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

Accommodations for Students with Disabilities

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 is a shared faculty and student responsibility. Students are expected to inform faculty of their need for instructional accommodations by the end of the third week of the semester, 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/
- Writing Center: http://writing.wisc.edu
- 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. This credit hour change should be discussed with your agency supervisor and instructor.

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 internship site, a description of your activities, the number of hours you spent at internship that week, and the number of total hours you have spent at internship to-date. This document should be updated and uploaded to Canvas each week. ***Note: Other than your supervisor’s signature, your weekly logs must be typewritten.

Initial Internship Meeting: During the second and third week of classes, you and your instructor are responsible for setting up an initial in-person or 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. 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 supervisor, and submitted to the instructor by the third week of classes. 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 instructor will be held at midterm to discuss internship activities and progress in accomplishing learning objectives and to review the midterm evaluation. The midterm meeting should be held by 10/18. This meeting will be at the site; and 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 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. 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 midterm evaluation will be discussed at your midterm meeting. The agency supervisor will be asked to review the final evaluation with you, and you will then submit the final evaluation to Canvas. The instructor may adjust the supervisor ratings if, after consultation with the agency supervisor and student, this adjustment seems justified.

**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. If a student misses more than one class, his/her grade will be dropped by a half grade or more.

**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 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. A rubric is available on page 7.
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 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 the last week of class.
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 an 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 weekly using the form provided 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, professionalism, and participation in class

Grades will be impacted by missing class and submitting late assignments, including logs. Late assignments will receive a 10% deduction in points per day.

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.
• Remember that client confidentiality extends to the classroom. Please respect our clients' privacy in presentations and classroom discussions and by not discussing them outside of our seminars. Guidance on confidentiality and other ethical issues will be provided in class.
Combined Agency & Topic Presentation:

Agency Presentation (Slides 1-4, max of 6)

**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)

**Topic Presentation (Slides 7-14, max of 17)**

**Topic Areas to Be Addressed:**

7. __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
8. __Use of minimum of 4 scholarly references (peer-reviewed journals, governmental websites, etc. in APA format)
9. __Provide information related to evidence-based practice in topic area.
10. __Linkage of theory or concept to practice.
11. __Case Example

**Essentials:**

12. __Evidence of preparation
13. __Professionalism (Language and terminology)
14. __Discussion Questions for the class related to your topic
15. __Overall construction of PowerPoint and/or class materials.
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 overusing “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.