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 2019
Session: September 4 – December 11
Wednesdays 9:00 a.m. – 12:00 p.m.
103 Psychology

Course Coordinator 501/630: Susan Wiegmann, Ph.D.
Department of Rehabilitation Psychology & Special Education
1000 Bascom Mall, Room 411 Education Building
University of Wisconsin-Madison
Madison, WI 53706
wiegmann@wisc.edu
Office hours: By appointment

Instructor (501): Xiaolei Tang, MS, CRC
Department of Rehabilitation Psychology & Special Education
1000 Bascom Mall, Room 461 Education Building
xtang54@wisc.edu
Office hours: By appointment

TA (501): Jing Cao, MS, MS.ED
Department of Rehabilitation Psychology & Special Education
1000 Bascom Mall, Room 461/457 Education Building
jcao73@wisc.edu
Office hours: By appointment

TA (630): Sarah Brandt
Department of Rehabilitation Psychology & Special Education
1000 Bascom Mall, 4th Floor
srbrandt@wisc.edu
Office hours: By appointment

TA (630): Jay Kim
Department of Rehabilitation Psychology & Special Education
1000 Bascom Mall, 4th Floor
kim934@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. 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 assignments with specified pages, a required number of oral presentations, and opportunities for revisions. 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.

Credits

RPSE 501 Applications (3 credits): This class meets for one 180-minute class period each week over the fall semester and carries the expectation that students will work on course learning activities for about 6 hours out of classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.

RPSE 630 Internship (2-6 credits): Students may take this course for 2-6 credits. For each credit hour the student is enrolled, the student must complete 40 hours of internship. If you are enrolled for 3 credits of 630, then you will need to complete 120 hours of internship over the course of the semester. The syllabus includes more information about meeting times and expectations for student work.

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 providing 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 textbooks, electronic reserve readings, and other materials distributed in class). The textbooks are available for purchase through the University Book Store or other sources. The textbooks are also available on reserve at MERIT Library. Additional readings for the course can be found on the Canvas website.

**Required Textbooks**


**Recommended Textbook**

**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 Office of Student Conduct & Community Standards for additional review. For more information, refer to [https://conduct.students.wisc.edu/academic-integrity/](https://conduct.students.wisc.edu/academic-integrity/).

**Accommodations**
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 us 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. We 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. The McBurney Disability Resource Center website provides additional information: http://www.mcburney.wisc.edu.

Confidentiality
Due to the nature of this class, confidentiality is of the utmost importance. 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: https://www.uhs.wisc.edu/
- School of Education Career Center: https://careercenter.education.wisc.edu/
- Greater University Tutoring Service (GUTS): http://www.guts.wisc.edu/
- UW Morgridge Center for Public Service – Transportation Options for Volunteers http://morgridge.wisc.edu/students-transportation-volunteers

Writing Resources

- UW-Madison Writing Center:
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/. You are encouraged to seek assistance from the Writing Center to help with your writing assignments.

- APA Style: http://www.apastyle.org/

- Purdue Online Writing Lab (also an APA Style resource):
  http://owl.english.purdue.edu/owl/resource/560/01/

**GENERAL COURSE REQUIREMENTS**

1. Attend class regularly and be on time.
2. Complete all assigned readings and exercises.
3. Complete a field placement site presentation.
4. Complete weekly reflection papers.
5. Complete a topic paper, including preliminary drafts of paper components.
7. Complete peer review assignments.
8. Complete an internship progress presentation.
9. Complete weekly logs, contract, and evaluations pertaining to your field placement site.

**ASSIGNMENTS AND GRADING POLICIES**

**CLASSROOM PORTION (RPSE 501)**

*Attendance, Participation, and Professional Behavior (35 points)*: Students are required to attend and participate in all classes. This includes participation in class over the entire semester (e.g., lecture, discussion, class activities, and related assignments), being on time to class, and showing respect toward classmates, instructor, and teaching assistants. If circumstances arise during the semester that require you to miss class or leave class early, you are responsible for notifying the instructor before class or points will be deducted from your professionalism grade. **More than one absence will result in a grade reduction.**

*Topic Paper (130 points total, including drafts)*: Students will write a 10-12 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 your 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:
- **9/18**: Proposal (10 points)
- **10/9**: Title page, outline with citations, and at least 10 scholarly references from peer-reviewed journal articles (15 points)
10/23: Introduction (20 points)
11/20: Draft 1 of your final paper (35 points)
12/13: Final paper (50 points)

Peer Review Assignments (45 points; 15 points each): Students will complete two 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/teaching assistant per review. Each assignment is worth 15 points (5 points for bringing a complete draft 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 available on Canvas. Students will be responsible for downloading these materials during class and submitting them to Canvas by the end of class. Please bring your laptops to class.

Due dates for peer review assignments:
- 10/2: Title page, outline with citations, and at least 10 scholarly references from peer-reviewed journal articles (15 points)
- 10/16: Introduction (15 points)
- 11/13: Draft 1 (15 points)

Writing Conference (10 points): Students are required to meet with the instructor/teaching assistant 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. If the student comes to the meeting unprepared then points will be deducted accordingly.

Presentations

Field Placement Site Presentation (30 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 11:59 p.m. on the day before you present. A grading rubric for this assignment is available on the Canvas site. Presentations should be approximately 10 minutes in length.

Resource Presentation (20 points): This assignment requires students to give an oral presentation to the class regarding a resource that is used at their agency or program. The purpose of this presentation is to share a resource that your classmates may be able to use within their placement sites. The presentation should include a handout for classmates. Please upload your handout to Canvas by 11:59 p.m. on the day before you present. A rubric for this assignment is available on the Canvas site. Presentations should be 5 minutes in length.
**Topic Paper Presentation (30 points):** This assignment requires students to give an oral presentation to the class based on their topic paper. The presentation should be in PowerPoint format. **Please upload your presentation to Canvas by 11:59 p.m. on the day before you present.** A grading rubric for this assignment is available on the Canvas site. Presentations should be **10-12 minutes in length.**

**Reflection Papers**

**8 Weekly Reflection Papers (40 points total, 5 points each):** Beginning the second week of class, each student will be required to submit a weekly 1-2 pages (double-spaced) **reflection on a specific topic.** The instructor will assign the topic each week and provide discussion questions for further thought. 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 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.

***All written assignments should be uploaded to Canvas by 11:59 p.m. on the due date. Late assignments will receive a 10% deduction in points per day.***

**Students absent on the day of presentations, peer review, or other class assignments will not receive credit for the assignment, and there will be no extra credit activities.**

**INTERNSHIP/FIELD PLACEMENT PORTION (RPSE 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/teaching assistant 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.

- **Credits/Hours:** The weekly required hours for internships depend on the number of credit hours for which the student is enrolled. **For each credit hour the student is enrolled, the student must complete 40 hours.** If you are enrolled for 3 credits of 630 then you will need to complete 120 hours of internship over the course of the semester.

- **Credit Change:** If a student wishes to change the number of credit hours awarded for the course, changes must be made by the third week of the semester.

- **Dates:** 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.
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.** Internship hour may begin on the first day of the semester, **9/4**, and should be completed by the last day of the semester, **12/11**.

Initial Internship Meeting: During the second and third week of classes you and your assigned TA are responsible for setting up an initial in-person or phone call meeting with your agency 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. The initial internship meeting should be held by **9/20**.

Learning Contract: A learning contract must be prepared by you, signed by both you and your agency supervisor, and submitted to the instructor by **the fourth week of class (9/27)**. Learning contracts should be scanned using a computer/XEROX scanner, or through free phone apps that can digitize documents through the camera (e.g., Genius Scan, Scannable) and uploaded to the Canvas folder. 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 Internship Meeting: Another meeting of the student, agency supervisor, and teaching assistant will be held at midterm to discuss internship activities and progress in accomplishing learning objectives and to review the midterm evaluation. 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 university supervisor if there are changes. Midterm site visits should be held between **10/7 and 10/18**, and the midterm evaluation should be submitted to Canvas before the meeting.

Evaluations: Your agency supervisor in your field placement will be asked to complete 2 written evaluations of your performance; (1) a midterm and (2) a final evaluation. Your midterm evaluation will be discussed at your midterm internship meeting. The final evaluation will
provide the primary basis for the course grade in the field placement. The instructor/teaching assistant 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 submit it to the instructor/teaching assistant through Canvas. **SIGNED final evaluations are due by the last day of class (12/11).** 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.

***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>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Professional Behavior (e.g., attendance, participation)</td>
<td>35 points</td>
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<tr>
<td>Topic Paper</td>
<td>130 points (total)</td>
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<td>Peer Review Assignments (3)</td>
<td>45 points (total)</td>
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<tr>
<td>Writing Conference</td>
<td>10 points</td>
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<tr>
<td>Topic Paper Presentation</td>
<td>30 points</td>
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<tr>
<td>Field Placement Site Presentation</td>
<td>30 points</td>
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<tr>
<td>Resource Presentation</td>
<td>20 points</td>
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<tr>
<td>Reflection Papers (8)</td>
<td>40 points</td>
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<td><strong>Total Points</strong></td>
<td><strong>340 points</strong></td>
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*The below point system is already “rounding up” therefore we will stick to these ranges. *

A = 318-340 points (94-100% of possible points)  
AB = 295-317 points (87–93%)  
B = 271-294 points (80-86%)  
BC = 254-270 points (75–79%)  
C = 230-253 points (68-74%)  
D = 203-229 points (60-67%)  
F = 202 points or less (59% or less)
# COURSE SCHEDULE

<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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</thead>
<tbody>
<tr>
<td>September 4</td>
<td>Introduction</td>
<td>• Introductions</td>
<td>• Sign up for site/topic/internship progress presentations</td>
<td>Kiser Ch. 1 &amp; 2</td>
<td>630 Assignments: (by Wednesday at 11:59 p.m.)</td>
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<tr>
<td>(Week 1)</td>
<td>Getting Acquainted with your Internship Site</td>
<td>• Review syllabus/general course information</td>
<td>• Sign up for writing conferences</td>
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<td></td>
<td>• Discussion: Getting Started</td>
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<td>• Internship and Paper Questions</td>
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<td>September 11</td>
<td>Ethics/Professional Issues</td>
<td>• Check in: sites</td>
<td>• Site presentations (5)</td>
<td>Kiser Ch. 3</td>
<td>501 Assignments: (by 11:59 p.m. today)</td>
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<td>(Week 2)</td>
<td></td>
<td>• Site presentations, 10 minutes each (5 students)</td>
<td>• Reflection Paper 1 (Getting Started)</td>
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<td>630 Assignments: (by 11:59 p.m. today)</td>
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<td></td>
<td></td>
<td>• Lecture/Discussion: Ethics/Professional Issues</td>
<td>• Site presentation (upload to Canvas by 11:59 p.m. on the day before you present, 9/10)</td>
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<td></td>
<td>• Writing: Proposal</td>
<td>• Weekly logs (including cumulative hours)</td>
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<td>• Initial Phone Call with assigned TA and Site Supervisor</td>
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<td>• Internship Placement Sheet on Canvas</td>
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<td>September 18</td>
<td>Communicating with Clients Writing Center</td>
<td>• Check in: sites</td>
<td>• Site presentations (4)</td>
<td>Kiser Ch. 6</td>
<td>501 Assignments: (by 11:59 p.m. today)</td>
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<td>(Week 3)</td>
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<td>• Writing Center – Class Visit</td>
<td>• Reflection Paper 2 (Ethics/professional issues)</td>
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<td>630 Assignments: (by 11:59 p.m. today)</td>
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<td>• Site presentations, 10 minutes each (4 students)</td>
<td>• Site presentation (upload to Canvas by 11:59 p.m. on the day before you present, 9/17)</td>
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<td></td>
<td>• Lecture/Discussion: Communicating with Clients</td>
<td><strong>Topic Paper: Proposal</strong></td>
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<td></td>
<td></td>
<td>• Writing: Title Page, Outline with Citations, and 10 References</td>
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<tr>
<td>Date</td>
<td>Resources</td>
<td>Location</td>
<td>501 Assignments: (by 11:59 p.m. today)</td>
<td>630 Assignments: (11:59 p.m. today)</td>
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| **September 25** (Week 4) | **UW Library Resources** | **LOCATION:** Room 126 Memorial Library | • Visit Memorial Library for instructional program with Steve Baumgart  
• Check in: sites  
• Writing: Peer Review | • Reflection Paper 3 (Communicating with Clients)  
630 Assignments: (11:59 p.m. today)  
• Weekly logs (including cumulative hours)  
• Learning contract DUE |
| October 2 (Week 5) | **The Integrative Processing Model** | | • Check in: sites  
• Site presentations, 10 minutes each (3 students)  
• Lecture/Discussion: Integrative Processing Model  
• Writing: Title Page, Outline with Citations, and 10 References Peer Review Day | *Site presentations (6)  
Kiser Ch. 4 |
| October 9 (Week 6) | **Self-Care/ Stress Management for Helping Professionals** | | | 501 Assignments: (by 11:59 p.m. today)  
• Site presentation (upload to Canvas by 11:59 p.m. on the day before you present, 10/1)  
• Topic Paper: Title Page, Outline with Citations, and 10 References Peer Review Day  
630 Assignments: (by 11:59 p.m. today)  
• Weekly logs (including cumulative hours)  
• Midterm Site Visits  
• Midterm Site Evaluation DUE at meeting; upload by 10/18 | Kiser Ch. 9  
501 Assignment: (by 11:59 p.m. today)  
• Reflection Paper 4 (Integrative Processing Model)  
Site presentation (upload to Canvas by 11:59 p.m. on the day before you present, 10/8)  
• Topic Paper: Title Page, Outline with Citations, and 10 References |
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td><strong>October 16</strong>&lt;br&gt;(Week 7)</td>
<td>Evidence-Based Practice</td>
<td>• Check in: sites</td>
<td>501 Assignments: (by 11:59 p.m. today)</td>
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<td>• Resource presentations, 5 minutes each</td>
<td>• Reflection Paper 5 (Self-care)</td>
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<td>(5 students)</td>
<td>• Resource presentation (upload to Canvas by 11:59 p.m. on the day before you</td>
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<td>• Lecture/Discussion: Evidence-Based</td>
<td>present, 10/15)</td>
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<td>Practice</td>
<td>• <strong>Topic Paper: Introduction Peer Review Worksheet (completed in class)</strong></td>
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<td>• <strong>Writing: Introduction Peer Review Day</strong></td>
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<td><strong>October 23</strong>&lt;br&gt;(Week 8)</td>
<td>Supervision</td>
<td>• Check in: sites</td>
<td>501 Assignments: (by 11:59 p.m. today)</td>
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<td>• Resource presentations, 5 minutes each</td>
<td>• Resource presentation (upload to Canvas by 11:59 p.m. on the day before you</td>
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<td>(5 students)</td>
<td>present, 10/22)</td>
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<td>• Lecture/Discussion: Supervision</td>
<td>• <strong>Topic Paper: Introduction</strong></td>
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<td>• Writing: Draft 1</td>
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<td><strong>October 30</strong>&lt;br&gt;(Week 9)</td>
<td>Diversity, Multiculturalism, Cultural Humility</td>
<td>• Check in: sites</td>
<td>501 Assignments: (by 11:59 p.m. today)</td>
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<td>• Resource presentations, 5 minutes each</td>
<td>• Reflection Paper 6 (Supervision)</td>
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<td>(4 students)</td>
<td>• Resource presentation (upload to Canvas by 11:59 p.m. on the day before you</td>
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<td>• Lecture/Discussion: Diversity,</td>
<td>present, 10/29)</td>
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<td>Multiculturalism, Cultural Humility</td>
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<td>• Writing: Writing Conferences</td>
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<td><strong>November 6</strong>&lt;br&gt;(Week 10)</td>
<td>Writing Conferences</td>
<td>• Writing Conferences</td>
<td>501 Assignments: (by 11:59 p.m. today)</td>
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<td>• Reflection Paper 7 (Diversity, Multiculturalism, Cultural Humility)</td>
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<td>• Weekly logs (including cumulative hours)</td>
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| November 1 | Wellness & Health Promotion for Clients | *Check in: sites*  
*Lecture/Discussion: Wellness & Health Promotion for Clients*  
*Writing: Draft 1 Peer Review Day* | Chan et al. (2012)  
*Topic Paper: Draft 1 Peer Review Worksheet (completed in class)* | 501 Assignments: (by 11:59 p.m. today)  
630 Assignments: (by 11:59 p.m. today)  
Weekly logs (including cumulative hours) |
| November 20 | Ending your Internship          | *Check in: sites*  
*Lecture/Discussion: Ending your Internship*  
*Writing: Final Topic Paper* | Kiser Ch. 10  
*Topic Paper: Draft 1* | 501 Assignments: (by 11:59 p.m. today)  
630 Assignments: (by 11:59 p.m. today)  
Weekly logs (including cumulative hours) |
| November 27 | Career Planning                 | *Check in re: sites*  
*Kerry Lee – School of Education Career Center*  
*Dr. Susan Smedema, RPSE graduate program (Career Planning)* | Kiser Ch. 11  
*Reflection Paper 8 (Ending your Internship)* | 501 Assignments: (by 11:59 p.m. today)  
630 Assignments: (11:59 p.m. today)  
Weekly logs (including cumulative hours) |
| December 4 | Topic Paper Presentations       | *Check in re: sites*  
*Topic paper presentations, 10-12 minutes each (8 students)*  
*Writing: Final Paper* | *Topic presentations (8)* | 501 Assignments:  
Topic paper presentation (upload to Canvas by 11:59 p.m. on the day before you present, 12/3)  
630 Assignments: (by 11:59 p.m. today)  
Weekly logs (including cumulative hours) |
| December 11 | Topic Paper Presentations       | *Course Evaluations*  
*Check in re: sites*  
*Topic paper presentations, 10-12 minutes each (6 students)*  
*Writing: Final Paper* | *Topic presentations (7)* | 501 Assignments:  
Topic paper presentation (upload to Canvas by 11:59 p.m. on the day before you present, 12/10)  
*Final Topic Paper (Due Friday, 12/13 by 11:59 p.m.)*  
630 Assignments: (by 11:59 p.m. today)  
Weekly logs (including cumulative hours)  
Final Site Evaluations  
Final Hour Logs |