I. Course Description:

Supervised work experience in rehabilitation services agencies and/or school systems. Allows the student to apply personal values, theory and a philosophy of working with people with disabilities in the agency setting. Prerequisites: Prerequisite: RHB 385 or RHB 400, 401, 402.

II. Intended Learning Outcomes/Goals/Objectives:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

The goals of the Perkins College of Education are to:

- Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice.
- Prepare teachers, support personnel, and educational leaders for Texas Employ and support faculty members who are committed to excellence in teaching, scholarship, and service.
- Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations.
- Maintain resources and facilities that allow each program to meet its expected outcomes.
• Collaborate with external partners to enhance students' knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit.
• Engage in outreach services.

• To address specific needs in the broader community.
• To enhance student learning.
• To instill commitment to service, and
• To promote the reputation of the University.
• To Conduct research to advance knowledge and to contribute to the common good.

Undergraduate Rehabilitation Studies Program Learning Outcomes:

2.1 Understand the major types, purposes and operations of the myriad of human service agencies serving individuals with vocational limitations.

3.2 Utilize community resources during and after rehabilitation services to assure persons with disabilities attain a satisfactory vocational adjustment.

3.4 Coordinate services on behalf of consumers with collaborating agencies (e.g., social, educational, financial, vocational, legal, transportation, and housing).

4.5 Incorporate cultural sensitivity into daily practices and interactions with consumers.

5.1 Use problem-solving skills to assist persons with disabilities in attaining individualized goals suited to their abilities and needs.

5.2 Use writing skills for clear, concise, and accurate case reporting.

5.3 Engage in consumer advocacy on behalf of people with disabilities and facilitate consumer input in making informed choices.

5.4 Apply case-management skills to disability benefit programs, while working to reduce disincentives to employment.

5.8 Provide consumers with information and assistance about human, legal, and civil rights so that they will be empowered to speak on their own behalf and
obtain assistance when necessary.

5.9 Identify and prioritize goals with clients and consumers (or with their representatives when appropriate).

6.2 Resolve ethical dilemmas by applying problem solving and decision-making skills.

6.3 Apply relevant legal principles to rehabilitation case situations.

7.1 Demonstrated application of rehabilitation skills through supervised practical experience within a rehabilitation and rehabilitation-related service delivery program.

Through the activities and objectives in course students will become prepared, competent, successful, caring and enthusiastic rehabilitation professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular class attendance, writing projects, exams, and discussions students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. Ethics, integrity and service within the rehabilitation counseling profession and following the Council on Rehabilitation Education guidelines will also be integrated into all aspects of the course. As described in this syllabus, course follows the mission, vision and core values of the Perkins College of Education and Stephen F. Austin State University which is aligned with the rehabilitation curriculum, clinical experiences, and assessments.

This course is designed to provide a summer internship experience with human service and rehabilitation services agencies in Texas and other states. You will be in placement under the supervision of the agency field supervisor and a SFASU faculty advisor. You will intern with a community service agency 40 hours each week for a total of 200 hours for the 5 week term as documented by a required timesheet.

The purpose of placement is to provide a beginning experience in the field, thus integrating classroom knowledge and personal resources with direct experience as a practitioner. In achieving the purpose, you will be expected to apply generic principles, concepts, and knowledge which is basic to the helping professions. The
basic objectives that you should derive from the course are: (1) to become aware of your abilities in providing services to persons with disabilities; (2) develop an awareness of responsibilities in providing services to persons with disabilities; (3) develop or improve techniques of working with professional people to provide services to persons with disabilities as a representative of helping profession; (4) learn of facilities, agencies, organizations, programs, and schools which can provide services to persons with disabilities; (5) acquire and develop a philosophy for working with persons with disabilities; (6) examine attitudes in entering a helping profession; and (7) resolve some ideas as to what kind of vocational career that you might wish to pursue. The purpose of the course is outlined in the course description above. In class we will discuss a number of different subjects arranged in several modules (e.g., identifying knowledge and skills presently possessed, learning your role as a professional rehabilitation worker, etc.). Our purpose will be to help you integrate what you have learned from your rehabilitation courses and add to it.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Course Assignments and Activities

Summary/Analysis of Activities. Due every two weeks. In it you are to discuss what you have done during the past two weeks. You should focus on issues of professional growth, problems, adjusting to the agency setting, treatment programs you have identified, and personal adjustments you are making. This report needs to be divided into two parts. As in RHB 385, they are This normally is about 6 to 8 pages in length per biweekly submission.

Example

Dates: 05/31/00-
Hours: 40 or 80 hours (full time or half time)
Accumulated Hours:

Summary of Specific Activities:

1. This needs to be in 3rd person. For example, “this rehabilitation intern (RI)”
2. Since you are summarizing what you’ve done in up to a 2 week period of time, it should be 3 to 4 pages.
Integrative Process Learning (A reflection on your activities)

- This needs to be in first person. “I”
- This needs to be at least 3-4 pages.
- Segments.
  1. Objective data (what happened)
  2. reflection (how did it touch your values)
  3. relevant theory and knowledge (how is it related to theories you’ve learned or skills that you’ve learned)
  4. dissonance (1.) what happened vs. theories or (2.) what happened vs. your values, or (3.) what happened vs. what should have happened)
  5. articulated learning (what did you learn from the experience?)
  6. developing a plan

Reading Assignments- Bookletters

I want you to pick out any two books that are of interest to you and would help you professionally. They should be related to the helping services or any of the many other books written about therapeutic approaches in the helping services. As soon as you have selected the three books, you are to send me their titles. Your supervisor might be able to offer some titles related to your internship. It would be best if they were related to the type of services your agency is providing.

By the assigned calendar time, I want you to write this instructor a letter. In the letter, I want you to do two things. First, I want you to summarize the theme of the book in about two paragraphs. Second, in the remaining four or more paragraphs this instructor wants to know what you personally got out of reading the book as far as professional insights or new knowledge that you will be able to apply in your profession.

Special Project

This summer you will be required to complete a special project. The special project need not be a written paper. The project is to be one that you and your supervisor agree upon and a project that you can complete by the end of five week term. It should be a project that will be of help to the agency after you leave.

1). The first step is to submit this instructor a project proposal. The proposal needs
to include the following subtopic headings:

1. **The Problem to be solved or need.** This part of the proposal should discuss the need or problem with supporting evidence. Evidence can be a brief survey of parties involved or a discussion of the need of the clients.

2. **The Project.** What you intend to do and why.

3. **The Timeline.** What are the steps you intend, estimated time to complete the step, and the date you intend to have that step completed.

4. **The Budget.** How much you estimate each step will cost you with a total.

**Discussion Questions**

There are textbook discussion questions and assignments each week that need to be completed before coming to class Monday night in order to get full for the question. These discussion questions and assignments are located under the D2L Discussions tab along with the due date.

**LiveText**

This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.

**Use of Instructional Technology**

1. All Assignments will be submitted in the D2L course dropbox.
2. We will use Collaborate during the internship to meet in video conference at times indicated on the timeline to discuss professional issues, the chapter assignments, and process your internship experience. You will also need earphones or a set of earbuds.
Grading

Assignment Values:
1. Summary/Analysis – 100 points
2. Bookletter- 100 points
3. Project Proposal -100 points
4. Internship Contract- 100 points
5. Supervisor Evaluation -100 points
6. Project Final Report-100 points
7. Discussion Question -50

You must achieve 750 out of 950 possible points to achieve a grade of pass in the course.

Course Timeline and Due Dates.

Submit Assignments through D2L RHB 495 Course Dropbox and Assignment boxes in LiveText.

For other assignments, Please
1. prepare assignment in MSWORD
2. Please submit as an attachment in the D2L course dropbox.
3. Video conferences are scheduled as part of this timeline.
4. Please submit assignments under RHB 475 D2L dropbox.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Readings Discussion Question</th>
<th>Summaries/Bookletters/Projects Deadline time: 11:59 PM</th>
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<tbody>
<tr>
<td>Monday, January 28</td>
<td>Internship Begins-</td>
<td></td>
<td>All Class Meetings are by video link. Go to D2L course communications tab, select Collaborate, click to join session.</td>
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<tr>
<td></td>
<td>Class Meeting -6 PM</td>
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<tr>
<td>Monday, February 4</td>
<td>Class meeting</td>
<td>Chapter 1 Chapter 2</td>
<td>Summary/Analysis # 1 is Due</td>
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<tr>
<td>Monday, February 18</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Readings</td>
<td>Summaries/Bookletters/Projects</td>
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<tr>
<td>Monday, April 1</td>
<td>Internship Begins-Class Meeting -6 PM</td>
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<tr>
<td>Monday, April 8</td>
<td>Class meeting 6 PM</td>
<td>Chapter 1</td>
<td>Summary/Analysis # 1 is Due</td>
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<tr>
<td>Monday, April 15</td>
<td>Class meeting-6 PM</td>
<td>Chapter 2</td>
<td>Internship Contract Due Bookletter #1 is Due</td>
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<td>Monday, April 22</td>
<td>Class meeting-6 PM</td>
<td>Chapter 3</td>
<td>Internship Contract Due Bookletter #1 is Due</td>
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<td>Monday, April 29</td>
<td>Class meeting-6 PM</td>
<td>Chapter 4</td>
<td>Summary/Analysis #2 is Due</td>
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<td>Monday, April 29</td>
<td>Class meeting-6 PM</td>
<td>Chapter 5</td>
<td>Project Proposal and Outline Submitted.</td>
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<tr>
<td>Monday May 6</td>
<td>Class meeting-6 PM</td>
<td></td>
<td>Timesheet Due Performance Evaluation is Due Statistics Report is Due</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
<td>Chapter</td>
<td>Due Date</td>
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<tr>
<td>Monday, May 6</td>
<td>Class meeting - 6PM</td>
<td>Chapter 6</td>
<td>Summary/Analysis #3 is Due</td>
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<td>Monday, May 13</td>
<td>Class meeting - 6PM</td>
<td>Chapter 7</td>
<td>Bookletter #2 is Due</td>
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<td>Monday, May 20th</td>
<td>Class meeting - 6PM</td>
<td>Chapter 8</td>
<td>Summary/Analysis #4 is Due</td>
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<td>Monday, May 27th</td>
<td>Class meeting - 6PM</td>
<td>Chapter 9 &amp; 10</td>
<td>Bookletter # 3 is Due</td>
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<td>Monday, June 3</td>
<td>Class meeting - 6PM</td>
<td>Chapter 13</td>
<td>Summary/Analysis #5 is Due</td>
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<td>Monday, June 10</td>
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<td>Final Project Report is Due</td>
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<td>Timesheet Due</td>
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<td>Statistics Report Due</td>
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<td>Performance Evaluation is Due</td>
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<tr>
<td>Monday June 21th</td>
<td>End of Independent Study</td>
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<td>End of week-J</td>
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**IV. Course Evaluation:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
V. Student Ethics and Other Policy Information:

Attendance:

It is very important that you keep your timesheet to document your 40 hour internship experience. A timesheet form can be found under the resources section of the RHB 495 Course Homepage. Also class attendance is required. We will meet Monday nights at 7 PM.

Policy regarding late papers and presentations:

5 points per day will be deducted per 24 hour period for any late assignment (excluding weekends and holidays).

Students with Disabilities—To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/ (936) 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided.

Academic Honesty—It is the policy of Stephen F. Austin State University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. (see Academic Integrity A-9.1)

VI. Other Relevant Course Information:

Grading:

This course is graded on a pass/fail basis. All assignments are evaluated equally.

Textbooks:


Additional Supplies

Ear phones or earbuds for your computer. The purpose is to cut down on feedback and enhance confidentiality of our discussions. Make sure that your computer has a microphone. Most laptops do.