

Graduate Program in Rehabilitation Counseling

CURRICULUM AND FIELD PLACEMENT INFORMATION:
A HANDBOOK FOR STUDENTS, SUPERVISORS, EMPLOYERS, AND FACULTY

Prepared by the Rehabilitation Counseling Faculty

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Letter to Students and Supervisors:

The faculty of the Graduate Program in Rehabilitation Counseling at the University of Kentucky developed this handbook. It describes the objectives of the program, as well as program and course requirements. Students are expected to refer to the material contained in this document and use it as a constant reference throughout the program. It is up to each student to ensure that he/she meets all university and program requirements. The program does not have the authority to waive any university regulations. Unless otherwise specified, this handbook does not supersede regulations contained in the University of Kentucky Graduate School Bulletin.

For agency supervisors this handbook is designed to help implement the program's clinical training and fieldwork requirements. Criteria for students in terms of consumer contact, involvement in the agency, and supervision are addressed. In addition, field supervisors will have an overall picture of the rehabilitation counseling program.

We welcome you to the rehabilitation counseling program and look forward to a mutually productive relationship. If there are any additional questions please feel free to contact me. Feedback on this handbook would also be appreciated.

Ralph M. Crystal, Ph.D.
Wallace Charles Hill Professor of Rehabilitation
Counseling and Program Coordinator

TIMETABLE FOR PROGRAM REQUIREMENTS

All students must adhere to the following timetable. Failure to do so may result in a delay in being able to do fieldwork or graduation. Specific dates are published in the Schedule of Classes, the Graduate School Bulletin, and the letter sent to students at the beginning of each semester. This information can also be accessed on the web at the University of Kentucky site www.uky.edu and links to the Graduate School, Registrar's office, and the program. All program forms can be submitted electronically.

1. Registration: Advance registration is held in November for the spring, and April for the summer and fall semesters. If you do not register during the time when your priority registration window is open you may be subject to a late registration penalty.
2. Admission to Field Work Examination: This examination is taken during the semester prior to the anticipated initiation of the Practicum. An application is to be submitted in the rehabilitation counseling program office within 30 days after the beginning of the semester during the fall and spring, and 15 days in the summer during which you plan on sitting for this examination. See Appendix A for an application form.
3. Fieldwork: An application is to be submitted in the rehabilitation counseling program office within 30 days after the beginning of the semester during the fall and spring, and 15 days in the summer during which you plan on completing a field experience. Please refer to Appendix B for an application form.
4. Final Examination: This examination is taken during the semester in which you plan to graduate. An application is to be submitted in the program office within 30 days after the beginning of the semester during the fall and spring, and 15 days in the summer during which you plan on sitting for this examination. See Appendix A for as application form.
5. Graduation: An application is to be submitted in the Graduate School within 30 days after the beginning of the semester during the fall and spring, and 15 days in the summer during which you plan to graduate. This application can be obtained in the Graduate School office on the third floor of the Patterson Office Tower or the rehabilitation counseling program office. This form is now available on line. Specific deadlines are posted each semester. The Director of Graduate Studies in the rehabilitation counseling program must sign the application form.
6. A meeting to discuss the Final and Advancement to Fieldwork examinations is scheduled at the beginning of each semester.
7. A meeting to discuss fieldwork is scheduled each semester. It is mandatory for you to attend this meeting if you are planning to complete a field experience during the following semester. You are also required to participate in a two-session orientation to fieldwork. This is only given in the fall semester. You will not be allowed to participate in fieldwork until you have completed this training. Dates will be indicated in the opening letter sent to students.
8. An orientation to the rehabilitation counseling program is held during the early part of the fall semester. This meeting is mandatory for new students, and optional for continuing students. Program requirements and expectations are discussed at this meeting.

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INTRODUCTION

This manual is divided into two sections. The first part contains basic curriculum information, and program and university requirements. The second section includes a detailed description of the program's fieldwork component.

Mission Statement

The mission statement for the University of Kentucky can be found at the following address, <http://www.uky.edu/Regs/StrategicPlan/>. The mission statement for the rehabilitation counseling program is as follows:

The master of rehabilitation counseling (MRC) degree, awarded by the Graduate Program in Rehabilitation Counseling is consistent with the professional needs of the state-federal rehabilitation program, and public and private rehabilitation agencies and facilities. The program employs a combination of coursework, practicum, and internship experiences to provide students with the knowledge, skills, and competencies required to assist in the rehabilitation of individuals with disabilities to help them achieve the highest level of functioning consistent with the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act, and the Technology Act.

A basic tenant of the program is the belief in the worth and dignity of all persons. It is the right of all individuals to participate to the fullest extent possible as members of society. It is the obligation of rehabilitation counselors to ensure that persons with disabilities are able to have the services and programs necessary to move from economic and social dependence to self-sufficiency and independence.

The University of Kentucky Graduate Program in Rehabilitation Counseling (UK-GPRC) serves departmental and UK's strategic goals and objectives by preparing rehabilitation counselors to work in settings which include (a) the state-federal rehabilitation program, (b) community rehabilitation facilities, (c) ancillary rehabilitation programs, (d) hospital and medical facilities, (e) business and disability management companies, and (f) other public and private rehabilitation agencies. The program prepares generalists with the skills and competencies needed to function with individuals who have severe disabilities. The curriculum was designed to enable students to have a "support area" which is a concentration of courses from a related discipline.

PROGRAM OBJECTIVES

In response to the mandates established for rehabilitation counseling masters degree programs, the UK-GPRC has been established as an interdisciplinary, competency-based approach to the training of rehabilitation counselors. The following are the program objectives.

Pre-Service Education - Students

1. To prepare rehabilitation counselors in the skills, knowledge, and competencies necessary to work with individuals who have a disability, with an emphasis on individuals with a severe disability, cultural diversity, substance abuse, and serving persons with disabilities from minority backgrounds.
2. To recruit high quality students, especially minority and individuals with disabilities, as well as underrepresented, such as older and economically disadvantaged populations,

African American, Native American, Asian, Pacific Islander, and Hispanic populations.

Pre-Service Education - Program

3. To provide class and field training to students to interpret education and employment data, and understand medical, social, and psychological information to assess the impact of disability in terms of attitudinal barriers, vocational and employment functioning, independent living, and adjustment within the family and community.
4. To provide didactic and field training opportunities in independent living, severe disability, especially orthopedic, traumatic brain injury, vision, hearing, mental illness, learning disabilities, family involvement, cultural diversity, and chemical dependency.
5. To prepare students in the skills needed to provide effective planning and coordination of rehabilitation services, interpersonal teamwork, and to determine community options to facilitate client integration into the community, and function in the role of client advocate.
6. To prepare rehabilitation counselors to work with business, industry, and clients in terms of job placement including employability skill development, job development and identifying employment opportunities, job analysis, restructuring, modification, placement, and rehabilitation engineering.
7. To develop in students the ability to develop positive employer relations, and consult with employers to discuss and train them with regard to the removal of barriers to employment, to understand the vocational impact of different disabilities, and the vocational implications of those disabilities.
8. To prepare counselors to work with the client assistance program.
9. To understand the Americans With Disabilities Act, the Rehabilitation Act of 1973, as amended, and the Technology Act particularly with regard to nondiscrimination and placement of clients into training and employment.
10. To prepare students with an understanding of worker compensation and disability management rehabilitation practices, particularly as these interfaces with the public rehabilitation program.
11. To prepare students to provide vocational and independent living services for the transition from school to work, and supported employment practices.
12. To train students in casework procedures and ethical rehabilitation practices.

Continuing Education

13. To provide masters level training for employed rehabilitation professionals through distant education technologies.
14. To provide continuing education programs consistent with a Human Resource Development (HRD) approach for employed rehabilitation professionals to up-grade skills in order to:
 - (a) work with individuals with severe disabilities, (b) function in business and industry with regard to job development, analysis, modification, placement, employer relations and job-seeking skills, (c) understand transition and supported employment, (d) understand consumer issues and assist customers to live and function independently, (e) implement effective casework practices and procedures, and (f) understand the implications of the ADA and the Rehabilitation Act Amendments of 1998 with regard to diversity, informed choice, use of existing information, and employment outcomes, and (f) understand issues of cultural diversity.
15. To develop a distance learning program to meet the pre and post employment educational needs of persons throughout the Commonwealth of Kentucky.

Rehabilitation Research

16. To conduct rehabilitation research consistent with the state-federal and related rehabilitation programs.
17. To incorporate research results into the UK-GPRC pre-service training program.

Program Quality

18. Through the Human Resource Development (HRD) concept to maintain and enhance cooperative relationships with the two state rehabilitation agencies, businesses and industries, the public school systems, rehabilitation organizations, and facilities in Kentucky; and continue to develop interdisciplinary training opportunities with related disciplines.
19. To maintain program accreditation by the Council on Rehabilitation Education; for faculty to maintain CRC status; for faculty to obtain and maintain Kentucky Counselor Certification; and to maintain program membership in NCRE.
20. To keep informed of new developments in rehabilitation through journals, published research reports, and to participate in rehabilitation conferences and workshops.

In 1978 the UK-GPRC was reorganized and administratively housed as an interdisciplinary program within the Graduate School. During 1990-1991 the program was relocated to the College of Education. This was an interim step in order to stabilize the program with the addition of a third faculty member. In 1994 the program was moved into the Department of Special Education. In 2000 a fourth individual joined the faculty. There are now four full time equivalent faculty members assigned to the rehabilitation counseling program. The name of the department was changed to reflect the inclusion of this program. It is now known as the Department of Special Education and Rehabilitation Counseling.

The location of the program is advantageous in several ways. This enables the program to draw upon the resources of other colleges, departments, and other teaching, research, and service units within the university. The Master of Rehabilitation Counseling (MRC) degree awarded is available only for graduates of the program. This unique setting allows for flexibility in tailoring each student's curriculum to meet individual needs and interests. All faculty have appointments in the Department of Special Education and Rehabilitation Counseling in the College of Education.

The Council on Rehabilitation Education accredits the UK-GPRC. The program is approved by the Kentucky Council on Post Secondary Education (this council approves all higher education degree programs in the state), and is the only masters level rehabilitation counseling program in Kentucky.

Communication With Students

To facilitate communication both in class and programmatically, all students are required to have an email address and join the program listserv. Instructions for obtaining an email address and joining the program listserv (rehabstu) may be found at the EDSRC departmental Web site in the College of Education (<http://www.uky.edu/Education/>). Follow the links to the department and then to the program. Also, instructions are available in the program office.

All students are required to have email addresses and to provide them to the program office upon enrollment and prior to the beginning of each semester (if there has been a change). At the beginning of each semester a letter is sent to each student via email attachment. This letter includes information regarding important dates such as the scheduling of examinations, as well as meetings for fieldwork and to discuss the program examinations. Other important information is also contained in this letter. Please note the information in the letter so you do not miss program and university deadlines. This may result in a delay in program completion and graduation.

Student Rights and Responsibilities

Please refer to the university publication, Student Rights and Responsibilities (<http://www.uky.edu/StudentAffairs/Code/>) for information regarding (a) Code of student conduct: Rules, procedures, rights and responsibilities governing non academic relationships; (b) Selected rules of the university senate governing academic relationships; and (c) Regulations governing time, place, and manner of meetings, demonstrations, and other assemblies; and (d) Student records.

This document contains information regarding procedures to be followed if you are accused of plagiarism. It also contains information related to other disciplinary procedures, and termination. The Graduate School Bulletin, found at the Graduate School home page contains relevant information on these matters as well and should be consulted as well (<http://www.rgs.uky.edu/gs/gradhome.html>). Other important information about the Graduate School can be found at this address.

Part I

CURRICULUM INFORMATION AND PROGRAM AND UNIVERSITY REQUIREMENTS

General Program Information

Description of the Program

The UK-GPRC is a 55-60 credit hour program, which may be completed in 16 months of full time study. The university for graduation requires a cumulative grade point average of 3.0 (B). Graduation requirements may be fulfilled through part or full time study. Courses are offered in the late afternoon and early evening. Students may enroll in either the on campus or distance education program.

The basic required coursework includes a core of 36-39 credit hours of rehabilitation and related coursework. Six to nine credit hours are reserved for electives, and twelve hours for fieldwork (practicum and internship). Please refer to Appendix C in the back of the handbook for a description of the required courses.

Students with a bachelor's degree from an approved undergraduate rehabilitation education program may petition the program faculty to waive up to nine credit hours. A request of this nature should be made in writing to the Director of Graduate Studies prior to the completion of the student's first semester of study. A total of 12 credit hours may be transferred from another institution.

All required courses in the distance education program are offered over a three-year period. The distance education program utilizes a combination of web and compressed video modalities. It is designed primarily for full time employed individuals.

Campus Registration Period

Students will meet with their advisors to discuss their academic programs. There is an advance registration period for continuing students. If a student does not advance register during this time he/she will need to attend the registration period for that semester. Failure to register during the advance registration period will result in the university imposing a late fee. There is an advance registration fee due which is applied to your tuition for that semester. Specific advance registration dates for each semester are posted and may also be found in the Schedule of Classes. New and entering students register on the day indicated in their letter of acceptance. The university has implemented a computerized telephone registration process. However, all students are required to meet with their advisor to plan their program of study. Failure to do so may result in a delay in completing the program and graduating.

Admission to Field Work Examination

All students are required to successfully pass a program Admission to Field Work examination. This examination is a program prerequisite for admission into the Practicum. The Admission to Field Work Examination is normally taken during a student's second semester of full time study or after the student has completed at least 20 hours of rehabilitation counseling coursework.

This examination consists of two parts. The first part includes essay type questions. The second part is a faculty conducted oral examination. It is based on the essay examination as well

as knowledge that the student has been expected to acquire throughout the program. On this examination students apply their knowledge of rehabilitation counseling to a variety of hypothetical situations. Typically this consists of the student being given consumer demographic, disability, and social information. Students are expected to demonstrate mastery of rehabilitation counseling competencies through their answers to a series of questions about the consumer(s).

The oral examination may also include questions regarding the future plans of the student as well as factors, which influenced the choice of rehabilitation counseling as a major. This test may also include questions about rehabilitation programs and related information. The faculty to identify areas of strength and weakness and to plan the student's field experience around these areas uses the results of the test.

The Admission to Field Work examination is offered three times a year (Fall, Spring, and Summer semesters). An application to take this examination is available in the program office (please refer to Appendix A). To be eligible for this examination student must file the application in the Departmental Office within 30 days after the beginning of the semester or 15 days in the Summer Session in which they expect to take this examination.

Please note that students cannot start a fieldwork experience with any S or I grades on his/her transcript. Also, you must have attended the fieldwork orientation, passed the field work examination, and not be on academic probation.

Field Work Orientation Training

All students are required to participate in a two-part orientation program. This is offered during the fall semester. It consists of one two hour session. This training is mandatory and is only offered once a year. You cannot begin fieldwork until this training is completed. Dates will be indicated in the opening letter to students and posted. A certificate of completion will be given at the end of the training. Arrangements will be made for distance learning students to participate in this training.

The Final Examination and Graduation

Degrees may be conferred at the close of any semester and the summer session. To be eligible for a degree a student must file an application for graduation at the Graduate School Office (third floor of the Patterson Office Tower) within 30 days after the beginning of the semester or 15 days in the Summer Session in which they plan to complete their work. The Director of Graduate Studies must sign your degree card application. Failure to do this will result in a delay in graduation. This is a Graduate School requirement. Campus bulletin boards will have posted the specific filing deadlines for graduation at the beginning of each semester.

The University requires that a final examination be given to all degree candidates. The Graduate School Dean schedules the examination and the report is returned to the Dean upon completion of the examination. The examining committee consists of at least three members recommended by the Director of Graduate Studies and appointed by the Dean of the Graduate School. An application to take this examination is available in the Department office. (Please refer to Appendix A). To be eligible to sit for this examination student must file the application in the program office within 30 days after the beginning of the semester or 15 days in the Summer Session in which they expect to graduate. The Final examination is a comprehensive test that covers all aspects of the program. The format of this examination consists of essay and short answer questions.

The Graduate School now allows the program to use the Certified Rehabilitation Counselor examination (CRC) as the program's final examination. This option is only available during the fall and spring semesters when this examination is offered and not during the summer. In order to be eligible for this option you must comply with the CRC registration and examination dates. You must inform the program in writing that you will be using this option and sit for the CRC examination on the date that it is being offered. Information about the CRC and registration procedures may be found at www.crccertification.com/.

Examination Dates

Dates for the Admission to Field Work and Final Examination are established at the beginning of each semester. A meeting to discuss these examinations with students is held during the early part of each semester. Students are informed of these dates in writing at the beginning of each semester. These will not be the same dates as the CRC examination dates.

Financial Aid

For potential financial aid resources, contact the Student Financial Aid Office, 365 Patterson Office Tower, and phone (859) 257-3261. They may also be found on the web following the links from the University of Kentucky home page.

Federal Scholarships

Scholarships from the US Dept. of Education, Rehabilitation Services Administration that provide for tuition and stipend support are sometimes available. The program faculty makes these awards and has established the following criteria for awarding these funds:

1. Be a citizen of the United States or a foreign national lawfully admitted into the United States for permanent residence.
2. Not be an employee of the federal government.
3. Not be employed elsewhere on a full time (more than 20 hours per week) basis.
4. Be enrolled full time (minimum of nine credit hours for each semester during the regular academic year, three credit hours during the Intersession, and five credit hours during the Summer).
5. Internship students must be involved at an agency related to the state-federal program.
6. Take the required rehabilitation counseling courses. Your advisor and the program faculty must approve exceptions.
7. Practicum students must do their fieldwork at a site recommended by the program faculty that is involved with the state-federal rehabilitation program and that involves direct contact with business and industry.
8. Students may not receive a traineeship for more than six semesters including the summer.
9. Priority will be given to second year students or students who have been in the program

the longest.

10. Expect to seek employment in a state rehabilitation agency or in another rehabilitation agency or facility from which the state agency secures services.
11. Maintain academic standing and not be put on probation because of academic reasons; and are to take the required rehabilitation counseling courses. Your advisor and the director must approve exceptions.
12. Additional selection criteria may include undergraduate and graduate grade point average, goals and objectives, and Graduate Record Examination scores.

In addition, the US Congress has imposed the following stipulations on recipients of a scholarship:

"Scholarship recipients agree to maintain employment in a rehabilitation agency or related agency or in a state rehabilitation agency or related agency, including a professional corporation or professional practice group through which the individual has a service arrangement with the designated state agency; on a full or part time basis; and for a period of not less than the full time equivalent of 2 years for each year for which assistance under this section was received, within a period, beginning after the recipient completed the training for which the scholarship was awarded, of not more than the sum of the number of years in the period described in this sub clause, and 2 additional years; and repay all or part of any scholarship received plus interest, if the individual does not fulfill the requirements of this clause, except as the Commissioner by regulation may provide for repayment exceptions and deferrals."

Additional Scholarship Information

Contained in Appendix C is a copy of a Letter of Agreement and Statement of Conditions form, which outlines the federal guidelines for scholarship recipients. Students sign this form and are required to adhere to the conditions contained therein. Please read this over carefully before accepting a scholarship. If you have any questions do not hesitate to contact the director of the training grant if you have any questions about the training grant and the employment and pay back obligations.

Students who receive scholarship funds may be employed on a part time basis up to 20 hours a week. A letter from the employer on the business letterhead must be on file in the program office for students who are employed. The letter must state the number of hours of employment. Also contained in Appendix D is a rating form used to evaluate and rate students for a training scholarship.

Masters Project

Students (full and part time) are required to complete a master's project. This project will be started during the semester in which the student takes the research course. A proposal will be developed in this course. The actual project will be conducted during the semester in which the student takes the contemporary practices course (RC 760).

The project will be conducted in consultation with the course faculty and students' major professor. Examples of projects include extensive literature reviews, development of a position paper, preparation of a paper for presentation at a professional meeting, participation in a faculty

research project, conduction of a field survey, and development of an article for publication in a professional journal. Credit for this project will be given through RC 750 and 760. Topics must relate to an area of rehabilitation practice.

Time Limit for Degrees/Incompletes

Activities, which are used to satisfy degree requirements, must be completed within eight years preceding the proposed date of graduation. Grades given as an "I" (incomplete) will turn into a failing grade after one year if the work is not completed. Students may not begin a fieldwork experience with a grade of I or S

Transfer of Credits

With the approval of the student's advisor, the Director of Graduate Studies, and the Graduate Dean, a maximum of twenty five percent of the semester hours required for the degree earned prior to admission may be credited towards the degree. This typically translates into three to four classes (9-12 credit hours). Such credits must be at the graduate level and may be earned as a post-baccalaureate graduate student or as a student in another graduate program. In no case will independent work, research, or thesis credit completed as part of the degree requirements for another program be considered for the MRC.

Student Responsibility

It is the student's responsibility to be informed concerning all regulations and procedures required by the university and the program. Therefore, the student should become familiar with the Graduate School Bulletin. In no case will a regulation be waived or an exception granted because a student pleads ignorance of the regulation or asserts that advisors or other authorities did not present information.

Advisors

Each student is assigned an academic advisor. It is the student's responsibility to consult with his/her advisor on all academic matters including registration, clinical training, and program examinations.

Termination Procedures

The Dean of the Graduate School may terminate enrollment of a student for any of the following reasons:

1. Academic probation for three enrolled semesters.
2. Having twice failed the Admission to Field Work examination.
3. Violation of professional ethics as determined by a field placement site and the program faculty.
4. Having twice failed the final examination.

This information does not supersede the information regarding termination and penalties for violations contained in the Student Code of Conduct and the Graduate School Bulletin.

Requests for Waivers of Program or Course Requirements

A student must petition the Director of Graduate Studies to request a waiver of or substitution of a program or course requirement. Such requests must be made in writing. This is typically done through the Director of Graduate Studies. The Dean of the Graduate School must approve this.

Readmission

Students who voluntarily withdraw from the program and were in good standing are eligible for readmission. They must file an application for readmission with the Graduate School for this purpose. The program then makes a recommendation on readmission of the individual.

Masters Degree in Rehabilitation Counseling (MRC)

The Graduate Program in Rehabilitation Counseling is an interdisciplinary program within the Graduate School of the University of Kentucky. The curriculum, in accordance with the guidelines of professional organizations in rehabilitation counseling, provides for flexible programming in response to individual student needs and interest. The Program is accredited by the Council on Rehabilitation Education, and approved by the Kentucky Council on Post Secondary Education. The program meets the educational criteria for Rehabilitation Counselor Certification and eligibility for the Kentucky Professional Counselor Certification examination. The program retains membership in the National Council on Rehabilitation Education.

Listed on the following page are the Program of Studies and Sequence of Courses. The first page is for on-campus students and the second page is the distance learning schedule. Required "RC" on campus courses is only offered during the semester indicated. Although the Sequence of Courses is indicated for a 16-month period of full time study, all RC courses are offered in the late afternoon and early evenings to accommodate part time students. The courses are offered on an annual basis in the semester indicated. Please refer to Appendix E for a description of the required courses.

Electives (Support Areas)

As an interdisciplinary program the expectation that students will use their electives to form a support area is an important aspect of the program. A support area enhances specific skills and knowledge related to rehabilitation.

Support areas available through interdisciplinary planning include: (a) transition and supported employment, (b) gerontology, (c) severe disabilities, (d) mental illness, head injury, learning disabilities, (e) educational services (special education) for persons with disabilities, (f) chemical dependence, alcoholism and substance abuse, (g) family studies, (h) administration and management, (i) family dynamics, (j) research and evaluation, (k) recreation therapy, (l) policy and planning, (m) economics and labor trends, (n) criminal justice, (o) deaf and hearing impairment, (p) blind/visually impairment, (q) independent living and advocacy, (r) client assessment, (s) behavioral sciences, (t) business and industry, (u) cultural diversity, and (v) advanced counseling techniques.

Participating disciplines include Educational and Counseling Psychology, Social Work, Special Education, Sociology, Public Administration, Family Studies, Psychology, Therapeutic Recreation, Allied Health, and Medicine. Please refer to Appendix F for a selected listing of potential Support Areas and related courses.

Courses for Scholarship Students

Students who receive federal scholarships are **required** to take the four one-hour courses on cultural diversity, priority disability groups, supported employment, transition, and independent living, and client rights and the Americans With Disabilities Act.

PROGRAM OF STUDIES AND SEQUENCE OF COURSES

<u>Fall Semester (First Year)</u>	<u>Credits</u>
RC 510 Orientation to Rehabilitation Resources	3
RC 515 Medical & Psychosocial Aspects I	3
RC 520 Principles of Rehabilitation	3
RC 650 Rehabilitation Counseling Theory and Practice I	3
Elective	<u>3</u>
	15
 <u>Spring Semester (First Year)</u>	
RC 516 Medical & Psychosocial Aspects II	3
RC 558 Group and Family Counseling (elective)	3
RC 610 Case Management in Rehabilitation	3
RC 620 Vocational Evaluation and Work Adjustment	3
RC 740 Administration and Supervision in Rehabilitation	1
RC 530 Cultural Diversity in Rehabilitation	2
RC 660 Rehabilitation Counseling Theory and Practice II	<u>3</u>
	15
 <u>First Summer</u>	
Elective or RC 640 - Rehabilitation in Business and Industry	3
RC 558 - Special Topics - Ethics, Priority Disability Groups	1
 <u>Second Summer</u>	
RC 630 Placement Services and Techniques	3
RC 710 Practicum in rehabilitation*	3
RC 750 Rehabilitation Research	2
RC 558 Special Topics: Transition and Supported Employment/Independent Living in Rehabilitation	<u>1</u>
	9
RC 540 Rehabilitation in Alcoholism and Drug Dependence	3
 <u>Fall Semester (Second Year)</u>	
RC 720 Internship in Rehabilitation*	9
RC 760 Contemporary Practices in Rehabilitation	3
RC 558 Special Topics, ADA and Client Rights	<u>3</u>
	15
 <u>Other Rehabilitation Courses</u>	
RC 558 Special Topics in Rehabilitation Counseling	(1-3)
RC 782 Directed Independent Study	(1-3)
*RC 710 and 720 (Practicum and Internship) are offered every semester for part-time students.	

THREE-YEAR DISTANCE EDUCATION SCHEDULE FOR THE REHABILITATION COUNSELING PROGRAM

The following schedule distance education students to receive a Master of Rehabilitation Counseling degree. This schedule is subject to change based on availability of distance education time slots and faculty and university resources. Dates and times will be announced for each course.

Fall (First Year)

RC 520, Principles of Rehabilitation
RC 650, Rehabilitation Counseling Theory and Practice I

Spring (First Year)

RC 610, Case Management in Rehabilitation Counseling
RC 660, Rehabilitation Counseling Theory and Practice II

First Summer (First Year)

RC 640, Rehabilitation in Business and Industry

Second Summer (First Year)

RC 630, Placement Services in Rehabilitation

Fall (Second Year)

RC 515, Medical and Psychosocial Aspects of Disability I
RC 620, Vocational Evaluation and Work Adjustment

Spring (Second Year)

RC 516, Medical and Psychosocial Aspects of Disability II
RC 740, Admin. And Supervision in Rehabilitation
RC 530, Cultural Diversity

Summer (Second Year)

RC 750, Rehabilitation Research
RC 558, Transition, Supported Employment and Independent Living

Fall (Third Year)

RC 760, Contemporary Practices in Rehabilitation
RC 710, Practicum

Distance Education Course Schedule - continued

Spring (Third Year)

RC 558, Group and Family Practice in Rehabilitation

RC 710, Practicum
RC 720, Internship

Summer (Third Year)

RC 710, Practicum
RC 720, Internship
RC 540, Substance Abuse and Chemical Dependence

Experiential Learning

Some courses and other requirements in the program may require that students divulge personal information as part of the experience, training, and learning processes. In such instances where self-understanding or growth experiences are provided these are voluntary in which the student may wish not to participate and for which no evaluative judgments will be made for participation or non-participation. Students in the vocational assessment course (RC 620) are expected to evaluate a client referred from the state rehabilitation agency.

Program Faculty

Program faculty including a brief biographic sketch, are as follows:

Ralph M. Crystal, (Professor), Program Coordinator and Director of Graduate Studies, received his masters degree in rehabilitation counseling from New York University in 1972. He was employed as a rehabilitation counselor (1972-1974) responsible for vocational evaluation, personal, social, and vocational adjustment counseling, and job placement in a rehabilitation facility. His responsibilities also included program development, implementation of the rehabilitation objectives, direction of the professional staff, budget development and administration, consultation with community agencies, and staff development and training.

Ralph Crystal received his doctoral degree in rehabilitation counseling from the University of Wisconsin-Madison in 1977. He served from 1977-1981 as Assistant Professor and Research Director of the Rehabilitation Counselor Education (RCE) and Rehabilitation Research Institute (RRI) programs at The University of Michigan until his appointment in August 1981 at the University of Kentucky. His responsibilities in the RCE program at Michigan included teaching and advising masters and doctoral level students. As Research Director of the RRI (core areas rehabilitation program evaluation techniques, methodologies, and instruments), he was responsible for management of daily Institute activities. He was also involved in national data base analysis projects on the state-federal program and conducted several evaluation projects for state rehabilitation agencies as well as compiling a monograph series.

Dr. Crystal was appointed in 2001 as the Wallace Charles Hill Professor of Rehabilitation Counseling. This is an Endowed Professorship. Dr. Crystal has used funds from this professorship to support research and grant related projects.

Dr. Crystal coordinates the Endorsement Curriculum with Kentucky State University. He also coordinates the program's distant education activities and is working on converting the program's course work to the Web. He is the co-principal investigator for a project with the Department of Preventative Medicine related to the rehabilitation of migrant farm workers. Is also editor of the professional section of the Rehabilitation Professional. Dr. Crystal is a Certified Rehabilitation Counselor, and Kentucky Professional Counselor

As director of the UK-GPRC, Dr. Crystal is responsible for duties associated with the administration of the program. These include involvement of related disciplines, preparation of proposals for extramural funding, coordination of recruitment, admission, retention, and placement of students; teaching, advising, and the development of course offerings, internship sites and other programmatic aspects; maintenance of liaison with state, federal, and service agencies.

Debra Harley, (Associate Professor), received her doctoral degree from Southern Illinois

University in 1992. Before joining the faculty at the University of Kentucky she taught at Eastern Illinois University. She has interests in ethics education, cultural diversity, and rehabilitation in addictive diseases. Dr. Harley has developed courses in these areas.

Dr. Harley is a Certified Rehabilitation Counselor and a Certified Professional Counselor. In addition to serving on several regional Boards of directors, Dr. Harley is Editor of the Journal of Rehabilitation Administration, and Editor of the Journal of Applied Rehabilitation Counseling. She was appointed during 2002-2003 to serve as the Acting Director of the university's Women's Study program. Dr. Harley was a Mary Switzer Scholar, and this past year a recipient of the Sylvia Walker Education Award as well as the Provost's award for Outstanding Teaching.

Sonja Feist-Price, (Associate Professor), received her Master of Arts degree in rehabilitation counseling psychology from Southern University in 1990. She received her doctor of rehabilitation degree in rehabilitation counseling and administration from Southern Illinois University in 1992 with a specialization in gerontological research. Dr. Feist-Price has worked as a vocational rehabilitation counselor serving an injured worker population. She also has experience working with individuals who have mental impairments. Dr. Feist-Price is a Certified Rehabilitation Counselor, a Certified Professional Counselor in Kentucky, and a Licensed Professional Counselor in Louisiana.

Dr. Feist-Price is an HIV/AIDS prevention researcher, and member of a multi-disciplinary research team. She is Co-Principal Investigator on a grant that is co-funded by NIMH and NICHD on HIV prevention among adolescents at greatest risk. Dr. Feist-Price is also Co-Principal investigator on a recently funded grant by NIAAA to replicate a school-based HIV, pregnancy, and alcohol prevention intervention in South Africa. She is also a principle investigator on funded research from the Center for AIDS Prevention Studies to conduct research on African American men.

Dr. Feist-Price has presented her research findings at numerous national conferences, as well as international conferences in Israel, South Africa, Mexico, and Spain. Her research has resulted in her being named 2002 Researcher of the Year by the National Council on Rehabilitation Education. Dr. Feist-Price also received the Exceptional Achievement Award for Research in the College of Education in 2002, and was recognized as a 2002 Adult Black Achiever by YMCA.

Malachy Bishop, (Assistant Professor) received his master's degree in rehabilitation counseling from Portland State University. He then worked as rehabilitation professional. In 2000 he completed a doctoral program in rehabilitation counseling from the University of Wisconsin – Madison. As part of his doctoral program he completed an internship in neuro psychology assessment and treatment. Dr. Bishop has published extensively and has interests in the area of the rehabilitation of person's with epilepsy.

Jackie Rogers, (Adjunct Assistant Professor) received her master's degree in rehabilitation counseling from the University of Kentucky. She completed her doctoral degree in educational psychology from the University of Kentucky in 2001. Dr. Roger's has a private rehabilitation practice. In addition to teaching rehabilitation counseling classes she assists Dr. Crystal with several research projects.

Professional Organizations

Students are encouraged to affiliate with professional rehabilitation organizations. These include the National Rehabilitation Association, the American Counseling Association, The International Association of Rehabilitation Professionals, and the American Psychological Association. There are a number of divisions within each of these organizations that may be of professional interest to students.

Information about these professional organizations, including membership applications may be obtained in the program office. Students are encouraged to participate in the Kentucky Rehabilitation Association and the Kentucky Rehabilitation Counseling Association. These are the state organizations of the National Rehabilitation Association.

Student Organization. Students participate in a student rehabilitation counseling organization. This group sponsors outside speakers and lecturers, participates on program advisory committees, and sells coffee mugs and shirts with the program logo and university insignia.

Certification

Students are encouraged to become certified as a rehabilitation counselor. You are eligible to sit for the certification examination after completing 75% of your course work. Applications for the CRC examination, which is administered twice yearly, are available in the program office. As indicated, you can use the CRC examination as the program's final examination. Students are also encouraged to sit for the Kentucky Professional Counselor Certification examination. Information about these certifications can be obtained in the program office.

Chi Sigma Iota

The program maintains a chapter of Chi Sigma Iota, the national honor society in counseling and rehabilitation counseling. Membership criteria and information is available in the program office.

Council on Rehabilitation Education

The Council on Rehabilitation Education (CORE) accredits rehabilitation counselor education programs. This body specifies curriculum areas required for accreditation. Being accredited enables students to sit for the CRC examination. The program needs to be accredited in order to apply for training grant funds from the US Dept. of Education, Rehabilitation Services Administration. The UK-GPRC is fully accredited by CORE.

Workshops/Seminars

The Graduate Program in Rehabilitation Counseling periodically sponsors workshops and seminars for students, rehabilitation professionals, and the general public. Recent programs have focused on the Americans With Disabilities Act, public rehabilitation policy, worker compensation rehabilitation, cultural diversity and multicultural counseling, and drug and alcohol abuse.

Program Evaluation

Upon graduation students are asked to provide an overall evaluation of the program and the training they received. The information is given on an anonymous basis. A copy of the form

used is contained in Appendix G. Periodically the program conducts follow-up studies of graduates and employers of graduates. The results from these surveys are valuable in helping the faculty improve the program.

Director of Graduate Studies

The Director of Graduate Studies is the representative of the Graduate School in the program. This individual communicates with the Graduate School regarding individual student matters.

Program Accessibility

All programs and services, including fieldwork sites are held in accessible facilities. This includes physical and communication accessibility. The University of Kentucky as well as all field sites utilized provides service on a non-discriminatory basis in terms of ethnic background, national origin, gender, age, and disability.

Mentors

To enhance the learning experience, all students will be assigned a mentor in the field. Students are encouraged to meet with this individual periodically (about once a semester for about an hour) during the time the student is enrolled in the program. The mentor will help the student learn about professional issues and roles and responsibilities from the perspective of the field. The mentor will both raise issues and answer questions with the student. This will be an informal relationship. A grade will not be given. Each student will be required to submit a brief (one page) report at the end of each semester regarding the mentoring activities.

Advisory Councils

The program maintains two advisory councils. These include a general advisory and field placement advisory council, and a consumer advisory council. The purpose of these councils is to assist the program with matters related to the implementation of the program. Students are encouraged to participate on these councils.

Endorsement Curriculum with Kentucky State University

Established in 1997, the Endorsement Curriculum in Rehabilitation Counseling (ECRC) is collaboration among the University of Kentucky, Kentucky State University, the Kentucky Department of Vocational Rehabilitation, and the Kentucky Department for the Blind. This collaboration is intended to serve as a catalyst for communication, human resource development, and relationship building among rehabilitation professionals, consumers, and educators.

The goals of the ECRC is to provide educational and employment opportunities to students entering the field of rehabilitation counseling. It is open to all undergraduate students at Kentucky State University. The curriculum is 12 credits, one semester curriculum. Upon completion, students receive a certificate of completion and are eligible for employment with the state rehabilitation agency, and/or admission into the UK-GPRC.

Martin-Thacker Scholarship

Established in 1998, the Martin-Thacker Scholarship program provides funds to train

rehabilitation counseling professionals to work in rural areas of the Commonwealth of Kentucky. One to two scholars will be appointed each year. A scholarship of \$2,500 per student is available while the individual is doing fieldwork. This program is being conducted in conjunction with Quest Farm, a residential facility for persons with severe developmental disabilities. Student who do field work at Quest Farm receive an additional \$1,000. Applications for this Scholarship are available in the program office. Awards are made annually.

Part II

CLINICAL TRAINING IN REHABILITATION COUNSELOR EDUCATION

In recent years there has been an increased concern and emphasis with the relevancy of education. Consequently the clinical training component of the Graduate Program in Rehabilitation Counseling takes on an added importance for rehabilitation counseling students. The field represents the real life experience in which the student may test the theoretical and didactic learning of the classroom in an attempt to provide for the needs of clients. It is in this setting that the student learns to deal with the reality of his/her clients, their problems and environments, and the agencies, which serve them. A major purpose of the Clinical Training program is to serve as a transition between the university program and placement as a professional in a rehabilitation field setting.

The Graduate Program in Rehabilitation Counseling places a major emphasis on the quality of the fieldwork experiences. Faculty supervisors work closely with agency field supervisors in an attempt to provide students with a comprehensive understanding of rehabilitation. Agency field supervisors are encouraged to expose the student to a broad range of rehabilitation counseling experiences, and through direct supervision to facilitate the student's knowledge of all stated competencies of clinical training.

Clinical training affords students the opportunity to observe various counseling models, plus recognize their capabilities and limitations as a professional rehabilitation counselor. In order to facilitate the growth of the student in the counseling role, close and open communication must be maintained between the university, the agency supervisor, and the student.

Philosophy of the Clinical Training Program

The mission of the Graduate Program in Rehabilitation Counseling is to prepare graduate level students to enter the field of rehabilitation counseling. The desired characteristics of a graduate from the program includes:

1. A belief in the uniqueness of each individual and a commitment to individual human values;
2. The possession of effective counseling techniques and skills in order to assist an individual to utilize his/her own resources and environmental opportunities in the process of self-understanding, decision making, developmental needs, vocational and educational activities and independence;
3. A demonstrated awareness of professional ethics and concerns that allows the graduate to be respected by clients, peers, and supervisors;
4. A self-learner in seeking knowledge and refinement of skills, abilities, and competencies toward professional excellence;
5. A knowledge of the process and implications of the world of work and its partnership with the rehabilitation process;
6. An understanding of the psychological and medical disciplines involved in the rehabilitation process; and,

7. An understanding of the functioning of private, state and federal agencies and the role they play in the rehabilitation process.

These are characteristics, which must be assessed, modified, supplemented and/or reinforced during each student's graduate program.

In order to integrate these characteristics within each student, it becomes a primary aim of the Program to provide a realistic field placement setting. Here, the student may experience the diverse problems encountered in actual rehabilitation situations.

The agencies/facilities cooperating with the Graduate Program in Rehabilitation Counseling at the University of Kentucky have been identified as settings which are integrally involved in the rehabilitation process and therefore in a position to offer the student valuable opportunities for reality testing and professional and personal growth.

Description of Clinical Training

The Clinical Training program represents the opportunity to put theoretical knowledge to work and provides the setting to sharpen technical skills under the supervision of a Certified Rehabilitation Counselor. Clinical training involves both a Practicum and Internship as well as other experiences throughout the program. Students may petition to enter the Practicum after completing a minimum of 20 credits of rehabilitation counseling coursework.

Internship is normally begun after the completion of at least 36 credit hours of coursework. Full time students usually take the Practicum during the eight-week summer session. Part time students may elect the Practicum during any semester. Full time students normally complete their Internship during either the fall or spring semesters.

A three day shadowing experience is the initial field experience and is included as part of the Orientations (RC 510) class. The Practicum involves the student spending 200 hours in a rehabilitation agency during the semester. The Internship consists of a nine-credit 600-hour (40 hour per week) commitment in a rehabilitation agency. Part time students may elect to split their Internship. For example, three Internship credits may be taken during the eight-week summer session (25 hours per week), and six credit hours (27 hours per week) during either the fall or spring semester. In such instances, the internship would be taken during consecutive semesters and at the same agency.

Other policies governing the Clinical Training program are as follows:

1. The Agency Supervisor should interview all prospective candidates who express an interest in a particular field site.
2. Students assigned to a State Vocational Rehabilitation agency District Office should also be exposed to a variety of rehabilitation facilities, especially in the area of the severely disabled and cultural diversity.
3. It is recommended that the student be assigned to one professional staff member for intense supervision throughout the duration of each field placement. Students are encouraged to interact with all professional staff members of the agency throughout the semester. In some instances, a clinical rotation will be the more effective means of training.

4. As appropriate, students are expected to participate in the full range of activities at an agency.
5. The agency supervisor should possess the highest level of academic qualification and professional experience, and preferably should be a Certified Rehabilitation Counselor.
6. The supervising counselor as per the expectations of the Practicum and Internship should give students as much responsibility in actual caseload management as deemed appropriate.
7. Agency supervisors need to be familiar with all competencies pertinent to the clinical training experience and need to provide relevant activities within the field placement site in order to facilitate the mastery of the Clinical Training competencies.
8. Agency routines and regulations are required to be adhered to by the student.
9. Because of the intense learning experience of the field experience, students are not allowed to switch field sites during the semester unless substantial difficulties arise at the field site that are beyond the control of the student. Even attempt will be made in such instances not to penalize the student.
10. Students cannot begin fieldwork unless they have completed the fieldwork orientation, passed the Advancement to Fieldwork examination, have no I or S grades, and are in good standing with the Graduate School (3.0 GPA).

Field Placement Components

Expected competencies resulting from the Clinical Training experience are in the areas of (a) Interpretation of Medical, Educational, Social, and Vocational Information, (b) Rehabilitation Planning and Case Management, (c) Career and Vocational Counseling, (d) Personal and Social Counseling, (e) Job Development and Placement, (f) Community Resource Utilization, (g) Recording and Reporting, and (h) Professional Participation and Development. Specific competencies related to each of these areas and the form used for the learning goal contract may be found in Appendix H.

The fieldwork experience contains of three phases. The initial phase consists of shadowing a rehabilitation professional. This three-day experience is typically done during the Orientation to Rehabilitation Resources course. The second phase is a 200-hour practicum. The final phase is a 600-hour Internship. Each of these experiences is described below.

Coordinator of Clinical Training

The Coordinator of Clinical Training is the individual assigned by the Program Coordinator to coordinate all activities related to field placement activities. This individual works with field agencies in establishing and maintaining field sites, and with students in facilitating their placement at approved sites. This individual also is responsible for the supervisory aspects of clinical training. However, other faculty members may also serve in a supervisory role.

Evaluation

Learning goals of the fieldwork experience are jointly developed by the student, agency

supervisor, and faculty supervisor. A learning contract is developed (Appendix I) against which the student is evaluated at mid semester and at the completion of the field placement. The end of the semester form is completed by the site supervisor. Goals are set such that, by the end of the final field experience students have demonstrated their abilities consistent with the competency task areas. Students also have the opportunity to evaluate their field experience. A copy of these evaluation instruments is contained in Appendix J.

Field Work Requirements

The following is a summary of the program's fieldwork requirements:

1. A three day shadowing/observation experience is included as part of the Orientation to Rehabilitation Resources course.
2. The Practicum is three credit hours and requires 200 hours of agency experience. This may be repeated for an additional three credits. The Internship is nine credit hours and requires 200 hours of agency experience per three credits for a minimum of 600 hours.
3. Each student receives both individual and group supervision by the university supervisor. Group supervision by the faculty supervisor occurs on a weekly basis and lasts for approximately 1 3/4 hours. Individual supervision is normally conducted on a bi-weekly basis during the regular academic year, and weekly during the summer.
4. Field supervisors are expected to provide the equivalent of one hour of supervision per week for the student.
5. Students will not be allowed to begin their fieldwork until the faculty supervisor, field supervisor, and student have approved a learning goal contract. This contract is usually finalized at a meeting between the field and university supervisor, and student prior to the beginning of the semester.
6. Students are expected to spend at least 1/3 of their fieldwork experience in direct client contact.
7. A mid semester evaluation will consist of a meeting between the field and university supervisor and student. The purpose of this meeting will be to discuss the progress the student has made, and to implement any changes in the placement as deemed appropriate. A one-page evaluation form is completed by the supervisor and signed by the student. This is placed in the student's portfolio. The faculty supervisor may also use additional forms of evaluation.
8. At the end of the semester the field supervisor is required to complete a written evaluation covering all aspects of the student's performance. This evaluation should be shared with the student. Students will also be given the opportunity to evaluate their field experience.
9. Students are required to keep weekly logs of their activities at the field site. A copy of this form is in Appendix K.

Contained in Appendix L is a summary of the fieldwork requirement. Also in Appendix C is information regarding fieldwork requirements for students who receive training grant support from the Rehabilitation Services Administration. A list of practicum sites for

scholarship recipients is maintained in the program office.

Shadowing

This is a three-day observation experience at a rehabilitation agency. It is included as part of the Orientation to Rehabilitation Resources class. Each student, in consultation with the instructor selects an agency to perform the shadowing. A rehabilitation professional at the agency is identified. The experience consists of observing the professional during the three-day period. Through this experience the student has the opportunity to observe agency procedures and ask questions regarding the functioning of the agency. This part of the fieldwork experience normally occurs during the first semester of the student's program.

Practicum

The Practicum consists of (a) a 200 hour supervised experience in a rehabilitation counseling setting, (b) a weekly individual and group seminar with the faculty supervisor, and (c) individual supervision by the agency supervisor. Students are expected to provide counseling services to clients and work with staff at the agency.

The primary skills to be developed during the Practicum include intake interviewing, vocational evaluation procedures, job placement techniques, and report writing. Observation and participation under the direction of the field supervisor gain these. At least 1/3 of the Practicum time should be in direct client contact. This results in a standardization of the Practicum experience and insures that all graduates will be competent in these areas.

Students who receive a traineeship from the Rehabilitation Services Administration are required to have practicum experiences that relate to business and industry. This can be at a field site in business, or through a rehabilitation facility related to the state program that has regular contact with business. Students may be assigned to a specific Practicum site by the program faculty to insure that the requirements of the grant are met.

The practicum must be done at a site within the geographic area of the university. A student may be required by the program faculty to repeat the Practicum. A student may also elect or be required to take three additional credit hours of Practicum. A student who receives a "C" in his/her first Practicum will be required to take a second Practicum.

Internship

The third fieldwork experience is an Internship. Students complete nine credit hours (600 hours minimum in the field) of Internship, and must demonstrate competence in working with clients in the context of a professional rehabilitation counseling relationship. Internship students carry a caseload and function as an actual professional staff member of the agency. With the approval of their advisor, the clinical training coordinator, and the program director students may elect to complete their Internship at an approved site outside of Kentucky. You must perform satisfactorily as determined by program faculty in your Practicum in order to be recommended for an Internship outside of Lexington. Such approval is not automatic. At least 1/3 of the Internship time must be in direct client contact. A Certified Rehabilitation Counselor (either the site supervisor, faculty supervisor, or both) must provide supervision.

Students will not be allowed to do the Internship while on academic probation or with Incompletes on their record without the approval of the program director.

Learning Goal Contract

A learning goal contract (Appendix I) is established for each student prior to the initiation of either the Practicum or Internship. This contract describes the roles and responsibilities the student will undertake in the field experience. Specific competencies are identified based upon the training areas, which may be found in Appendix H. The total percent of time for the competency areas must equal 100. The Learning Goal Contract must specify the percent of time the student will spend working in each of the competency areas identified. The student in consultation with the agency and university supervisors develops the contract. All three sign it. Evaluation of each student is based upon the degree of mastery obtained in the contract areas.

Students who receive federal training support must indicate in the Learning Goal Contract how they will have contact with business and industry in the Practicum, and how their work will relate to the state-federal program in the Internship.

A student's fieldwork hours will not count until the Learning Goal Contract has been approval by the program faculty and agency personnel. Failure to complete the Learning Goal Contract in a timely manner will result in the student being terminated from the field site and being required to repeat the field experience the next semester.

Field Work Portfolio

Students are required to prepare a portfolio for both practicum and internship. This portfolio will contain examples of work the student completed during the semester, weekly logs, evaluations, and reports. It is to be handed in at the end of the semester.

Clinical Training Phases

The Clinical Training program (Practicum and Internship) consists of three phases, which are (a) orientation, (b) observation, and (c) participation. Students' are expected to participate fully in each phase. Each is briefly described below:

1. Orientation - consists of the following:
 - (a) Tour of the agency's physical facilities
 - (b) Agency functions and services
 - (c) Agency routines and office regulations
 - (d) Staff
 - (e) Clients
 - (d) Agency manuals

2. Observation - In order for student to understand the actual functioning of the agency, it is desirable to provide a period of observation prior to the assignment of cases.
 - (a) Interviewing
 - (b) Procedures involved in diagnostic assessments
 - (c) Case or team conference (staffing)
 - (d) Attend staff meetings
 - (e) Medical and psychological consultation
 - (f) Case recording and report writing
 - (g) Counselor rounds

- (h) Job placement and follow-up services
- (i) Agency programs and/or treatment services

3. Participation - Students should be permitted to engage in as many activities as individual readiness and time will allow. It is crucial that the student has the opportunity to develop all of the competencies and achieve the learning goals established for either the practicum or internship.

(a) With clients

1. Intake and screening interviews, vocational evaluation, compilation of information regarding clients, personal adjustment and vocational counseling, planning, restoration and training, job development and placement, follow-up of training and/or placement.

(b) With facilitating personnel and agencies

1. Individual consultation with other professional personnel - intra or inter agency, concerning as assigned case: social work, medical, psychological, occupational and physical therapy, vocational evaluation, employers, employment service, and other community resource personnel.
2. Intra-agency team conference with above personnel.
3. Inter-agency team conference including welfare and health departments, state rehabilitation, sheltered workshops, training agencies, state employment services, private health and family-service agencies.

(c) Criteria for case selection

1. The majority of cases should be typical or representative of those carried or served by the agency.
2. There should be a clear-cut function for the rehabilitation counselor.
3. There should not be too many reality limitations (transportation problems, limited time available for appointments, reluctance to come on the part of the client, etc.)
4. Cases should represent the different types of service rendered by the agency or facility.
5. There might be a balance of new and old cases, which would give the student an experience with the various stages of rehabilitation.
6. The case situations should present demands, which are consistent with the past experiences, and the current abilities of the student.
7. There should be some prospect of change or movement giving the student an experience of success.
8. The nature of the case problem should be such as to allow the student and client to work through to problem solution and plan of action without

undue pressure or need for precipitate actions.

9. Increasingly complex cases should be assigned as a student gains self-confidence and skill.
10. The cases selected should have potential usefulness in the instruction of students by the agency supervisor.
11. The cases selected should be a challenge to the professional development of the student.

Additional Requirements for the Practicum

Students who receive federal training support are required to have direct contact with business and industry. This may include having a Practicum in a business or industry. Direct contact with business and industry can include the following: (a) job development and placement, (b) job analyses, (c) recommendations for job modifications/restructuring, and (d) rehabilitation technology and engineering.

Additional Requirements for the Internship

Cases of increasing complexity can be assigned, including a variety of situations requiring multiple services, as student growth and ability increase. Students should have the opportunity to test their impressions, and to develop awareness of their own use of the counseling relationship from initial interview to final contact with the client. Clinical training is most useful when it provides the opportunity to practice and test out techniques, and when it leads to self-understanding, as well as client understanding.

General Field Work Expectations

In addition to the above, the following general experiences are required components of the field experience. Each student should:

1. Become familiar with administrative and organizational policies.
2. Read agency forms, reference materials, technical materials, and other related resource materials.
3. Identify and describe differences in services offered by allied health fields in order to generate understanding and cooperation between professions.
4. Identify health professional resources, which can be responsive to specific functional questions.
5. Identify community resources available to rehabilitation counselors.
6. Identify appropriate community resources needed by clients in making vocational, social, and personal decisions.
7. Assist clients in making appropriate vocational choices.
8. Identify and examine training and career programs available to clients.
9. Identify critical issues or points in the counseling process when medical, psychological, or other consultation is indicated; know how to write consultation requests.
10. Read and translate medical and psychological reports into vocational and functional abilities.
11. Know how to assess residual and transferable vocational skills.
12. Assist clients in understanding, interpreting, and following through on medical, psychological, and other consultation results, advocating the highest treatment.
13. Identify and work with clients' families and other significant social networks in order to assist clients.
14. Identify and implement alternative counseling and rehabilitation strategies.
15. Identify types of interventions, which are most likely to reduce physical, emotional, or intellectual barriers to effective functioning in training, work, home, and family life.
16. Use knowledge of labor market processes to assist clients in the tasks of locating, obtaining, and progressing in employment, as well as direct contact with employers.
17. Orient clients to the world of work and assist them in developing job-seeking skills.
18. Identify, describe, and make available, when necessary, alternative work situations such as sheltered, supported, or community based employment.

19. Enlighten clients to situations in their life roles involving prevention of illness, accidents, and environmental hazards.
20. Prepare case reports and write case notes on clients.

Field Placement Administrative Procedures

Each student must complete an "Application for Field Placement" form (please refer to Appendix B) in order to be considered for clinical training. This application must be filed in the Departmental office within 30 days after the beginning of the semester or 15 days in the summer session of the semester prior to the one in which the student plans to do the clinical training. A student planning to do a practicum during the summer session would file an application at the beginning of the Spring semester. A student intending to do his/her internship in the Fall would file an application at the beginning of the Summer session. A new application must be completed for each field placement. Students should consult with their advisors regarding eligibility for clinical training.

On the application form students indicate information about themselves as well as provide the student an opportunity to identify potential field sites. The part of the application that deals with student information is provided to potential field sites. The site can use the information as an application from the student as it is structured in the form of a resume.

The program maintains a listing of all approved clinical training sites. Students in their selection of a clinical training site should consult this directory.

Field Work Site Selection Process

A meeting is held each semester to discuss fieldwork procedures. This is a required meeting for individuals who are planning to enroll in a fieldwork course during the next semester. At this meeting the Coordinator of Clinical Training will review policies and procedures for establishing a fieldwork site. It is expected that students will have the field site identified, and a learning goal contract approved prior to the beginning of the semester in which the field experience is planned.

The Coordinator of Clinical Training will work with each student on an individual basis to identify and establish a field site. Students can select from public and private rehabilitation agencies. These agencies cover a broad range of programs and disability groups. The Coordinator of Clinical Training will assist in matching individual student interests with program requirements in establishing a field site. **The program maintains a descriptive list of fieldwork sites.** This is updated on a regular basis. It is available in the program office.

After the student has filed an application for Field Placement the Clinical Training Coordinator will work with each student to assist in arranging the clinical training. The student to assist in locating a satisfactory field site should consult the listing of approved placement sites. The Clinical Training Coordinator and the Program Director may approve agencies not listed in the program listing of approved sites after he/she has been requested by the student to approve a particular site.

In general, it will be the student's responsibility to contact an agency after consulting with the Clinical Training Coordinator and the student's advisor. Typically, the clinical training coordinator will identify a field site and ask the student to contact the site. **Students should not contact field sites or make their own arrangements for a placement without consulting with**

the Clinical Training Coordinator.

Students who are in receipt of federal training support must adhere to the requirements previously described regarding selection of a Practicum and Internship site (Please refer to Appendix B).

Learning Goal Contract

The Clinical Training Coordinator prior to the start of the clinical training must approve a training contract between the student and the agency. The training contract includes the expected learning goals. The learning goals are developed through consultation with the agency supervisor, student, faculty supervisor and Clinical Training Coordinator. Final approval of the learning goals resides with the Clinical Training Coordinator.

Fieldwork hours will not count until a Learning Goal Contract has been approved. For students receiving federal training support the Contract must specify how the student will have involvement with business and industry and the priority disability groups.

Student Liability

Potential liability resulting from a negligent act on the part of a student may not be the responsibility of any representative of the university. Thus, students are required to have obtained professional liability insurance. Such insurance is available through the university. An annual fee will be assessed to each student for this purpose. This will be done through Billings and Collections

Field Placement Sites

Clinical training for the Practicum and Internship should be done at different sites. Students are encouraged to select field sites that complement their areas of interest and also provide a variety of rehabilitation experiences. The field placement directory available in the program office should be consulted in the selection of a clinical training site.

Paid Internships

The program encourages the development of paid internship sites. These, however, cannot be guaranteed.

Ethical Conduct

Students doing their fieldwork are expected to abide by ethical codes of professional behavior and by the policies and procedures of the host agency. Professional rehabilitation codes of conduct are provided to students and are also available in the program office. Such ethical standards include the maintenance of confidentiality of client information. Willful violation of ethical standards of conduct may result in termination from the program.

Supervision

The role of the supervisor in the clinical training experience is a difficult one and very often is the decisive factor in the success or failure of the clinical experience. Each supervisor has the responsibility for making student assignments, which will best meet the needs of the

student and the agency. This process involves the readiness of the student and the degree of responsibility he/she can assume, the personality characteristics of both the student and the supervising counselor, the variety of caseloads, and other related factors. It may be necessary to rotate a student's experience in order to give the person a thorough understanding and orientation to the various agency operations, and more importantly, the acquisition of all stated competencies required for the clinical training.

Agency Supervisor

Although primarily the Rehabilitation Agency selects the supervisor, the evaluation of his/her qualifications and suitability for supervision should be a joint responsibility of the agency and the university. The individuals responsible for supervision should meet the following essential criteria:

1. His/her experience and training have given him/her identification with rehabilitation, which will enable him/her to give the student a thorough orientation to the field of rehabilitation.
2. The supervisor has had sufficient experience not only in practitioner areas of rehabilitation, but as an administrator and representative of the agency to other disciplines in the community, so that he/she can help the trainee explore his/her own reactions to the various roles which a counselor will be asked to assume.
3. Supervisory conferences should occupy an integral part of the supervisor's assigned duties rather than being subordinate to other administrative activities.
4. Supervision involves day-to-day responsibility for the student's activity depending on the degree of active responsibility the student is able to assume.
5. A supervisory conference should be held at least once a week with the student for approximately an hour and be planned in advance to insure the following content is included:
 - a. The student should be encouraged to present cases and raise questions.
 - b. Assignment of new cases can be discussed.
 - c. Questions, which the student may raise in reference to agency procedure, should be considered.
 - d. New developments in rehabilitation should be considered.
 - e. Discussions concerning the student's mastery of the clinical training competency requirements.

Faculty Supervisor

A member of the university faculty will be assigned to work with the agency supervisor. This faculty member has the following assignment:

1. Arrangement of an initial meeting between the prospective student and the agency personnel to establish the field placement.
2. Provide the agency with information on the student, his/her level of competency, and areas, which the agency should consider, for student growth throughout the period of

clinical practice.

3. The faculty supervisor will visit the fieldwork site for conferences with the student and supervisor at stated intervals. Such interaction will permit the agency personnel and the faculty staff members to continue working together in an on-going effort to develop a more student-oriented common understanding of the clinical training situation, and to maintain a critical on-going evaluation of the facility and the student, which can serve as a basis for the development of more effective future clinical practice programs.

The goal of supervision, and of the clinical training program, is to help the student develop professional capabilities. In this relationship, the agency supervisor shares with the student the knowledge and skill he/she has gained through years of practical experience in the field. Through the period of supervisory relationships, the agency and the faculty supervisor need to be aware of the capacity and potentialities of the student in order that they may be able to help the student develop to the utmost limits of his/her abilities.

Supervisory Requirements

Agency Supervision. It is expected that each student will have the opportunity to meet with his/her agency supervisor at least once a week for individual consultation. During these consultation periods the student will have the opportunity to present cases and receive direction and feedback regarding the individual's performance and progress. Any unusual problems or difficulties with this should be brought to the immediate attention of the faculty supervisor.

Faculty Supervision. Students in the clinical training program will meet once a week with their faculty supervisor for group supervision, and bi-weekly for individual supervision (weekly during the summer). Students are expected to provide a tape recording of a counseling session. Supervision will consist of reviewing these tapes and a discussion of overall counseling and case management procedures. Also required will be transcripts of counseling sessions and written critiques by the student of his/her counseling performance for each transcript. Comprehensive written reports on clients are also required. Systematic self-monitoring forms are also required. These may be based on the tape recordings.

The only exceptions to the faculty supervisory requirements will be made for Internship students doing their Internship outside of Kentucky. In these instances supervision will occur on a periodic basis as determined by the faculty supervisor and student. Other supervisory arrangements will be made in those instances.

Evaluation

General Procedures

Each student is evaluated on the basis of how well he/she was able to function in a professional manner at the agency. In addition, the learning goals and training contract will serve as the basic criteria against which each student will be evaluated. Learning goals for the Practicum need to be specified based upon the eight rehabilitation competency areas (Appendix I) and must include the professional skills of intake interviewing, vocational evaluation procedures, job placement techniques and contact with business and industry for students who receive federal training support, and report writing. For Internship the learning goals must reflect the student's involvement with cases as a fully functioning professional at the agency. Students are expected to maintain a weekly log of their activities at the agency (Appendix K).

Specific Procedures

The student will meet with both the agency and faculty supervisor at the beginning, middle, and end of the semester. The initial meeting will be to establish the Learning Goal Contract. The mid-semester meeting will consist of a verbal and written review (Appendix J) of the student's progress. Any identified problems should be discussed and handled at that time. The final meeting will be to evaluate the student's overall performance with recommendations for future learning and training experiences.

After the end-of-semester review the field supervisor will complete a written report (Appendix J) on the student's performance. The supervisor will recommend a course grade. Final assignment of a course grade is the responsibility of the faculty supervisor. Students may appeal a grade assigned by the field supervisor to the faculty supervisor.

Students will also have the opportunity to evaluate their field experience. An evaluation form (Appendix J) has been prepared for this purpose.