Course Objectives

Practicum and internship courses are intended to provide opportunities to apply the knowledge and skills addressed throughout the graduate curriculum in actual rehabilitation counseling practice. Thus, objectives in virtually all courses in the curriculum are also objectives in practicum, internship, and virtually all of the General Curriculum Requirements, Knowledge Domains, and Educational Outcomes specified in the Council on Rehabilitation Education (CORE Standards) apply to practicum, internship, and seminar. For example, as you describe a clinical situation that you encountered in your practicum or internship placement in individual supervision or in seminar, you might be asked to think about how a particular theory or concept might help you make sense of that situation.

Although most of the CORE curriculum standards serve as objectives for practicum and internship, some are more relevant in different practicum and internship placement settings, depending on responsibilities and learning opportunities provided. The following curriculum standards, which primarily relate to application of knowledge and skills in clinical practice situations are identified as particularly relevant and as objectives to be achieved, each preceded by the ability to…

C.1.2.a. integrate into one’s practice, the history and philosophy of rehabilitation, as well as the laws affecting individuals with disabilities.

C.1.3.a. apply the principles of disability-related legislation, including the rights of people with disabilities, to the practice of rehabilitation counseling.

C.1.4 a. practice rehabilitation counseling in a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of Practice for the profession.

C.1.5.a. explain differences between certification, licensure, and accreditation.

C.1.6.a. integrate into practice an awareness of societal issues, trends, public policies, and developments, as they relate to rehabilitation.
C.2.3.a. provide rehabilitation counseling services in a manner that reflects an understanding of psychosocial influences, cultural beliefs and values, and diversity issues that may affect the rehabilitation process.

C.3.1.b. describe and implement approaches that enhance personal development, decision-making abilities, personal responsibility, and quality of life of individuals with a disability.

C.3.2.a. assist the development of transition strategies to successfully complete the rehabilitation process.

C.3.2.c. demonstrate counselor sensitivity to stressors and the role of positive attitudes in responding to coping barriers and challenges.

C.3.3.b. identify developmental concepts and processes related to personality development and apply them to rehabilitation counseling practice.

C.3.5.a. develop rehabilitation plans that address individual learning styles and strengths of individuals with a disability.

C.4.1.b. explain the requirements of benefits available to people with disabilities through systems such as workers’ compensation, long-term disability insurance, and social security.

C.4.3.a. provide career counseling utilizing appropriate approaches and techniques.

C.4.3.b. utilize career/occupational materials to assist the individual with a disability in vocational planning.

C.4.3.c. facilitate involvement in vocational planning and career exploration.

C.4.4.a. assess an individual’s (who lives with disability) readiness for gainful employment and assist individuals with a disability in increasing this readiness.

C.4.8.b. identify transferable skills by analyzing the consumer’s work history and functional assets and limitations and utilize these skills to achieve successful job placement.

C.4.8.c. utilize appropriate job placement strategies (client-centered, place then train, etc.) to facilitate employment of people with disabilities.

C.4.9.a. apply career development theories as they relate to an individual with a disability.

C.4.10.a. effectively use employment supports to enhance successful employment.

C.4.10.b. assist individuals with a disability with developing skills and strategies on the job.

C.5.2.a. recognize individuals with a disability who demonstrate psychological or mental health related problems and make appropriate referrals.

C.5.2.b. analyze diagnostic and assessment information (e.g., vocational and educational tests, records and psychological and medical data) and communicate this information to the consumer.
C.5.3.a. develop and maintain confidential counseling relationships with individuals with a disability using established skills and techniques.

C.5.3.b. establish, in collaboration with the consumer, individual counseling goals and objectives.

C.5.3.c. apply basic counseling and interviewing skills.

C.5.4.a. counsel individuals with a disability who face lifestyle choices that may involve gender or multicultural issues.

C.5.5.a. assist individuals with a disability in developing skills needed to effectively respond to conflict and negotiation in support of their interests.

C.5.7.a. facilitate counseling relationships with individuals with a disability in a manner that is constructive to their independence.

C.5.7.b. develop a plan of action in collaboration with the consumer for strategies and actions anticipating the termination of the counseling process.

C.5.8.a. promote ethical decision-making and personal responsibility that is consistent with an individual’s culture, values and beliefs.

C.5.9.a. explain the legal limits of confidentiality for rehabilitation counselors for the state in which they practice counseling.

C.5.9.b. identify established rehabilitation counseling ethical standards for confidentiality and apply them to actual case situations.

C.5.10.a. explain the practical implications of the CRCC Code of Ethics as part of the rehabilitation counseling process.

C.5.10.b. confirm competency in applying an established ethical decision-making process to rehabilitation counseling case situations.

C.6.1.a. apply theories and principles of group counseling when working with persons with disabilities.

C.6.2.a. demonstrate effective group leadership skills.

C.6.3.a. apply an understanding of family systems and the impact of the family on the rehabilitation process.

C.6.5.a. apply ethical and legal issues to the group counseling process and work with families.

C.7.1.b. use assessment information to determine eligibility and to develop plans for services.

C.7.3.a. facilitate individual involvement in evaluating the feasibility of rehabilitation or independent living objectives and planning.
C.7.3.b. utilize assessment as an ongoing process in establishing individual rapport, rehabilitation service planning, objectives and goals.

C.7.3.c. evaluate the individual’s capabilities to engage in informed choice and to make decisions.

C.7.5.b. apply assessment methods to evaluate a consumer's vocational, independent living and transferable skills.

C.7.6.a. know the legal, ethical, and cultural implications of assessment for rehabilitation services.

C.7.6.b. consider cultural influences when planning assessment.

C.8.2.b. apply research literature to practice (e.g., to choose appropriate interventions, to plan assessments).

C.8.4.a. apply knowledge of ethical, legal, and cultural issues in research and evaluation to rehabilitation counseling practice.

C.9.3.a. utilize existing or acquired information about the existence, onset, severity, progression, and expected duration of an individual’s disability.

C.9.3.b. articulate the functional limitations of disabilities.

C.9.3.c. apply working knowledge of the impact of disability on the individual, the family, and the environment.

C.9.4.a. determine the need for assistive technology and the appropriate intervention resources.

C.9.5.a. evaluate the influences and implications of the environment on disability.

C.9.6.b. consult with medical/health professionals regarding prognosis, prevention and wellness strategies for individuals with a disability.

C.10.1.a. describe the systems used to provide vocational rehabilitation services to people with disabilities including the state/federal vocational rehabilitation program in the United States, private rehabilitation, and community-based rehabilitation programs.

C.10.1.b. identify and plan for the provision of vocational rehabilitation services with individuals with a disability.

C.10.2.a. evaluate the need for and utilize case and caseload management services.

C.10.2.b. apply principles of caseload management, including case recording and documentation.

C.10.2.d. establish follow-up and/or follow-along procedures to maximize an individual’s independent functioning through the provision of post-employment services.
C.10.9.a. promote constructive lifestyle choices that support positive health and prevents illness or disability.

C.10.11.a. assist individuals with a disability to access and utilize services available in the community.

C.10.11.b. collaborate with advocates and other service providers involved with the individual and/or the family.

**Seminar Content and Procedures**

All students enrolled in practicum (RP&SE Practicum II) and internship (RP&SE 910 Internship) must participate in a weekly clinical practice seminar. Students in internship who are placed out of state or in Wisconsin locations too far away from Madison to attend seminars in person will participate at a distance, using Skype.

Students in seminar will play a major role in class meetings, presenting to the group and participating actively in discussions. Each student will make three presentations.

*Agency introductions* will involve introducing the group to the site where you are completing your placements including, as relevant, the administrative structure, clientele served, services provided, case service process, and your roles and responsibilities. This will help us learn about all of the sites represented and to get background important to the client discussions that will follow later in the seminar (about 10 minutes).

*Client discussions* will involve discussing one of the clients or consumers that you are working with in your placement and posing questions to the group, using the seminar group as consultants in facilitating your work, checking out your perceptions, and generating ideas (about 30 minutes).

*Topic discussions* will involve sharing with the group something that you have had an opportunity to learn about through your experiences in your placement. Everyone has different learning opportunities, and these presentations will allow all of us to learn from the experiences of others in the group (about 15 minutes, including time for questions and discussion).

**Evaluation and Grading**

Evaluation and grading in practicum and internship, as well as in seminar is much more subjective than in typical classroom courses, where exams, particularly objective exams, often form the basis of grading. There are no exams or papers in these courses. Rather grades are based on observations of work in practicum and internship, supervision sessions, seminar presentations, and seminar attendance and participation.

**Practicum and Internship**

A letter grade is assigned for practicum and internship courses. The university faculty supervisor is responsible for assigning the grade. The agency supervisor is asked to provide a written evaluation of the student’s performance, using the Field Experience Evaluation Form, but the agency supervisor is not asked to recommend a letter grade. **Primary consideration in assigning grades is given to the student’s follow-through in satisfying all commitments in a reliable and conscientious manner, both to the agency and university supervisors, and to the professional potential demonstrated by the student during the course of the practicum or internship placement.** Sources of information considered in determining grades include the agency supervisor’s written and verbal
evaluations and comments and the university supervisors’ observations of the student during individual and group supervision.

At an initial joint meeting of the student, agency supervision, and university supervisor, the Field Experience Contract is discussed and is subsequently completed, reviewed and signed by the student, agency supervisor, faculty supervisor, and university supervisor. At the mid-semester joint meeting of the student, agency supervisor, and university supervisor, the performance and progress of the student are reviewed. More specifically, the student’s performance in responsibilities specified in the Field Experience Contract is discussed, along with progress in the learning objectives specified. The supervisor should complete a Field Experience Evaluation Form, which will be reviewed at the mid-semester meeting. At the end of the semester, student progress in accomplishing objectives should again be evaluated and discussed to facilitate closure, identify strengths demonstrated by the student, and to target areas of needed improvement in future placements. At the final evaluation meeting, the student, agency supervisor, and university supervisor meet again to review the Report of Practicum/Internship Activities, completed by the student, and the final Field Experience Evaluation Form, completed by the agency supervisor.

**Students in both practicum and internship are expected to demonstrate satisfactory competence, in the judgment of the onsite supervisor, the university supervisor, and the supervising faculty member.** The onsite supervisor and university supervisor are all involved in weekly supervision with students, in addition to joint meetings between the onsite and university supervisor or faculty supervisor at the beginning, middle, and end of the semester, so knowledge, skills, and performance are closely monitored throughout practicum and internship placements, with support and recommendations continuously provided to facilitate learning and development. Thus, any problems are addressed throughout a practicum or internship placement. **However, at the end of a semester or summer session, a minimum grade of “B” is required to advance from Practicum I to Practicum II and from Practicum II to Internship.**

**In instances where minimum performance is not achieved,** the supervising faculty member, in consultation with the student’s major professor and the chair of the Rehabilitation Psychology Program, can assign a grade of “I” (incomplete), allowing a student to continue work on achieving minimum performance. If a grade lower than “B” is assigned, the student’s performance will be reviewed by the faculty of the Rehabilitation Psychology Program in order to determine appropriate remedial action, including the possibility of discontinuation from graduate study. However, this would be a very rare occurrence, with the faculty doing everything possible to help students achieve expected knowledge, skill, and competence. In instances where a student feels that he or she has not been treated fairly, School of Education grievance procedures are available (http://www.education.wisc.edu/student/grievances.asp).