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.
Course Structure

All students will complete an internship in an approved agency site, extending over a specified number of weeks, according to a specified schedule. The total number of hours spent in the placement will determine the number of credits awarded for the course. Various activities may be included in the internship experience depending on the nature of the site, the learning objectives of the student, and the readiness of the student to assume different responsibilities. **Note:** If a student wishes to change the number of credit hours awarded for the course, this must be done by the 3rd week of the semester.

**Site Meeting One:** Within approximately the first two-three weeks of the internship the student, agency supervisor, and course instructor will have a telephone or email meeting to discuss learning objectives and internship responsibilities. Each student will prepare a learning contract stating learning objectives, along with activities and responsibilities designed to accomplish those objectives. This contract document is on the Learn@UW site. The student, TA, site supervisor and instructor will need to all sign this.

**Contract:** Learning objectives will specify the areas of knowledge and skill to be developed through the internship experience. Activities and responsibilities might include any of the following: observation, outside reading, discussions with various staff both inside and outside of the agency, visits to other agencies and programs, and direct service and other day-to-day responsibilities. The student will submit a copy of the learning contract to his/her 630 instructor. The student and agency supervisor should sign this prior to giving it to the TA. The instructor should keep the original and give a copy to the student and the student will make a copy for the agency supervisor. The original will be placed in your department file.

- **Hours at Site and Beginning Dates:**
  You must complete your hours during the semester for which you are registered. You cannot have hours count that occur prior to the semester start date. 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 towards their internship until the first day of the semester.

- **Your beginning date to count your total semester hours is the first day of the semester.** Sometimes you may be asked to begin sooner, since not all agencies and schools are on the University schedule. You can only count those hours that occur during the semester.

**Site Meeting Two:** 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 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.
**Evaluations**: Your agency supervisor in your field placement will be asked to complete two written evaluations of your performance throughout the semester: (a) a mid-term and (b) a final evaluation.

- **Mid-term Evaluation**: Your mid-term evaluation will be given to your site supervisor to complete at least one week prior to our mid-term on-site visit. This evaluation will be reviewed and signed by your University Practicum RPSE supervisor (your TA), your practicum site supervisor, and yourself during your mid-term on-site visit, in which you are required to schedule with all parties.

- **Final Evaluation**: 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 two areas: (a) reliability and conscientiousness in fulfillment of assigned responsibilities; and (b) perceptions of your potential for future work in rehabilitation settings serving people with disabilities and other special needs. 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.

**Attending Seminars and Logs**: Throughout the internship experience the student will be expected to maintain regular contact with the instructor. This is accomplished through two methods:

(a) **Weekly logs**:

   - Written logs of internship activities submitted to the instructor on a weekly basis when this is agreed upon (approved for students in other cities or states or under special circumstances).

(b) **Group meetings**:

   - Group meetings (seminar) with the instructor. **Students will give one presentation as part of the seminars. The presentation contains the first 4-6 slides on the agency and the last 6-10 on the topic of the student’s choice related to their site.**

**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.

**Requirements**

1. Attend all seminars. If you miss a seminar you must make up the material missed by submitting a **two-page summary** for each topic or agency presented.
2. Complete the internship experience according to the specified schedule.
3. Submit a copy of the learning contract to the instructor two weeks after the first joint 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 emails upon receipt).

6. Assist the instructor/TA 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 the specified drop-box in Learn@UW 24 hours prior to 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 provided form on Learn@UW. No other form is allowed.

**Note**: Students should not miss class unless otherwise discussed with the instructor prior to class meeting date. 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.

*If any seminar is missed for any reason, students are responsible for writing a 2-page report covering the topics scheduled for that day. Students are responsible for contacting presenters independently unless otherwise clarified by the instructor. Skype should not be used for local Madison students, unless approved by the instructor.*

*No one is to attend a seminar section that he/she is not scheduled for. If you must miss seminar, contact the instructor and follow the procedures listed previously for paper submission; you may not attend a different day’s section as a "make-up" class.*

**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. Also, the student will be expected to satisfy all other requirements specified above, including assignments given in the individual or group meetings with the instructor.

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

**Classroom Etiquette:**

- Laptop computers will not be necessary for seminars unless used in 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.

**Accommodations:**
In compliance with The Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with McBurney Disability Resource Center located at 702 W. Johnson Street, Suite 2104 and follow all procedures.

The Center may be reached via telephone, (608) 263-2741 voice, (608) 263-6393 TTY, or email, FrontDesk@mcb.wisc.edu.

The McBurney Disability Resource Center works with UW students with disabilities including learning, mobility, visual, hearing, attentional, chronic health, psychological and those with Autism/Asperger’s Syndrome.

The Center provides classroom services and accommodations such as print conversion to audio/large print/Braille, note taking, sign language interpreting, real time captioning, and early registration.

In partnership with faculty and other student services staff, the Center also assists in the provision of test accommodations, mobility assistance, enrollment and financial aid assistance, accessible parking and transportation, and access to adaptive technology.

Students interested in registering for services should contact the Center as early as possible to arrange for services.

Students who require assistance should notify the instructor immediately by submitting a copy of their VISA to their instructor requesting their need of specific assistance.

Without such letter, the instructor is not obligated to make any accommodations for students.

“The wish to fully include persons with disabilities in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. I will try to maintain the confidentiality of the information you share with me.”
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
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.........................
The agency staff spoke professionally or unprofessionally……………….. 

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.
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

Note: All contracts must be done via a word process program (typed)

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

__________________________________________________________________________

Agency Supervisor(s)

__________________________________________________________________________

Instructor

__________________________________________________________________________

Other University Supervisor(s)

__________________________________________________________________________

Date

__________________________________________________________________________

Date

__________________________________________________________________________

Date

__________________________________________________________________________

Date