



**University of Massachusetts Boston
College of Education and Human Development
School for Global Inclusion and Social Development
Rehabilitation Counseling**

Rehab 698: Rehabilitation Counseling Internship 1

GENERAL INFORMATION:

Instructor:

Email:

Office Hours:

CLASS LOCATION/TIME:

Location: class meets online through Blackboard, for two hours, weekly

Dates/Times:

Course Description:

The purpose of the internship course is to provide students with actual work experiences. The internship consists of supervised field experience in a rehabilitation setting, such as a hospital, a state agency, a community agency or a private company. Additionally, students are required to attend a weekly seminar at the University which will be conducted by the instructor. The focus of the on-campus seminar is to review and critique students implementation of rehabilitation counseling theory and practice, and to provide a forum for students to discuss issues arising at internship sites and to help each other with insights and emotional support. Video/audio tapes will be a major source of information for the review and critique

Course Objectives:

1. To acquaint the student with the roles, duties, and responsibilities of a professional mental health counselor and or rehabilitation counselor and to provide opportunities for the student to assume them.
2. To provide the student with the opportunities to integrate counseling theories acquired in course work with practical problems confronting persons with disabilities.
3. To provide the student with feedback from an experienced professional rehabilitation counselor and rehabilitation counselor educator.
4. To help the student develop counseling techniques in actual counseling relationships.
5. To enable the student to work as a team member with other professionals in the rehabilitation process.
6. To provide the student with opportunities to understand the system of relationships involved in the rehabilitation process, and to use the community resources which are relevant to the practice of rehabilitation.
7. To assist the student in completing a Capstone experience.

Required Text(s):

Note Please check with instructor before purchasing the text

A., V. der Kolk. (2015). *The body keeps the score: brain, mind, and body in the healing of trauma*. Penguin Books.

Killam, W. K., Degges-White, S., & Michel, R. E. (2016). *Career counseling interventions: Practice with diverse clients*. New York, NY: Springer Publishing Company, LLC.

Remley, T.P., Herlihy, B. (6th Ed.) (2020) *Ethical, legal and professional issues in counseling*. Hoboken, New Jersey: Pearson.

Schwitzer, A. M., & Rubin, L. C. (2015). *Diagnosis & treatment planning skills: A popular culture casebook approach*. Los Angeles: SAGE.

Recommended Text(s):

American Counseling Association. (2014) *American Counseling Association Code of Ethics*
https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c_2

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders, fifth edition*, Arlington, VA: American Psychiatric Association.

American Psychological Association. (2019). *Publication manual of the American Psychological Association*.

Note: Purdue Owl APA will help you with correct citation of articles:
<http://owl.english.purdue.edu/owl/resource/560/01/>

Commission on Rehabilitation Counselor Certification. (2017). *Code of professional ethics*.
https://www.crcrcertification.com/filebin/pdf/Final_CRCC_Code_Eff_20170101.pdf

First, M. B. (2014). *DSM-V-TM handbook of differential diagnosis*. American Psychiatric Publ.
 Morrison, J. (2014) *The DSM-V made easy: a clinician's guide to diagnosis*. Guilford Press, New York,

Core Competencies:

One of the primary objectives of this course is the alignment with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards (2016):

SECTION 3: PROFESSIONAL PRACTICE

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community. The following Standards apply to entry-level programs for which accreditation is being sought.

ENTRY-LEVEL PROFESSIONAL PRACTICE

1. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
2. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
3. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
4. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
5. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

INTERNSHIP

1. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
2. Internship students complete at least 240 clock hours of direct service.
3. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
4. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member

Student Outcomes/Evaluation:

The Rehabilitation Counseling Program at UMass Boston requires that trainees be assigned a grade at the conclusion of each unit of supervised fieldwork. The assignment of that final grade is the responsibility of the faculty supervisor. The evaluation of the agency supervisor will be sought to assist in the grade determination. Evaluation is a participatory process including the trainee/student, agency supervisor and faculty supervisor. The emphasis is on the trainee's growth toward professional maturity. The evaluation is aimed at determining the trainee's readiness to enter the profession and/or the need for further training.

Course Requirements (Internship 1):

1. Completion of 300 Total Clock Hours at the Internship Site over the course of the semester and prior to beginning Internship 2. At least 120 of these hours must be direct service hours to individuals with disabilities, and a minimum 14 hours of individual supervision. A Midterm and Final Site Supervisor and Self Evaluation are required. Timely submission of documentation on Supervision Assist is required and part of your grade.
2. Completion of a weekly journal reflecting on Internship activities and integrating course content. Journals will be submitted in Blackboard by 12 noon every Sunday, during the semester.
3. Completion and interaction in weekly Discussion Board posts, to be submitted in Blackboard by 12 noon every Sunday, during the semester.
4. At least 1 case conceptualization presentation (PowerPoint)
5. 2 Taped Counseling sessions with transcription, process notes, Critical Analysis Report (CAR), SOAP or DAP note, and client A/V release and consent.

6. Weekly Seminar attendance, participation, and case presentations.
7. Completion of all assigned Reading.

Course Rubric:

Tests/Assignments/Deliverables	Points	Grade %
1. Weekly Journal Entries 3 points each x12 posts	36	18%
2. Weekly Discussion Board Posts 3 points each x 12 posts	36	18%
3. Case Conceptualization	20	10%
4. Taped Counseling Session, with Transcription, CAR, SOAP Notes, Process notes and A/V release 25 points each x2	60	30%
5. Timely submission of Internship Documentation	20	10%
Participation, Weekly Presentation and Attendance	28	14%
Site Supervisor Evaluation and Self Evaluation		Factored into Final Grade
300 Total Clock Hours, 120 of which must be Direct Client Contact and 15 of which must be Individual Supervision		Completion required to receive final grade
TOTAL POINTS POSSIBLE	200	

UMass Boston Graduate Grading Policy		
Letter	Percentage	Quality points
A	93-100%	4.00
A-	90-92%	3.75
B+	87-89%	3.25
B	83-86%	3.00
B-	80-82%	2.75
C+	77-79%	2.25
C	73-76%	2.00
F	0-72%	0.0

INC	Given under very restricted terms and only when satisfactory work has been accomplished in majority of coursework. Contract of completion terms is required.	N/A
IF	Received for failure to comply with contracted completion terms.	N/A
W	Received if withdrawal occurs before the withdrawal deadline.	N/A
AU	Audit (only permitted on space-available basis)	N/A
NA	Not Attending (student appeared on roster, but never attended class. Student is still responsible for tuition and fee charges unless withdrawal form is submitted before deadline. NA has no effect on cumulative GPA.)	N/A

Accommodations:

UMass Boston is committed to creating learning environments that are inclusive and accessible. If you have a personal circumstance that will impact your learning and performance in this class, please let me know as soon as possible, so we can discuss the best ways to meet your needs and the requirements of the course. If you have a documented disability, or would like guidance about navigating support services, contact the Ross Center for Disability Services by email (ross.center@umb.edu), phone (617-287-7430), or in person (Campus Center, UL Room 211). To receive accommodations, students must be registered with the Ross Center and must request accommodations each semester that they are in attendance at UMass Boston. For more information visit: www.rosscenter.umb.edu. Please note that the Ross Center will provide a letter for your instructor with information about your accommodation only and not about your specific disability.

Academic Integrity and Student Code of Conduct

Education at UMass Boston is sustained by academic integrity. Academic integrity requires that all members of the campus community are honest, trustworthy, responsible, respectful, and fair in academic work at the university. As part of being educated here, students learn, exercise, increase, and uphold academic integrity. Academic integrity is essential within all classrooms, in the many spaces where academic work is carried out by all members of the UMass Boston community, and in our local and global communities where the value of this education fulfills its role as a public good. Students are expected to adhere to the Student Code of Conduct, including policies about academic integrity, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog, and relevant program student handbook(s), linked at www.umb.edu/academics/academic_integrity.

Health, Wellbeing, and Success

UMass Boston is a vibrant, multi-cultural, and inclusive institution committed to ensuring that all members of our diverse campus community are able to thrive and succeed. The university provides a wide variety of resources to support students' overall success.

- Are you in emotional distress? Call 617.287.5690 to speak with a licensed clinician 24/7 who can offer support, crisis recommendations, and assistance with finding resources.
- Have a campus question or issue? Use [Current Students - UMass Boston \(umb.edu\)](#)
- Want advice in navigating a university or life situation? Contact the Dean of Students Office at www.umb.edu/deanofstudents.

Mission of the School for Global Inclusion and Social Development: The School for Global Inclusion and Social Development supports inclusive communities, addresses the interrelationship of health, wellness, and social and economic development, and serves as a catalyst to social development at the local, regional, national and international levels. The School is committed to developing future leaders able to address issues of equality of opportunity and enhanced quality of life for all. Central to the School is an understanding of how leadership must be sensitive to contextual and cultural variances and of its potential to bring about positive change. Through transdisciplinary graduate studies, applied and translational research, systemic development, innovation, and dissemination of knowledge and information, the School for Global Inclusion and Social Development embraces its commitment to students, faculty and the community at large.