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Classroom: Humanities 2631
Designations/Attributes: None
Instructional Mode: Face to Face
Requisites: Declared in Counseling Psychology, Clinical Rehabilitation Counseling or Rehabilitation Counselor Education graduate program

Course Objectives

Practicum and internship courses are intended to provide opportunities to apply the knowledge and skills addressed throughout the graduate curriculum in actual rehabilitation counseling practice. Thus, objectives in virtually all courses in the curriculum are also objectives in practicum, internship, and virtually all of the General Curriculum Requirements, Knowledge Domains, and Educational Outcomes specified in the Council for Accreditation of Counseling and Related Educational Program (CACREP 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 CACREP curriculum standards serve as objectives for practicum and internship, some are more relevant in different practicum and internship placement settings, depending on responsibilities and learning opportunities provided.

**Learning outcomes:**

The learning outcomes for this course mirror the curriculum standards as set by CACREP, which primarily relate to application of knowledge and skills in clinical practice situations which are identified as particularly relevant and as objectives to be achieved. Therefore, at the conclusion of the practicum and internship sequence, students will demonstrate skills, knowledge, and competencies in the following areas:

2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

2.F.3.h. a general framework for understanding differing abilities and strategies for differentiated interventions

2.F.4.i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making

2.F.5.n. processes for aiding students in developing a personal model of counseling

2.F.6.d. characteristics and functions of effective group leaders

2.F.7.b. methods of effectively preparing for and conducting initial assessment meetings

2.F.8.b. identification of evidence-based counseling practices

5.D.1.c. social science theory that addresses psychosocial aspects of disability

5.D.1.d. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

5.D.3.a. diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs

5.D.3.b career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening
5.D.3.c. strategies to advocate for persons with disabilities

5.D.3.d. strategies for interfacing with medical and allied health professionals, including interdisciplinary treatment teams

5.D.3.e. strategies to consult with and educate employers, educators, families regarding accessibility, Americans with Disability Act compliance, and accommodations

**Seminar Content and Procedures**

All students enrolled in practicum (RP&SE 880 Practicum I or RP&SE Practicum II) and internship (RP&SE 910 Internship) must participate in a weekly clinical practice seminar. Students in internship who are placed out of state or in Wisconsin locations too far away from Madison to attend seminars in person will participate at a distance, using Skype.

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

*Agency introductions* will involve introducing the group to the site where you are completing your placements including, as relevant, the administrative structure, clientele served, services provided, case service process, and your roles and responsibilities. This will help us learn about all of the sites represented and to get background important to the client discussions that will follow later in the seminar (about 20 minutes).

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

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

**Evaluation and Grading**

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

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

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

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

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

Other Course Information

Credit Hour Information:

This three-credit class carries the expectation that students will complete 12 hours of clinical work at their assigned practicum sites per week, will meet with their individual supervisors for one hour per week, and will participate in group supervision for 90 minutes each week. Therefore, students will be expected to complete 217.5 hours of work for this class over the course of the spring semester.

Accommodations

The University of Wisconsin-Madison supports the right of all 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 me, the course instructor, 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. Students may initiate contact regarding accommodation either by email or a face-to-face office appointment. I will then work either directly with the student 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.