically, course objectives focus on the following areas:

1. Knowledge of the rehabilitation and human service system and specific agencies and programs within the system.
2. Knowledge of clientele served by rehabilitation and human service agencies and their needs.
3. Skill in direct service to clients and other professional responsibilities.
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/.

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 Center: http://writing.wisc.edu
- UW Morgridge Center for Public Service – Transportation Options for Volunteers http://morgridge.wisc.edu/students-transportation-volunteers
COURSE STRUCTURE – INTERNSHIP AND SEMINAR

INTERNSHIP:
Each student will arrange a field placement or internship in a cooperating rehabilitation and human service agency or program. Field placements must be arranged before the beginning of the semester or by the second week of the semester. **If you are having any difficulty locating and securing placements, it is the responsibility of the student to alert the instructor in the class** so that assistance can be provided. You will submit an internship placement sheet to Canvas as soon as you have your internship site’s contact information.

**Hours at Site and Beginning Dates:**
The weekly required hours for internships depend on the number of credit hours. **For each credit hour the student is enrolled, the student must complete 40 hours.** Internship hours must be completed during the semester the student is registered. **Your beginning date to count your total semester hours is the first day of the semester.** It is university policy that internship hours can only be counted when there is both a site supervisor and a university supervisor overseeing the student’s work. Therefore, students cannot count hours toward their internship until the first day of the semester. ***Note: If a student wishes to change the number of credit hours awarded for the course, changes must be made by the 3rd week of the semester.***

**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 instructor 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. Students will submit a draft learning contract to the instructor prior to the meeting. 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 the fourth week of classes. 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 knowledge and skill to be developed 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.***
Midterm Site Meeting: Another meeting of the student, agency supervisor, and instructor will be held at midterm to discuss internship activities and progress in accomplishing learning objectives. This meeting will be at the site: the student should be with the agency supervisor when this meeting is taking place. In addition, the need for any changes in objectives, activities, and responsibilities will also be discussed. Again, the student will be responsible for preparing a revised learning contract and distributing copies to the agency supervisor and instructor if there are changes in hours, goals, etc. In instances where the internship site is beyond driving distance from Madison, telephone contacts will substitute for the two joint meetings.

Midterm and Final 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. 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.

SEMINAR:

Attendance, Participation, and Professional Behavior: 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.

Reflection Activities: Students will participate in class activities designed to enhance learning through reflection on their internship experiences. Guidelines will be provided in class.

Presentation: Students will give one presentation as part of the seminar. 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 noon the day before your presentation date. A grading rubric for this assignment is available on page 6. Presentations should be approximately 15 minutes in length.

Final Paper: At the end of the internship, the student will submit a brief paper (6-8 pages) discussing his/her own perceptions of progress in meeting each of the learning objectives. This will include a discussion of where the student perceived her/himself to be at the beginning of the internship, and at the end, with respect to each of the objectives.
Course Requirements
1. Attend all seminars. **If a student misses more than one class, his/her grade will be dropped by a half grade or more.** The exception to this is if the student has a medical document verifying a need to miss or has cleared it with the instructor.
2. Complete the internship experience according to the specified schedule.
3. Submit a draft copy of the learning contract prior to the initial meeting and a final copy of the learning contract to the instructor two weeks after the initial meeting.
4. Submit a copy of the revised learning contract one week after the joint midterm meeting (if revisions are made).
5. Maintain regular contact with the instructor according to the agreed upon procedures (Please respond to all e-mails in a timely manner).
6. Assist the instructor in facilitating initial and midterm meetings with agency supervisor.
7. Submit the paper discussing progress in meeting the learning objectives on the last class meeting.
8. **Presentations:** Presentations should be professional and well-prepared with the use of PowerPoint unless another method is approved by your instructor. The first 4-6 slides on the agency, and the remaining 6-10 slides on a topic. A rubric is attached (see page 6) explaining the expectations of the presentation. **Please submit electronic copy of PowerPoint slides to Canvas by noon the day before your presentation date.**
9. Two evaluations must be completed by the site supervisor (one midterm and one final evaluation) and given to the instructor.
10. Logs should be completed using the provided form on Canvas. No other form is allowed.

Grading
Grades will be based on the evaluations by the agency supervisor of student performance and on progress in meeting learning objectives, as discussed in the student's final paper. In addition, the student will be expected to satisfy all other requirements specified above, including assignments given in seminar.

70% of grade is based on internship requirements, evaluations, and performance at site
30% of grade is based on seminar requirements, attendance, and participation in class

Grades will be impacted by missing class and submitting late assignments, including logs.

Classroom Etiquette:
- Laptop computers will not be necessary for seminars unless used for a presentation.
- Please respect presenters and instructors by refraining from cell phone use (including texting), doing work for another class, and browsing social networking sites.
- Please be patient with any technical difficulties experienced.
- Be open to constructive criticism and/or ideas from peers and instructor.
- Be prepared for your presentations. There will be an emphasis on professionalism.
- Occasionally, seminar presentations may include information about specific clients. Remember that patient/client confidentiality extends to the classroom, and what is discussed in the classroom stays in the classroom. Please respect our clients' privacy by not discussing them outside of our seminars.
Combined Agency and Topic Presentation to Include the Following:

Agency Presentations
(PowerPoints should be 4-6 slides on agency)

Name of Student: Put your name on the Title Slide

Topic Areas to Be Addressed:

1. ___Agency structure (who is your supervisor?)

2. ___Paperwork, charting, and notes (provide example if you can); if no charting is done provide your opinion about charting that might be helpful if it did occur

3. ___What are your roles and responsibilities

4. ___Clients served; how is information kept confidential

5. ___Services provided

6. ___Client/case process (how does a person come into the program)

Essentials:

1. ___Evidence of preparation

2. ___Professionalism (language and terms used)
Topic Presentation (6-10 slides)

**Topic Areas to Be Addressed:**

1. Relevance of topic to student’s current placement (Rehab Psych, PT, OT, other); It can be a disability type, a treatment, or a technology app or program that is helpful.

2. Use of minimum of 4 scholarly references (peer-reviewed journals, governmental websites, etc.)

3. Provide information related to evidence based practice in topic area.

4. Linkage of theory or concept to practice.

5. Case Example

**Essentials:**

1. Evidence of preparation

2. Professionalism

3. Discussion Questions for the class related to your topic
RPSE 630 Final Paper

Objectives: The final paper is a review of your field placement. The objective is for you to reflect on your placement and consider your development. Students should discuss how each of the learning objectives stated in the contract were reached and identify areas for future growth. Please follow the guidelines listed below.

Guidelines:

1. 6-8 pages in length. This includes the title page.

2. Use APA style (6th edition) for the title page only; include:
   a. Title page, consistent with APA format, including:
      (a) title
      (b) header, including page numbers
      (c) running head
      (d) institution of affiliation
      (e) etc.

   b. Introduction

   c. A main body

   d. Conclusion

3. Characteristics
   Papers should reflect a professional tone, appropriate for rehabilitation professionals working in a professional rehabilitation environment
   a. Papers will be respectful of clients, supervisors, co-workers, etc.
   b. Papers will be positive in tone
   c. Criticisms or complaints will be worded in a tentative way (e.g., ________________ may pose a problem in that______________________,)
   d. Criticisms or complaints will include insight into constraints, and proposals for possible solutions.
   e. Use professional language and avoid using “I” when discussing your development (discuss this with your T.A.)

      Examples: It was interesting to learn………………
                 It was disappointing to see…………………..

4. Discuss your site placement and describe the services offered. Review your responsibilities at this site. Offer your initial impressions. Consider also reviewing some of these issues: ethical dilemmas encountered, knowledge gained, skills developed, relationship between client characteristics and the services offered by your placement site. Comment about your contract and fulfilling your responsibilities.
Rehabilitation Counseling/Rehabilitation Psychology

Field Experience Contract

The field experience component of undergraduate and graduate instruction in rehabilitation psychology/rehabilitation counseling is designed to provide students with practical experience, including the provision of direct client/consumer services, assuming responsibilities that are consistent with the student's level of professional development and learning needs.

_________________________________________ will complete field experience under the supervision of ____________________________________________

Agency Supervisor(s)                      Phone

at ___________________________________________

Agency

from ___________________ through _________________

Start Date                      End Date

for ________________ hours/week.

_________________________________________

Schedule


Duties and responsibilities will include the following:

Note: All contracts must be done via a Word process program (typed)
Learning objectives (knowledge and skill to be developed) will include the following:

The student will perform the duties and responsibilities specified in a reliable and conscientious manner and will maintain regular contact with the instructor, and agency supervisor(s), and any other university supervisor(s), informing them of any problems that might develop in performing those duties and utilizing them as resources to facilitate learning and professional development.

The agency supervisor(s) will assign duties consistent with student readiness and provide the necessary supervision to perform those duties. The agency supervisor(s) will also provide an evaluation of the student's performance at the midterm time and at the end of the semester, using a form to be provided by the Rehabilitation Psychology Department instructor or staff.

Undergraduate Supervision
The instructor will be available to both the student and agency supervisor to facilitate the fulfillment of this contract. The instructor and/or other designated University supervisor will:

1. Contact the site supervisor at the beginning of the semester or at the start of the practicum by telephone or email and explain the process.
2. A midterm meeting will take place at the agency or site designated and the contract will be reviewed by all parties (student, site supervisor, university supervisor). The student, agency supervisor and university supervisor should all be at this meeting. For specified reasons, if this meeting cannot take place in person another form of contact, such as a telephone conference call, will be completed. If any changes are needed in terms of goals or responsibilities these will be discussed and documented and the contract may be amended.
3. The midterm evaluation will also be reviewed at the midterm meeting.
4. If additional contacts are needed to assist the student in completing practicum duties and hours these will be discussed by the agency and university supervisors with the student being involved.
5. In the case of out-of-state placements, phone and/or e-mail contacts will be used at least twice, one at the onset and one preferably at midterm time in order to monitor and facilitate progress.
6. A final evaluation must be completed by the site supervisor on behalf of the student. The form will be provided to the supervisor by the student or the university instructor/ supervisor.

________________________________________  __________________________
Student                                                                 Date

________________________________________  __________________________
Agency Supervisor(s)                                                                 Date

________________________________________  __________________________
Instructor                                                                                   Date

________________________________________  __________________________
Other University Supervisor(s)                                                             Date