Course Objectives

Practicum, internship, and the accompanying seminar, are intended to provide opportunities to apply the knowledge and skills addressed throughout the graduate curriculum in actual clinical practice. Thus, objectives in virtually all courses in the curriculum are also objectives in practicum, internship, and seminar, 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 are touched upon as objectives for practicum, internship, and seminar, 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.

**Practicum and Internship Hours and Supervision**

**Internship**

Accreditation standards, along with the certified rehabilitation counselor (CRC) credential, require a 600-hour internship, including 240 hours of client contact, and that requirement is followed for internship at the master’s degree level. Most students complete the entire 600-hour internship in a single semester or summer session, which is typically satisfied through 40 hours per week of internship over 15 weeks. The longest official summer session available is 13 weeks, which requires that students begin early and/or finish late in order to complete the 600 hours in the summer. The seminar is considered to be group supervision and can be included in the internship hours, along with travel to the seminar.

All interns are supervised by a professional staff member at the internship site, who oversees the internship experience and provides a minimum of one hour per week of supervision. In those instances where an onsite supervisor does not hold the CRC credential, a Ph.D. student supervisor is assigned to provide one hour per week of on-campus individual supervision; those interns who have an onsite supervisor with the CRC are not assigned a Ph.D. student supervisor. For interns, the instructor comes to the internship site for joint meetings with the student and onsite supervisor near the beginning, middle, and end of the internship experience.

**Practicum III**

For Ph.D. practicum students, accreditation requirements specify a minimum of 100 clock hours of practicum, including a minimum of 40 hours of direct client contact. All practicum students complete at least these minimums, but the actual clock hours are determined individually at the initial joint meeting of the student, onsite supervisor, and instructor, and are typically set at 12 clock hours per week, for a total of 180 clock hours for a semester.

All Ph.D. practicum students have an onsite supervisor who provides a minimum of one hour per week of individual supervision. In addition, the instructor comes to the site for joint meetings with the student and onsite supervision near the beginning, middle, and end of the semester or summer session. In cases where a placement is continued from a prior summer session or semester with the same supervisors, only two meetings may be held.

**Predoctoral Internship**

Ph.D. students completing predoctoral internships in the Madison area will complete the equivalent of one year of full-time internship experience, although the hours may be spread over a longer time
period and may include as many as eight hours per week to be designated for research or other academic activities. Predoctoral interns will have regular weekly supervision from a designated professional onsite and will also attend weekly on-campus seminar with other internship and practicum students, and the seminar and travel to the seminar may be included in the internship hours. In addition, the instructor will come to the site two times each semester, including review of supervisor evaluations at the second meeting of the semester.

**Seminar Content and Procedures**

All students enrolled in practicum and internship are typically also concurrently enrolled in the group supervision course, RPSE 860 Clinical Practice Seminar (however, predoctoral interns will not be registered for either internship or seminar, only for three credits of RPSE 990 Research or Thesis, as required by Graduate School rules for dissertators). Students 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 all students introducing the group to the sites where they are completing their 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.

*Client discussions and presentations* will give students opportunities to discuss or present a client being served in the practicum or internship placement (approximately 45 minutes, including time for questions and discussion). Write-ups provided for client discussions and presentations should be sent by email to any students participating in seminar via Skype.

*Master’s level practicum and internship students* will discuss one of the clients or consumers with whom he or she is working and posing questions to the group, using the seminar group as consultants in facilitating work with the client, checking out the student’s perceptions of the client, and generating ideas. A write-up on the client to be discussed should be prepared, following a model provided by the instructor on the course Learn@UW site.

*Ph.D. level practicum and internship students* will also present a case study based on an individual with whom he or she is working which may follow the same model as indicated above depending on the nature of his or her practicum or internship responsibilities. Alternatively, for example for case studies that are formal assessments, questions for input and discussion may not fit as well. In those instances, the case information may be presented representing samples of his or her work, along with copies of any written documentation that might be helpful to others in the seminar in understanding the individual client and strategies used. Others in the seminar will then have opportunities to ask questions, comment on strategies being pursued, make suggestions, and discuss related clinical issues. Handouts
should follow whatever format may be appropriate given the nature of the case and practicum site.

*Topic presentations* will involve students sharing with the group something that they have had an opportunity to learn about through experiences in their respective placements. 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).

*Absences* from seminar are expected to be rare. The seminars depend on contributions from everyone in the group, and the number of students in the seminar is small, so it is important that everyone be present and participate actively in discussions. If it is necessary to miss a seminar meeting, a digital recording of that seminar meeting will be uploaded to the Learn@UW site for the course, along with copies of the client handout and any handouts associated with the topic discussion. The student who has missed the meeting will then be expected to listen to the recording and review the handouts and then to send to the instructor by email a paragraph or two of comments and suggestions regarding the client discussed and a paragraph summarizing what was learned from the topic presented that day.

**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 grades. 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 determining 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 midsemester 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 midsemester 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](http://www.education.wisc.edu/student/grievances.asp)).

**Seminar**

Grades for the seminar will be based on attendance and participation and the contributions made to the learning and professional development of the other students in the group, including not only the agency introductions, client discussions, and topics presented to the seminar, but also to contributions to class discussion throughout the semester.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 24</td>
<td>Organization</td>
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<td>January 31</td>
<td>Agency Introductions</td>
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<tr>
<td>February 7</td>
<td>Ethics – Professional Disclosure &amp; Informed Consent</td>
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</tbody>
</table>
| February 14| Client (Ryan Yates)  
Topic (Rachel Frielfeld) | |
| February 21| Client (Rachel Frielfeld)  
Topic (Beatrice Lee) | |
| February 28| NO CLASS                                                              |
| March 7    | Client (Beatrice Lee)  
Topic (Evonne Lee) | |
| March 14   | Client (Evonne Lee)  
Topic (Ryan Delaney) | |
| March 21   | SPRING BREAK                                                          |
| March 28   | Client (Ryan Delaney)  
Topic (Ryan Yates) | |
| April 4    | Research Presentation by Professor Fong Chan (meet with other seminar group at 4:30 p.m.) | |
| April 11   | Client (Jia-Rung Wu)  
Topic (Kerry Thompson) | |
| April 18   | NO CLASS – NCRE Conference in Anaheim, CA                             |
| April 25   | Client (Kerry Thompson)  
Topic (Jia-Rung Wu) | |
| May 2      | Wrap-Up                                                               |
RPSE 860 Clinical Practice Seminar
4:45 Tuesday Seminar
427 Education Building
Tentative Seminar Schedule

January 24  Organization
January 31  Agency Introductions
February 7  Ethics – Professional Disclosure & Informed Consent
February 14  Client (Emre Umucu)
             Topic (Emily Brinck)
February 21  Client (Xiaolei Tang)
             Topic (Veronica Estala-Gutierrez)
February 28  Client (Derek Ruiz)
             Topic (Emre Umucu)
March 7     Client (Emily Brinck)
             Topic (Xiaolei Tang)
March 14    Client (Kanako Iwanaga)
             Topic (Derek Ruiz)
March 21    SPRING BREAK
March 28    Client (Veronica Estala-Gutierrez)
             Topic (Ashna Sangar)
April 4     Research Presentation by Professor Fong Chan (meet with other
             seminar group at 4:30 p.m.)
April 11    Client (Ashna Sangar)
             Topic (Ada Chen)
April 18    NO CLASS – NCRE Conference in Anaheim, CA
April 25    Client (Ada Chen)
             Topic (Kanako Iwanaga)
May 2       Wrap-Up