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 04-286 Appr 4/5/05 Appr 4/26/05

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

|   |  |
|---|--|
| Contact Person<br><b>Joseph Domaracki</b>                                   | Email Address<br><b>jwdomara@iup.edu</b> |
| Proposing Department/Unit<br><b>Special Education and Clinical Services</b> | Phone<br><b>X72450</b>                   |

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

**1. Course Proposals (check all that apply)**  
 New Course       Course Prefix Change       Course Deletion  
 Course Revision       Course Number and/or Title Change       Catalog Description Change

|   |  |
|---|--|
| <i>RHAB 488/493</i> <i>FIELD TRAINING IN Rehabilitation I &amp; II</i><br><small>Current Course prefix, number and full title</small> | <i>EDEX 493 Internship/Field Training</i><br><small>Proposed course prefix, number and full title, if changing</small> |
|---|--|

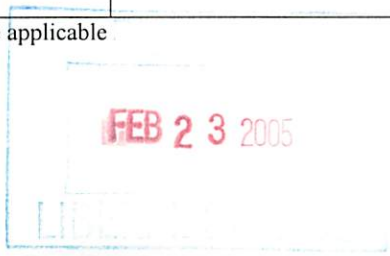
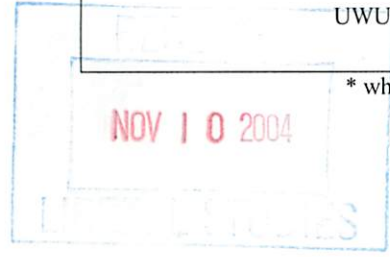
**2. Additional Course Designations: check if appropriate**  
 This course is also proposed as a Liberal Studies Course.       Other: (e.g., Women's Studies, Pan-African)  
 This course is also proposed as an Honors College Course.

**3. Program Proposals**  
 New Degree Program       Program Title Change       Program Revision  
 New Minor Program       New Track       Other

|                                     |   |
|-------------------------------------|---|
| <small>Current program name</small> | <small>Proposed program name, if changing</small> |
|-------------------------------------|---|

| 4. Approvals   |                         | Date            |
|--|-------------------------|-----------------|
| Department Curriculum Committee Chair(s)                 | <i>Joseph Domaracki</i> | <i>10-5-04</i>  |
| Department Chair(s)                                      | <i>Joseph Domaracki</i> | <i>10-5-04</i>  |
| College Curriculum Committee Chair                       | <i>Joseph Domaracki</i> | <i>10-25-04</i> |
| College Dean   | <i>[Signature]</i>      | <i>10-25-04</i> |
| Director of Liberal Studies *                            |                         |                 |
| Director of Honors College *                             |                         |                 |
| Provost *  |                         |                 |
| Additional signatures as appropriate:<br>(include title) |                         |                 |
| UWUCC Co-Chairs  | <i>Gail Sechrest</i>    | <i>4-5-05</i>   |

\* where applicable



## **Part II. Description of Curriculum Change**

### **1. New Syllabus of Record**

#### **I. CATALOG DESCRIPTION**

**EDEX 493 Internship/Field Training**

**var-12 cr.**

This experience will allow the intern to demonstrate competencies working in a public or private agency providing educational/rehabilitation services. This may include but not be limited to: writing and analyzing comprehensive evaluation reports, counseling individuals with disabilities, understanding agency and or service delivery responsibilities and limitations, referral and follow up processes, use of various assessment approaches in evaluating an individuals capacity to function independently in a broad range of community settings.

#### **II. COURSE OBJECTIVES**

Through a collection of artifacts and work examples from the internship site the student will be able to:

1. explain the philosophy, purpose, history and basis for services offered by the agency and relate the function of the agency relative to the larger delivery system.
2. analyze the human service needs and methods of the host agency.
3. demonstrate skills in evaluating the needs of their consumers relative to the consumers' medical/educational diagnoses.
4. demonstrate skills in counseling and guidance of persons with disabilities.
5. demonstrate skills in securing information from the consumer in interview situations and utilizing consumer information in formulating a global understanding of the consumer and his/her needs.
6. demonstrate case finding and referral skills.
7. demonstrate skills in reviewing medical information relative to eligibility, consumer needs, and plan development..
8. demonstrate skills in educational/vocational evaluation and diagnosis to include: determination of eligibility, identification of existing and potential problems, identification of services needed, assessment relative to specific vocational/educational objectives and in planning the provision of vocational and/or educational services.
9. demonstrate skills in the use of agency procedures for assessment, placement recommendations, development of individual consumer programs and follow-up utilizing agency protocol.
10. demonstrate familiarity with community resources and use of these resources in the vocational/educational rehabilitation process.

### III. COURSE ACTIVITIES

Students are required to work within the framework, philosophy, regulations and standards set forth by the cooperating agency. Inasmuch as the agencies have been carefully selected, existing training formats have been approved. However, it is anticipated that students will experience traditional functions of the vocational/educational processes that may include but not be limited to the following:

1. Referral - This would include identification of individuals in need of services as well as utilizing professional judgment in referring individuals for proper services and agencies.
6. Eligibility Establishment – This would include utilizing a variety of assessment approaches to determine the appropriateness of agency services in meeting the needs of specific individuals.
7. Diagnostic Services – Includes techniques such as interviewing, case history taking, observation of consumer behavior, acquisition or use of medical, psychological, vocational, educational and social information and integrating such data to develop comprehensive evaluation reports.
4. Individual Program Development – Involves the intern cooperatively working with the consumer to establish a suitable program to reduce identifiable obstacles relative to the individuals personal, educational and vocational development.
5. Placement and Follow-up - Intern will be involved in activities including pre-placement counseling, application preparation, placement and follow-up as per individual case.
6. Special Projects - Activities deemed appropriate by the agency which would result in a learning experience such as but not limited to case reviewing, community relationships, agency coordination and attendance at seminars.

### IV. EVALUATION METHODS

Student evaluation will essentially be agency based, with the agencies reserving the right to submit evaluations as per the host agencies prescribed procedures and forms. Routine supervisory visitations will be the responsibility of university faculty. The final grade will reflect both the agency recommendation and faculty assessment.

### V. ATTENDANCE POLICY

Students will be working in an approved public or private educational/ rehabilitation agency. As such, students will be expected to work a 37.5 hour work week. Absences during the period of the internship will be handled at the discretion of the host agency .

### VI. REQUIRED TEXTBOOK

None required

### VII. BIBLIOGRAPHY

Bernstein, G. (1999). *“Human services? . . . That must be so rewarding.” A practical guide to professional development*, 2<sup>nd</sup> Edition, Baltimore:

Paul H. Brookes Publishing

Gardner, J. & Chapman, M. (1993). *Developing staff competencies for supporting people with developmental disabilities*. Baltimore: Paul H. Brookes Publishing

Holburn, S & Vietze, P. (Eds). (2002). *Person centered planning: Research, practice and future directions*. Baltimore: Paul H. Brookes Publishing

Luecking, R. Fabian, E. & Tilson, G. (2004). *Working relationships: Creating career opportunities for job seekers with disabilities through employer partnerships*. Baltimore: Paul H. Brookes Publishing

Martin, J., Mithaug, D., Oliphint, J., Husch, J. & Frazier, E. (2002). *Self-directed employment: A handbook for transition teachers and employment specialists*. Baltimore: Paul H. Brookes Publishing

McMarrow, M. (2003). *Getting ready to help: A primer on interacting in human services*. Baltimore: Paul H. Brookes Publishing

## **2. A Summary of the Proposed Revisions**

There are a number of changes. First, the course prefix is changed from RHAB to EDEX for content reasons. We want to keep the course as part of the Disability Services Program revision of the Rehab Program. Second, the course number is changed from 488/493, dual numbering reflecting a sequence of two courses, to 493 numerical designation for a single course. This is the preferred number for an internship course. Third, the title is being changed from Field Training In Rehabilitation I & II to Internship/Field Training. Last, course content has been revised. Language has been changed to reflect the inclusion of educational placements as internship sites as well.

## **3. Justification/Rationale for the Revision**

The primary reason for this revision is quite honestly, expedience. Revising a course to fit what is needed to fit the revised program is easier than re-creating the wheel. A majority of the content of the old course will be utilized for procedure, monitoring and evaluation practice and format for the internship course in the revised program. Changes were not substantive in content, but rather, were substantive in language and vocabulary.

## 4. Old Syllabus of Record

### COURSE SYLLABUS

#### I. CATALOG DESCRIPTION

RH 488/493 Field Training In Rehabilitation I & II 6 credits each

This experience will allow the intern-student to use and demonstrate competencies developed in course work and related activities. The opportunity to apply techniques and skills will be provided by cooperating rehabilitation agencies under the direction of agency-assigned supervisors.

Students are required to work within the framework and philosophy of their assigned agencies. They will adhere to the regulations and standards as set forth by the cooperating agency, however, no remuneration shall be extended to the student. It is anticipated that working exposure to the rehabilitation process will greatly enrich the student's competencies. Because the scope of rehabilitation may be national, state, or local program activities may be directed toward particular disability groups or a particular part of the rehabilitation process. State agencies and some private agencies may be concerned with a comprehensive approach to the whole field of disablement in an effort to bring about the vocational adjustment of persons with a disability. Accordingly, objectives were established with this diversity in mind.

#### II. COURSE OBJECTIVES

1. Students will understand the philosophy, purpose, history and basis for services offered by the agency.
2. Students will develop knowledge relative to the delivery system.
2. Students will interpret vocational rehabilitation services, needs And methods.
4. Students will develop skills in evaluating consumers relative to Medical diagnoses.
5. Students will develop skills in counseling and guidance of persons With disabilities.
6. Students will acquire experience in securing information from the Consumer in interview situations.
7. Students will develop skill in utilizing client information toward Total understanding of the consumer.

8. Students will develop case finding and referral skills.
9. Students will develop skills in reviewing medical information Relative to eligibility, consumer needs, and plan development.
10. Students will develop skills in vocational evaluation of the consumer.
11. Students will develop skills in rehabilitation diagnosis to include determination of eligibility, identification of problems, identification of services needed, vocational appraisal relative to a vocational objective.
11. Students will develop skills in planning and provision of Rehabilitation services.
13. Students will develop skills in consumer placement.
14. Students will become familiar with follow-up procedures.
15. Students will participate in the development of individual consumer programs.
16. Students will become familiar with community resources and use of these resources in the rehabilitation process.

### III. COURSE OUTLINE

Students are required to work within the framework, philosophy, regulations and standards set forth by the cooperating agency. Inasmuch as the agencies have been carefully selected, existing training formats have been approved. However, it is anticipated that students will experience traditional functions of the rehabilitation process as outlined.

1. Referral - This would include identification of individuals in need of services as well as utilizing professional judgment in referring people to proper services and agencies.
2. Eligibility Establishment - To include establishing factors relevant To the appropriateness of the agency services toward the needs of Specific individuals.
3. Diagnostic Services - This would include techniques such as interviewing, case history taking, observation of consumer behavior, acquisition or us of medical, psychological, vocational, educational and social information and integration of such data toward problem solving.

4. Individual Program Development - Cooperative effort with client to resolve problem areas and establish a suitable program to reduce identifiable obstacles relative to personal and vocational development.
5. Placement and Follow-up - The intern will be involved in activities including pre-placement counseling, application preparation, placement and follow-up as per individual case.
6. Special Projects - Activities deemed appropriate by the agency which would result in a learning experience such as case reviewing, community relationships, agency coordination and attendance at seminars, etc.

#### IV. EVALUATION METHODS

Student evaluation will essentially be agency based, with the agencies reserving the right to submit evaluations as per their prescribed procedures and forms. Routine supervisory visitations will be the responsibility of university faculty. The grade equivalent will then consider the agency recommendation and faculty assessment.

#### V. RATIONALE FOR DUAL INTERNSHIP

The vocational rehabilitation delivery system first developed in the 1920's has been expanded and extended almost immeasurably, particularly in terms of the number of agencies, programs, personnel, consumers served and the quality of programs offered. The service delivery system revolves around the federal/state program which in turn makes provisions for the active participation of voluntary agencies. Although some states conduct their own facilities (such as workshops), the overwhelming majority do not, relying instead upon purchasing needed restoration, evaluation, training and related services from voluntary agencies and groups. As the federal/state program grew in size, greater requests for services from the voluntary agency sector were made. As a result, the present delivery system is comprised of the federal/state program and a multitude of voluntary agencies which work in a closely harmonious relationship in order to meet the expanding needs of people with disabilities. Vocational rehabilitation, unlike any other profession, is unique in its origin having been legislated into existence, prompted by the needs of persons with disabilities and injured workers. The recent past has seen the emergence of many agencies (both profit and nonprofit) whose primary objective is returning injured workers to the workplace.



## VI. BIBLIOGRAPHY

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- Lassiter (1983). Vocational Evaluation, Work Adjustment, and Independent Living for Severely Disabled People. Illinois: Charles C. Thomas.
- Neff, W.S. (1985). Work and Human Behavior (3rd edition). New York: Aldine.
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- Vash, C.L. (1981). The Psychology of Disability. New York: Springer.

Wright, B.A. (1983). Physical Disability - A Psychosocial Approach,  
(2<sup>nd</sup> edition). New York: Harper & Row.

Wright, G.N. (1980). Total Rehabilitation. New York: Little-Brown.

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