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Internship in Developmental Disabilities

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CUNY City College

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Center for Worker Education
IAS/DWE 312.49 (2 credits)

INTERNSHIP in DEVELOPMENTAL DISABILITIES

Professor: Pat Sutherland-Cohen
CWE

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OVERVIEW:

This course, designed for those with an interest in the field of Developmental Disabilities (DD), offers students an opportunity to apply knowledge of people with disabilities to practical field experiences. Internship experiences can increase the capacity for future professional opportunities. Each student must devote 60 hours (minimum) interacting with individuals with a developmental or learning disability throughout the semester. Current employment in the field is not mandatory; instructor will assist any students with fieldwork site ideas and maintaining placement, as needed. We will be available for consultations with students, their college advisors, site supervisors or others, before or immediately after class in person, and also by telephone or e-mail. (See above)

Seminars (mandatory attendance, see college policy) will also be conducted to facilitate group discussion of placement challenges and triumphs, develop additional skills, and explore burgeoning issues in the field. For questions or concern, contact professor/college advisor immediately.

Credit for internship will be earned by:

- 🕒 satisfactory completion of all internship time (_____ hours at least)
- 🗣️ participating in seminar activities (means: _____)
- 📖 completing daily journal entries (r_____,q_____,a_____)
- 📄 summary analysis of experience.

MEETING CALENDAR:

JUNE **	Introductions / Roles, Requirements & Sites; Text(s) & Journals Bring all site information daily; 1 st reading
JUNE **	Assistive/Medical Advances for All Ages <i>[Review textbook chapters 12 & 15, HW]</i>
JUNE **	Staff Sensitivity to Role(s) Getting & Keeping a Job
JULY **	“Nothing About Us Without Us” <i>[Sharing professional/personal insights, art]</i>
JULY **	Legal Issues & Policy Implications <i>[Bring site mission & training policies]</i>
JULY **	FINAL class: Guest Speaker (TBD) <i>[All paperwork, journal reviews]</i>

ATTENDANCE/LATENESS AND BEHAVIOR POLICIES:

A major requirement in this class is the willingness to examine our professional practices and to share both the ups and downs of those experiences. Students are thus expected to contribute to each session through active participation and attendance in compliance with City University and CWE regulations.(see CCNY Bulletin) If it is necessary to miss any session it is the student's responsibility to obtain information, handouts and assignments. Leave a message for the instructor's mailbox with the CWE receptionist with notification of any absence.

At DWE, if a student is more than 20 minutes late to class, they will be counted as absent for 1/3 of the class. If a student misses 20 minutes in the middle of class due to being late from a break, or for other reasons, they will also be counted as absent for 1/3 of a class session. If a student leaves class 10 or more minutes early, they will be counted as absent for 1/3 of that class. Missing a total of an hour of class time will result in a full absence. Partial absences are cumulative and will be added together to determine the total number of semester absences. For example, one absence from a class session and four late arrivals to class would constitute a total of 2 & 1/3 absences, and would result in an automatic WU grade.

Cell phone use in class or in the hallways is disruptive and inconsiderate; at CWE this is not allowed. Please turn any expected emergency calls on sound-less notification, leaving class only as necessary. Time out of class is deleted as above.

Students are expected to be familiar with, and abide by, all aspects of the CUNY Policy on Academic integrity, including the prohibition of plagiarism. A complete copy of this document can be read or downloaded:

<http://www1.cuny.edu/portal-ur/content/2004/policies/image/policy.pdf>

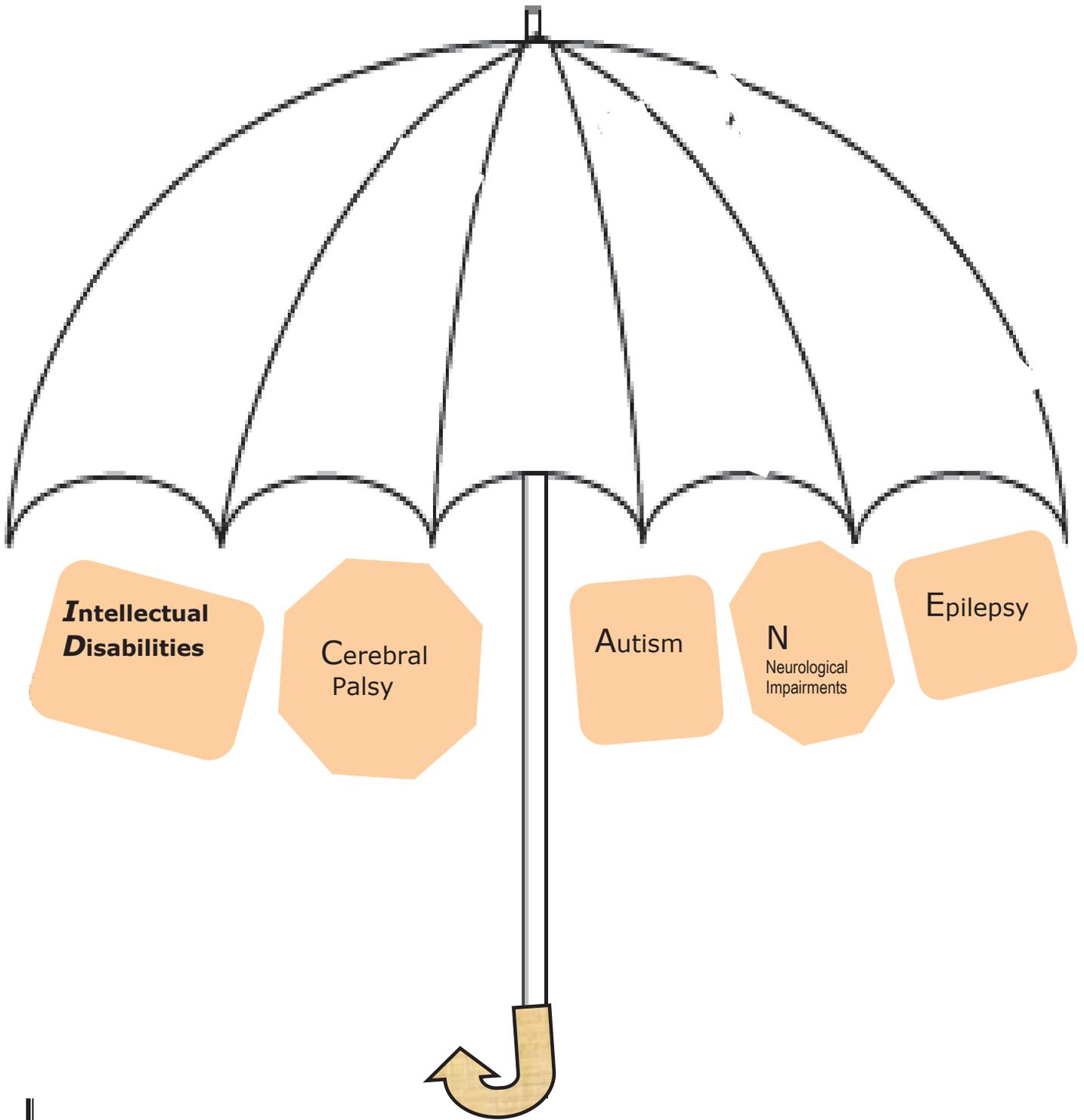
For any questions on these or other college policies, please consult the student handbook, your advisor or the Dean.

GRADING:

A	Outstanding	-- Superior
B	Very Good	-- Exceeds standards
C	Satisfactory	-- Average achievement
D	Poor/Passing	-- Meets basic criteria
I	Incomplete	-- Essential work missing
F	Failure	-- No credit

DEVELOPMENTAL DISABILITIES

UMBRELLA term for a WIDE VARIETY OF CONDITIONS



DEVELOPMENTAL DISABILITIES SUMMER INTERNSHIPS



DISCUSSION QUESTIONS / FOCUS IDEAS

- Summer semester is very short in time, and yet intense with responsibilities. How do you see yourself adjusting to the requirements of this term, the internship and the seminar class?
- Describe the most significant personal or professional event that brought you to this summer internship. Why was it significant for you?
- Internship placements can be challenging. There might be obstacles in just finding an appropriate site, maintaining a work schedule, balancing school/family needs, or dealing with challenging site staff or the individuals with developmental disabilities. Share your greatest challenge, and your strategies for success.
- Where do you see yourself at the end of this internship experience? How do you hope to use these experiences?