

Graduate Program in Rehabilitation Counseling

Clinical Rehabilitation Counseling Track
Clinical Rehabilitation Counseling in Mental Health Track

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

Prepared by the Clinical Rehabilitation Counseling and Clinical Rehabilitation in Mental Health
Faculty

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Letter to Students and Supervisors

This handbook has been developed by the faculty of the University of Kentucky Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health Programs to provide information for students at all phases of their progress toward their Master's in Rehabilitation Counseling degree. We describe the history and mission of the program, our expectations of students in the program, and curricular and programmatic requirements.

This manual is divided into three sections. *Section 1* contains a brief description of the program's history and status, faculty and staff, and the program mission statement. *Section 2* presents program and curriculum information and program and university requirements. A program timetable, with important dates, and course descriptions and comprehensive curriculum plan are provided for each of the two tracks. *Section 3* includes a detailed description of each track's fieldwork component. In addition, our "Frequently Asked Questions" section is designed to help students navigate the program requirements. Program forms are included in the appendices.

Students are expected to refer to the material contained in this document regularly, and use it as a constant reference throughout their program. It is up to each student to ensure that he or she meets all University and Program requirements. The Program does not have the authority to waive any university regulations without university approval. 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 client contact, involvement in the fieldwork agency, professional conduct, and supervision are addressed. In addition, this handbook provides field supervisors with an overall picture of the two counseling tracks in the UK Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health Program.

Each semester we send an "Opening of the Term Letter" to students, which describes program activities and events for students. We ask that you refer to this letter so as not to miss important deadlines and activities. We look forward to working with you, and I encourage you to contact me with any questions.

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SECTION 1

INFORMATION ABOUT THE UNIVERSITY OF KENTUCKY CLINICAL REHABILITATION COUNSELING AND CLINICAL REHABILITATION COUNSELING IN MENTAL HEALTH PROGRAMS

About The Program

The University of Kentucky Rehabilitation Counseling Program (UK-RCP) was established in 1962 and is among the oldest Rehabilitation Counseling graduate programs in the nation. The Program has been accredited by the Council on Rehabilitation Education (CORE) since 1979. Current CORE accreditation has been extended through August 2021. The UK-RCP is approved by the Kentucky Council on Higher Education and is the only Rehabilitation Counseling master's program in the state.

In 2015, the UK-RCP submitted an application to convert the existing CORE accredited Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health Program to a dually CORE and Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited program. The program now offers two tracks: Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health.

Both programs require 60 credit hours. Students in the Clinical Rehabilitation Counseling Mental Health track are required to take RC 540 (Chemical Dependency in Rehabilitation) and RC 680 (Mental Health Diagnosis and Treatment Planning for Counselors) as well as be supervised in internship in a clinical mental health agency by a clinical rehabilitation or clinical mental health counselor.

Students in the clinical rehabilitation counseling track can take RC 530 or RC 680 or two other courses. Supervision can be in a traditional rehabilitation agency and by a qualified rehabilitation counseling professional.

We have consistently been ranked in the top 20 by US News in its surveys of Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health Programs.

The program is administratively housed within the Department of Early Childhood, Special Education and Rehabilitation Counseling at the University of Kentucky. The completion of the program leads to a Master's degree in Rehabilitation Counseling (MRC) and the flexible curriculum can be tailored to meet each student's individual needs and interests. The program prepares students to become professional rehabilitation counselors or professional mental health counselors, able to assist persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals through the application of the counseling process.

Students elect to complete one of two separate counseling tracks. Track One is Clinical Rehabilitation Counseling (CRCT), which leads to eligibility to become a Certified Rehabilitation Counselor. Track Two is Clinical Rehabilitation Counseling in Mental Health

(CRC-MHT), which meets the educational requirements to become a Licensed Professional Counselor. Both tracks require the completion of 60 credit hours and may be completed on campus or through distance learning.

The curriculum allows students to complete their program of study in a four semester, sixteen-month sequence (including summers). Courses are offered during the evening and online on a rotating basis to ensure maximum access for non-traditional students.

Program Mission Statement

The mission of the University of Kentucky Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health Programs are as follows:

Promote professional excellence through personal development and the highest academic standards as we work with our students, persons with disabilities, and our state and community partners in rehabilitation and mental health counseling to achieve equal rights, social justice, and quality of life for persons with disabilities in our community, in the Commonwealth of Kentucky, nationally, and globally.

Program Objectives

The University of Kentucky Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health Programs prepares professional rehabilitation and mental health counselors with the skills and competencies needed to serve with excellence and distinction. The following are the program objectives.

Pre-Service Education - Students

1. To prepare master's level rehabilitation and mental health counselors in the skills, knowledge, and competencies necessary to work with individuals who have a disability, with an emphasis on cultural diversity, individuals with a severe disability, and serving persons with disabilities and from minority backgrounds.
2. To recruit high quality students, especially nontraditional students from culturally diverse backgrounds, underrepresented groups, and students with disabilities.

Pre-Service Education – Program

1. To provide the highest level of graduate rehabilitation and mental health counseling education through a Council on Rehabilitation Education (CORE) and Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited program of courses and field training which will prepare students to become professional rehabilitation and mental health counselors, able to assist persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals through the application of the counseling process.

2. To develop our students' skills in promoting communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions.
3. To develop our students' skills in assessment and appraisal; diagnosis and treatment planning; career counseling; individual and group counseling treatment interventions focused on facilitating adjustments to the medical and psychosocial impact of disability; case management, referral, and service coordination; program evaluation and research; interventions to remove environmental, employment, and attitudinal barriers; consultation services among multiple parties and regulatory systems; job analysis, job development, and placement services, including assistance with employment and job accommodations; and the provision of consultation about and access to rehabilitation technology.
4. To prepare counselors to work as advocates, well-versed in the ethical codes and laws relevant to practice as a professional rehabilitation counselor or professional mental health counselor, and in particular, with the Americans with Disabilities Act and the Rehabilitation Act of 1973, as amended.

Rehabilitation Research

1. To conduct rehabilitation research focused at improving the quality of life and enhancing the opportunities of persons with disabilities and to incorporate research results into the UK-RCP training program.
2. To be a national leader in the scope and quality of our rehabilitation research, and to provide opportunities for our students to participate in research that improves the quality of life and enhances the opportunities of persons with disabilities, and that shapes rehabilitation and mental health counseling professions.

Program Quality

1. To maintain our status as one of the longest established and highest quality Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health Programs in the nation. To be leaders in our profession.
2. To strive for continued growth and excellence through program assessment and development.
3. Through partnership and cooperative relationships with our two state rehabilitation agencies, rehabilitation and mental health organizations and facilities in Lexington, Kentucky, and around the world, businesses and industries, schools and school systems, and departments and colleges within the University of Kentucky, we will continue to develop interdisciplinary training opportunities with related disciplines.
4. To maintain program accreditation by the Council on Rehabilitation Education (CORE) and to achieve the dual-accreditation status of CORE/CACREP; for faculty to maintain

CRC and LPC status; and to maintain program membership in the National Council on Rehabilitation Education (NCRE).

Rehabilitation Counseling Faculty

Malachy Bishop, Ph.D., CRC (Professor) completed his doctoral study in Rehabilitation Psychology at the University of Wisconsin-Madison and completed clinical internships in neuropsychology and rehabilitation psychology. Dr. Bishop conducts research in the areas of quality of life, adaptation to disability, and the psychological and social aspects of living with neurological conditions including multiple sclerosis, brain injury, and epilepsy.

Dr. Bishop is a five-time recipient of the American Rehabilitation Counseling Association (ARCA) Research Award, and was the 2005 recipient of the National Council on Rehabilitation Education (NCRE) New Career Award. He has authored over 50 articles in professional journals, several book chapters, and edited books, and presented research in numerous national and international presentations.

Ralph M. Crystal, Ph.D., CRC, LPC (Professor) is Program Coordinator and Wallace Charles Hill Professor of Rehabilitation Education at the University of Kentucky. He received his bachelor's degree in psychology from Pace University (1970), master's degree in rehabilitation counseling from New York University (1972), and doctoral degree in rehabilitation psychology from the University of Wisconsin-Madison (1977).

After completing his master's degree he worked at a facility serving persons with physical, mental, and learning disabilities regarding vocational assessment, vocational counseling, job training, and job placement. After completing his doctoral degree he was employed at the University of Michigan where he served as research director of a rehabilitation research institute with a focus on the evaluation of public rehabilitation programs. He was also on the faculty of the Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health Program.

In 1981 he was appointed as coordinator of the Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health Program at the University of Kentucky and served in that capacity for 25 years. In 1995 Dr. Crystal was instrumental in establishing a distance education program in partnership with the two state rehabilitation agencies in the Commonwealth of Kentucky. This program has evolved into a nationally recognized web-based program.

Dr. Crystal has published in the area of rehabilitation program evaluation, consumer satisfaction, and forensic rehabilitation practice. At present he serves as chair of the College of Education Faculty Council and serves on the university Institutional Review Board, which oversees research at the university. Dr. Crystal also maintains a private rehabilitation practice.

Noel Ysasi, Ph.D., CRC is an Assistant Professor in the Rehabilitation Counseling program. He completed his Ph.D. from the University of Texas Pan-American. Dr. Ysasi's professional work experience involves over seven years of teaching in higher education; forensic

rehabilitation; working with the veteran population to promote a welcoming environment for those who have served; training faculty and staff at various institutions to understand the numerous struggles veterans may face after discharge; and acting as advisor for various student honor societies and organizations.

His research interests include the veteran population, people with spinal cord injuries, forensic rehabilitation, and perceptions of individuals with disabilities. Dr. Ysasi has been the recipient of multiple awards that include a Lifetime Achievement Award by the U.S. Veterans Affairs and two national doctoral student awards in 2015 by the National Council on Rehabilitation Education (NCRE) and the American Rehabilitation Counseling Association (ARCA) for his research, service, and dedication to the profession. Currently, Dr. Ysasi serves as ARCAs Council Chair for Public Policy, Legislation, and Human Rights.

Debra Harley, Ph.D., CRC, LPC (Professor) is an Associate Faculty with the University of Kentucky Center on Research on Violence Against Women, and Affiliated Faculty with the African American Studies Research Program, and the Gender and Women's Studies Program.

Dr. Harley 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. Her research interests include ethics education, cultural diversity, and rehabilitation in addiction. Dr. Harley has published over 80 articles in professional journals, multiple book chapters and an edited book.

Dr. Harley is a Certified Rehabilitation Counselor and a Certified Professional Counselor. Dr. Harley is past Editor for the Journal of Rehabilitation Administration, and 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 recipient of the Sylvia Walker Education Award as well as the Provost's award for Outstanding Teaching. In 2006, the National Council on Rehabilitation Education (NCRE) recognized Dr. Harley as the 2006 Rehabilitation Educator of the Year.

Sonja Feist-Price, Ph.D., CRC (Professor), received her doctorate in rehabilitation counseling and administration from Southern Illinois University in 1992 with a specialization in gerontology. In 2006, Dr. Feist-Price completed a Ph.D. in counseling psychology from the University of Kentucky. Dr. Feist-Price has worked as a vocational rehabilitation counselor serving an injured worker population and individuals with mental illness. Dr. Feist-Price is a Certified Rehabilitation Counselor, and a Licensed Professional Counselor in Kentucky and Louisiana. Presently, Dr. Feist-Price is Associate Vice Provost for Faculty Affairs at the University of Kentucky.

Dr. Feist-Price is an HIV prevention researcher, and has presented her findings at numerous national conferences, as well as international conferences in Israel, South Africa, Mexico, Spain, and Thailand. Dr. Feist-Price has served as Principal Investigator and Co-Principal Investigator on research projects totaling over \$4 million involving school- and

community-based HIV, STI, and pregnancy prevention interventions targeting high-risk adolescents and young adults in the United States, South Africa, and Ethiopia.

In more recent years, she has expanded her research focus to include vocational rehabilitation services for veterans, and mental health support services for caregivers of persons with Alzheimer's disease. Dr. Feist-Price has authored numerous scholarly publications and made invited and refereed presentations at international, national, and regional conference venues.

Dr. Feist-Price has been the recipient of numerous awards acknowledging significant contributions to academic, research, and teaching awards including the National Council on Rehabilitation Education's "Research of the Year," University of Kentucky College of Education's "Exceptional Researcher of the Year," and College of Education's "Teacher Who Made a Difference" awards.

Kristin Maxwell, Ph.D., CRC is a Clinical Assistant Professor in the Rehabilitation Counseling program. She has completed a B.S. in Rehabilitation Psychology and a M.S. in Rehabilitation Counseling at the University of Wisconsin-Madison. Dr. Maxwell is developing our undergraduate program.

Her professional experiences include working as a Certified Rehabilitation Counselor in the field of Mental Health at both a county mental health center and the county jail, providing solution-focused crisis mental health interventions and counseling, crisis stabilization planning and coordination of services, and time-limited case management.

Other related professional experiences include work with local Community Support Programs and at an internationally accredited Clubhouse Model clubhouse for individuals with severe and persistent mental illness. Dr. Maxwell has also worked with veterans in the nationally recognized Compensated Work Therapy Program (Department of Veterans Affairs), at an intensive outpatient program for adults with substance use disorders, and at a youth services agency providing job skills training to adolescents (many with involvement in the justice system) at a youth job center.

Dr. Maxwell's publications have included book chapters and scholarly journal articles. Professional book chapters include a chapter in a special focus textbook on families in rehabilitation, using a community based approach, focused on the experiences of individuals with intellectual and developmental disabilities and their families. Dr. Maxwell has also co-authored a chapter on supported employment, including supported employment for individuals with psychiatric disability. Scholarly journal articles include work on factorial validation on three clinical instruments that involve psychological constructs.

Dr. Maxwell's teaching experiences have included teaching academic courses in Rehabilitation Counseling, and Rehabilitation Psychology and Special Education; as well as working as a clinical supervisor at both the Rehabilitation Counseling Masters and undergraduate Rehabilitation Psychology levels. Dr. Maxwell has had several years of experience in clinical supervision of students completing practical and internship work in counseling related fields.

She has successfully placed, taught, mentored, advocated, and mediated issues in these clinical placements.

Dr. Maxwell's current interests include chronic pain, impression management, supervision, supervision of students completing practical work, invisible disabilities, demand-side employment, readiness, and program development and evaluation.

Jackie Rogers, Ph.D., CRC (Clinical Associate Professor) is our Rehabilitation Counseling Distance Education Program Coordinator. She completed her doctoral degree in Educational Psychology with an emphasis in Rehabilitation Counseling in 2001 and has a master's degree in Rehabilitation Counseling. She is a Certified Rehabilitation Counselor and has over 20 years' experience in both public and private rehabilitation agencies providing direct services to individuals with disabilities.

Dr. Rogers is also the Director of the Graduate Certificate in Rehabilitation Counseling and is the Principal Investigator for the master's training grant for distance education students. Her research interests are in the area of employment of Social Security Disability recipients, job placement of individuals with disabilities, and forensic rehabilitation.

Kathy Sheppard-Jones, Ph.D., CRC (Adjunct Assistant Professor), has a master's degree in rehabilitation counseling from the University of Kentucky and completed her doctoral degree in educational psychology in 2002 at the University of Kentucky. Dr. Sheppard-Jones is employed with the university's Interdisciplinary Human Development Institute (HDI) and conducts the Kentucky Office of Vocational Rehabilitation annual follow up survey.

Dr. Sheppard-Jones also coordinates the HDI certificate in Developmental Disabilities. She teaches and assists in course development for the UK-RCP. She also is conducting a study of quality of life for people with disabilities and the use of horticulture to enhance self-esteem and independent living for people with disabilities.

David Beach, Ph.D., CRC (Adjunct Assistant Professor), received his master's degree in rehabilitation counseling and his doctoral degree in rehabilitation and educational psychology from University of Kentucky in 2006. He was Dean of Students at the state owned Carl D. Perkins Training Center. Dr. Beach is presently the Director of the University of Kentucky Disability Resource Center. He previously served as director of Kentucky Office of Vocational Rehabilitation and prior to that appointment was statewide Planning and Development for the Kentucky Office of Vocational Rehabilitation. Dr. Beach teaches courses in the rehabilitation counseling campus and distance education programs.

SECTION 2

PROGRAM AND CURRICULUM INFORMATION AND PROGRAM AND UNIVERSITY REQUIREMENTS

General Program Information

Master's Degree in Clinical Rehabilitation Counseling and Clinical Rehabilitation in Mental Health

Master's level graduates of the University of Kentucky Graduate Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health Program are conferred the degree: Master's Degree in Rehabilitation Counseling (MRC). The Program is accredited by the Council on Rehabilitation Education, approved by the Kentucky Council on Post-Secondary Education, and pending accreditation approval by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The program meets the educational criteria for Rehabilitation Counselor Certification (CRC) and, for students who have completed the necessary coursework, eligibility for state Licensed Professional Counselor examinations, as well as certification examination to be a National Certified counselor. The program retains membership in the National Council on Rehabilitation Education.

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 and assists with admission, retention, transfer of credits, as well as graduation and establishing the final examination. Ralph M. Crystal currently serves in this capacity.

Program Accessibility

All programs and services, including fieldwork sites are held in accessible facilities. This includes physical and communication accessibility. All online courses are fully accessible. 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.

New Student Orientation

At the beginning of each semester a new student orientation meeting is held for all incoming students. This meeting is an opportunity to meet with the faculty. The program consists of a review of program goals and expectations as well as a discussion of program milestones as described in this handbook. All new students are expected to attend this meeting.

Description of the Program

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

The Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health Program also offers a web-based distance learning (DL) program. The campus and distance learning programs are equivalent and have the same course content, curriculum expectations, and expected student learning outcomes.

The curriculum for the Clinical Rehabilitation Counseling Track includes a core of 42 hours of required course work, six hours of electives, and twelve hours of fieldwork (practicum and internship). The curriculum for the Clinical Rehabilitation Counseling in Mental Health Track requires 48 required core courses and twelve hours of fieldwork (practicum and internship). A total of 60 credit hours is required for graduation from the Program. A description of the required courses and Program of Study Guide are provided in this document.

In 2015, the UK-RCP submitted an application to convert the existing CORE accredited Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health Program to a dually CORE and Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited program. The program now offers two tracks: Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health.

Both programs require 60 credit hours. Students in the Clinical Rehabilitation Counseling Mental Health track are required to take RC 540 (Chemical Dependency in Rehabilitation), RC 680 (Mental Health Diagnosis and Treatment Planning for Counselors), RC 701 (Crisis Disaster and Trauma Response for Persons with Disabilities which is a one credit course) as well as be supervised in internship in a clinical mental health agency by a clinical rehabilitation or clinical mental health counselor.

Students in the clinical rehabilitation counseling track can take RC 530, RC 558, RC 680 or two to three other courses. Supervision can be in a traditional rehabilitation agency and by a qualified rehabilitation counseling professional.

At the beginning of the program students can select which program they desire to enroll in. There is one admission process and once admitted either track can be selected.

Transfer of Credits

With the approval of the student's advisor, the Director of Graduate Studies, and the Graduate School 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.

The course must have been taken within the last ten years and the student must have received a grade of A or B in order for a course to be transferred.

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. Courses as part of another degree cannot be transferred.

Leave of Absence and Admission Deferral

Continuous enrollment is required to remain in good standing. However, a student can defer initial enrollment as well as take a leave of absence for one or more semesters (except for the summer) by notifying the Graduate School in advance of the proposed leave or deferral. This prevents the student from having to reapply for admission. The summer is not considered a regular semester so if you took classes in the spring but not the summer and plan to return in the fall Graduate School notification is not required.

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 late registration period for that semester. Failure to register during the advance registration period will result in the university imposing a late fee.

Specific advance registration dates for each semester are provided in the opening of the term letter and may also be found in the Schedule of Classes and on the Registrar's website. New and entering students register on the day indicated on the Registrar's web site. Although the university has a computerized registration process 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 prior to commencing fieldwork. 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 a written exam including 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 and rehabilitation counseling settings.

This may include reference to a case study, with the student being given consumer demographic, disability, and social information. Students are expected to demonstrate mastery of

rehabilitation and/or mental health counseling competencies and understanding of ethical and professional practice as a professional counselor 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 that influenced the choice of rehabilitation counseling as a major. This test may also include questions about rehabilitation programs and settings, and other rehabilitation or professional counseling information. The faculty will use this exam as a means of assessing the student's preparedness for professional practice in the fieldwork setting, to identify areas of strength and weakness, and to plan the student's field experience around these areas based on the results of the test.

If, based on the evaluation by the faculty, a student does not pass the fieldwork exam on his or her first attempt he or she may be asked to retake the exam. This may include retaking both the written and oral exam, or just retaking the oral exam; this decision is at the discretion of the faculty. Students having twice failed the Admission to Field Work examination are subject to termination of enrollment, as are students in violation of professional ethics as determined by a field placement site and/or the program faculty.

The Admission to Field Work examination is offered three times a year (Fall, Spring, and Summer semesters). Students are permitted four hours to complete the exam, which will be delivered electronically to the student on the day of the exam at the start of the testing period (unless other individual arrangements have been approved by the Program Coordinator). The exam must be returned to the Program office by the end of the four-hour period. Failure to return the exam on time will result in an automatic failure on the exam, and the student will be required to re-take the exam as described above.

Although students are permitted to use informational of reference resources while completing the exam, students' responses on the exam must be original work by the students. Plagiarism (passing off as one's own the ideas, words, writing, etc., which belong to another) is not permitted. Further, students are not permitted to reproduce materials that they have previously created, or previously submitted for courses (e.g., from course assignments or papers).

An application to take this examination is available on the web site (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 their transcript or be on academic probation. Students must also have passed the fieldwork examination before beginning fieldwork.

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 within 30 days after the beginning of the semester or 15 days in the Summer Session in which they plan to complete their work. This form is available on line at the Graduate School web site (<http://www.gradschool.uky.edu>). Failure to comply with this requirement may result in a delay in graduation. This is a Graduate School requirement.

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 on line at the Graduate School Web site (<http://www.gradschool.uky.edu/>). Students have the option of taking the CRC Examination as their program final exam, as discussed later in this document (see PROGRAM TIMETABLE).

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 each semester. Students are informed of these dates in writing at the beginning of each semester in the opening of the term letter. The date for the CRC exam will be different than the date for the program final. Students who take the CRC exam as their final exam do not need to take the program final exam but students not taking the CRC exam as their final examination must take the program final.

Financial Aid

For potential financial aid resources, contact the Student Financial Aid Office, 128 Funkhouser Building, and phone (859) 257-3172. They may also be found on the web at (www.uky.edu/FinancialAid).

Scholarships and Assistantships

Scholarships from the Rehabilitation Services Administration, which provide for tuition and support, are available for a limited number of students. These awards are highly competitive and require a commitment to public rehabilitation service. Please contact Dr. Rogers for further information on RSA scholarship availability. Additional program scholarships may also be available. Research and Graduate Assistantship support are sometimes available. We also have several endowments for which students are eligible to apply. The program faculty will notify students about the availability of scholarships, research opportunities, and endowments and students interested should apply to the faculty person identified.

Time Limits for Degrees/Incompletes

Activities that 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 if the work is not completed by the time specified on the Record of "I" Grade

form (See Appendix B). The time frame for completion will be agreed upon by the instructor and student. The maximum allowed time for completion of an incomplete is one year. If the student fails to turn in the required work by the agreed upon time frame, the grade will turn into a failing grade. Students may not begin a fieldwork experience with a grade of “I” or “S” or be on academic probation.

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.

Please refer to the university publication, Student Rights and Responsibilities, available at: (www.uky.edu/StudentAffairs/Code) for important information regarding:

1. Nonacademic relations between the University and students enrolled in the Main Campus, in the Medical Center and in any UK program at another campus
2. Academic relationships between students and the University
3. Regulations Governing Time, Place, and Manner of Meetings, Demonstrations, and Other Assemblies
4. The “University of Kentucky Alcohol Policy”, also one of the University’s Administrative Regulations, and,
5. The University’s policies and procedures on Student Records are summarized. This policy statement was adopted by and may be amended by the President of the University.

This document contains information **regarding the University’s policies on cheating and plagiarism, procedures to be followed if you are accused of plagiarism, and information related to other disciplinary procedures, and termination.** This document is often referred to as the Student Code of Conduct.

The Graduate School Bulletin, found at the Graduate School home page contains relevant information on these matters as well and should also be reviewed: <http://www.gradschool.uky.edu/> . Other important information about the Graduate School can also be found at this address. Please review the information from all of these sites in order to familiarize yourself with the University, Department, and Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health Program.

Communication With Students

To facilitate communication both in class and programmatically, all students are required

to keep the program updated on their current mailing address, phone number, and e-mail addresses. Directions for obtaining an e-mail account can be activated at this web address: (www.uky.edu/IT/CustomService/docs/account_activation)

Please inform Denise Stewart in the Program Office of your e-mail address, as well as of any changes in your e-mail or mailing address, or phone number. All on-campus students will have mailboxes in the program office. Please be sure and check your mailbox on a regular basis.

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.

Student Retention, Remediation, and Dismissal Policies

The Program 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/or the program faculty.
4. Having twice failed the final examination.

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

Students who experience behavioral or drug and alcohol issues may be referred to the Community of Concern Committee or the University Counseling Center for assistance with personal, behavioral, social, academic, or related issues and concerns

Students who are placed on Probation (Graduate Point Average (GPA) below a 3.0) are contacted by the Graduate School, the student's advisor and the program Director of Graduate Studies to develop a remedial plan to help the student bring his/her GPA above 3.0. While on probation a student cannot receive financial aid from the university or grants that the program has. Also, a student cannot graduate with a GPA of less than 3.0.

Students who are dismissed from the Graduate School can apply for readmission after two academic semesters.

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.

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.

Professional Organizations

Students are encouraged to affiliate with professional rehabilitation organizations. These include the National Rehabilitation Association and its Divisions, the American Counseling Association and its rehabilitation counseling division, the American Rehabilitation Counseling Association, The International Association of Rehabilitation Professionals, the American Psychological Association, and others. There are a number of divisions within each of these organizations that may be of professional interest to students. Students are encouraged to participate in the Kentucky Rehabilitation Association, the state organization of the National Rehabilitation Association.

Student Organization

Students participate in a student rehabilitation counseling organization, the UK Rehabilitation Counseling Association. This group participates in advocacy and professional development, sponsors seminars and speakers, participates on program advisory committees, and raises funds for conference attendance and other professional activities.

Chi Sigma Iota

The program maintains a chapter of Chi Sigma Iota, the national counseling honor society. Membership criteria and information is available from the CSI faculty advisor and will be discussed in courses.

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 C. 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.

PROGRAM TIMETABLE

All students must adhere to the following timetable. Failure to do so may result in a delay in completion of 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 at the University of Kentucky site (www.uky.edu), the Graduate School (<http://www.gradschool.uky.edu/>), Registrar's office (www.uky.edu/Registrar/index.htm), and the Program's web page (www.uky.edu/Education/EDS/RC.html). 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. **Orientation to the Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health Program:** This meeting is held during the early part of the semester. This meeting is mandatory for new students, and optional for continuing students. Program requirements and expectations are discussed at this meeting.
3. **Admission to Field Work Examination:** This examination is taken during the semester immediately prior to the anticipated initiation of the Practicum. An application to sit for the Field Work Exam must be submitted in the RC 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. This exam has both written and oral components.
4. **Fieldwork (Practicum and Internship):** An application for fieldwork must be submitted in the RC Program office no later than 30 days after the beginning of the semester during the fall and spring or 15 days into the summer immediately preceding the semester during which you plan to complete a field experience. Refer to Appendix D for an application form.
5. **Graduation:** An application for degree form is to be submitted to 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 at room 101 of the Gillis Building or in the RC Program office. It is also available at www.gradschool.uky.edu/DegreeCard.pdf. Specific deadlines are posted each semester. The Director of Graduate Studies in the RC Program reviews and approves degree applications.
6. **Program Final Exam:** The program final examination is taken during the semester in which you plan to graduate. Students have the option of taking a program final, or sitting for the Certified Rehabilitation Counselor (CRC) Exam as their program final exam. An application to complete the program final exam 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 E for

an application form. Information of the CRC exam is provided below. Upon graduation, students are requested to complete a Program Exit Evaluation.

CRC Examination

Students are encouraged to sit for the Certified Rehabilitation Counselor (CRC) examination. You may obtain application materials in the program office. Students should consult their faculty advisors to discuss and address any questions about the certification process. You are eligible to sit for this examination after completing 75% of your coursework. You must provide the program with documentation of your exam results within one week of taking the CRC exam.

PLEASE NOTE that the Commission on Rehabilitation Counselor Certification has implemented a computerized testing process, three times per year exam schedule, and streamlined application process, allowing applicants to download the entire application packet from the Commission website. After all information and documentation has been compiled, a complete application and fees must be submitted by mail. For more information, see the CRC Certification Guide and Application Instructions at the CRCC web site: (www.crccertification.com).

You must register for the CRC examination at least six months prior to the scheduled date of the examination. The CRC web site www.crccertification.com/ has information about this examination and application deadlines.

NOTE: Students who take the CRC as their final exam do not need to also take the program final. Students not taking the CRC as their program final are required to sit for the program final exam.

Clinical Rehabilitation Counseling Track Schedule of Classes and Advising Schedule

Student: _____
Date of Enrollment: _____
Email: _____

Phone: _____
Advisor: _____

First Semester (1st Year) 15 Hours

		Semester / Year	Credits
3	RC 520 Principles of Rehabilitation Counseling		
3	RC 515 Medical & Psychological Aspects of Disabilities I		
3	RC 525 Human Growth, Disability, & Development		
3	RC 650 Rehabilitation Counseling Theories & Techniques I		
3	RC 530 Cultural Diversity in Rehabilitation Counseling		

Second Semester (1st Year) 15 Hours

3	RC 516 Medical & Psychological Aspects of Disabilities II		
3	RC 660 Rehabilitation Counseling Theories & Techniques II		
3	RC 750 Rehabilitation Counseling Research/Program Evaluation		
3	RC 610 Case Management in Rehabilitation Counseling		
3	RC 620 Vocational Evaluation & Work Adjustment		

Summer Intersession (1st Summer Session) 6 Hours

3	RC 640 Rehabilitation in Business and Industry		
3	Electives Select from Electives listed below.		

Summer Session (2nd Summer Session) 9 Hours

3	RC 630 Placement Services and Techniques		
3	RC 710 Practicum in Rehabilitation Counseling		
3	RC 560 Transition/Supported Employment/Independent Living		

Final Semester (2nd Year) 15 Hours

3	Elective Select from Electives listed below.		
3	RC 670 Group and Family Rehabilitation Counseling		
9	RC730 Internship in Rehabilitation Counseling		

Total: _____

Advancement to Field Work Exam Semester _____
Final Program Exam Semester _____

Electives:

RC 540	Chemical Dependency Rehabilitation * (3 hrs)
RC 680	Mental Health Diagnosis & Treatment Planning for Counselors * (3hrs)
RC 558	Special Topics: Counseling Ethics (1 hr); Crisis Disaster and Trauma Response for Persons with Disability (1 hr); Rehabilitation Technology (1 hr); Rural Rehabilitation (3 hrs)

* Course not required for certification as a rehabilitation counselor and not required for this track but required for licensure as a professional counselor.

Clinical Rehabilitation Counseling in Mental Health Track Schedule of Classes and Advising Schedule

Student: _____
Date of Enrollment: _____
Email: _____

Phone: _____
Advisor: _____

First Semester (1st Year) 15 hours

		Semester / Year	Credits
3	RC 520 Principles of Rehabilitation Counseling		
3	RC 515 Medical & Psychological Aspects of Disabilities I		
3	RC 525 Human Growth, Disability, & Development		
3	RC 650 Rehabilitation Counseling Theories & Techniques I		
3	RC 530 Cultural Diversity in Rehabilitation Counseling		

Second Semester (1st Year) 15 hours

3	RC 516 Medical & Psychological Aspects of Disabilities II		
3	RC 660 Rehabilitation Counseling Theories & Techniques II		
3	RC 750 Rehabilitation Counseling Research/Program Evaluation		
3	RC 610 Case Management in Rehabilitation Counseling		
3	RC 620 Vocational Evaluation & Work Adjustment		

Summer Intersession (1st Summer Session) 6 hours

3	RC 640 Rehabilitation in Business and Industry		
3	RC 680 Mental Health Diagnosis & Treatment Planning for Counselors *		

Summer Session (2nd Summer Session) 9 hours

3	RC 630 Placement Services and Techniques		
3	RC 710 Practicum in Rehabilitation Counseling		
3	RC 560 Transition/Supported Employment/Independent Living		

Final Semester (2nd Year) 15 hours

3	RC 540 Chemical Dependency Rehabilitation*		
3	RC 670 Group and Family Rehabilitation Counseling		
9	RC730 Internship in Rehabilitation Counseling		

Total: _____

Advancement to Field Work Exam Semester _____

Final Program Exam Semester _____

Electives:

RC 558	Special Topics: Counseling Ethics (1 hr); Rehabilitation Technology (1 hr); Rural Rehabilitation (3 hrs), Crisis and Disaster and Trauma Response for Persons with Disability (1 hr) – for Clinical Rehabilitation Counseling Mental Health (Spring Semester).
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* Course not required for certification as a rehabilitation counselor but required for licensure as a professional counselor.

SECTION 3

CLINICAL TRAINING IN REHABILITATION COUNSELOR EDUCATION

The clinical training component of the Graduate Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health Program provides students with the opportunity to 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 a career as a professional rehabilitation or mental health counselor.

The Program 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 and mental health counseling. 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, and 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 UK Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health Program is to prepare graduate-level students to enter the field of rehabilitation and mental health counseling. The desired characteristics of a program graduate include:

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.

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 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 or Licensed Professional 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 counseling coursework. Internship is normally begun after the completion of at least 36 credit hours of coursework. Full time students who begin in the Fall semester 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 prior to graduation.

The Practicum involves the student spending 200 hours in a rehabilitation or mental health agency during the semester. The Internship consists of a nine-credit 600-hour (40 hours per week) commitment in an 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.
3. It is recommended that the student be assigned to one professional staff member for 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 or Licensed Professional 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. Every attempt will be made in such instances not to penalize the student.
10. Students cannot begin fieldwork unless they have passed the 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 Rehabilitation Counseling training experience are in the areas of:

- Foundations of Rehabilitation Counseling
- Medical and Psychosocial Aspects of Disability
- Counseling, Prevention, and Intervention
- Diversity, Advocacy, and Accommodation
- Assessment and Diagnosis
- Research and Evaluation
- Career and Vocational Counseling

Expected competencies resulting from the Clinical Rehabilitation Counseling in Mental Health training experience are in the areas of

- Foundations in Mental Health Counseling
- Counseling, Prevention, and Intervention
- Diversity and Advocacy
- Assessment
- Research and Evaluation

- Diagnosis

The fieldwork experience contains two components. The initial phase consists of a 200-hour practicum. The final phase is a 600-hour Internship. Each of these experiences is described below.

Field Placement Administrative Procedures

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 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 the 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 the 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 the 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 coordinator of their clinical training 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 coordinator of the clinical training 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 coordinator of the clinical training and the student's advisor. Typically, the coordinator of the clinical training 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 coordinator of their clinical training.**

Student Liability Insurance

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.

Ethical Conduct

Students doing their fieldwork are expected to abide by The Code of Professional Ethics for Rehabilitation Counselors, the American Counseling Association (ACA) Code of Ethics, and by the policies and procedures of the host agency. The Code of Professional Ethics for Rehabilitation Counselors is provided to students and is also available on-line at <http://www.crccertification.com/> . The ACA Code of Ethics is provided to students and is also available on line at <http://www.counseling.org/>. Ethical standards include the maintenance of confidentiality of client information. 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 the Rehabilitation Agency primarily 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. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certification and licensures. 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 study.
2. The supervisor has had at least two years of 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 ensure the following content is included:
 - The student should be encouraged to present cases and raise questions.
 - Assignment of new cases can be discussed.
 - Questions, which the student may raise in reference to agency procedure, should be considered.
 - New developments in rehabilitation should be considered.
 - Discussions concerning the student's mastery of the clinical training competency requirements.

Coordinator of the Clinical Training (Faculty Supervisor)

A member of the university faculty will be assigned to work with the agency supervisor as the student's coordinator of the clinical training. 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.
4. 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 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.

Clinical Rehabilitation Mental Health Counseling. Students in the Clinical Mental Health in Rehabilitation Counseling track must do their internship at a clinical mental health agency. In addition supervision is to be provided by a qualified clinical mental health professional.

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 are specified in the Learning Goal Contract and must include the professional skills of intake interviewing, counseling, 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.

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 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 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 has been prepared for this purpose.

Coordinator of Clinical Training

The coordinator of the clinical training is the faculty member responsible for coordinating all activities related to a student's field placement activities for a given semester. 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 Goal Contract is developed (Appendix F) 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 (Appendix G) identified on the Learning Goal Contract. Students also have the opportunity to evaluate their field experience. A copy of this evaluation instrument is contained in Appendix H.

Field Placement Requirements

Practicum

1. 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.
2. The primary skills to be developed during the Practicum include intake interviewing; personal, career, adjustment, mental health, or vocational counseling; 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.
3. 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.

4. 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 to 2 1/2 hours. Individual supervision is normally conducted on a bi-weekly basis during the regular academic year, and weekly during the summer.
5. Field supervisors are expected to provide the equivalent of one hour of supervision per week for the student.
6. 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 (Appendix I). This is placed in the student's portfolio. The faculty supervisor may also use additional forms of evaluation.
7. At the end of the semester the field supervisor is required to complete a written evaluation covering all aspects of the student's performance (Appendix J). This evaluation should be shared with the student. Students will also be given the opportunity to evaluate their field experience.
8. Students are required to keep weekly logs of their activities at the field site. A copy of this form is in Appendix K.
- 9.

Note: 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

1. 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 or mental health counseling relationship. Internship students are expected to carry a caseload and function as an actual professional staff member of the agency. Students typically complete their internship in one semester. However, with the approval of the faculty a student can split the internship over two semesters.
2. Students must perform satisfactorily as determined by program faculty in the Practicum in order to be recommended for an Internship. Such approval is not automatic.
3. At least 50% of the Internship time must be in direct client contact. A Certified Rehabilitation Counselor (either the site supervisor, faculty supervisor, or both) for students in the Clinical Rehabilitation Counseling track must provide supervision. Students in the Clinical Rehabilitation Counseling in Mental Health track must be supervised by a Licensed Professional Counselor.

4. 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.
5. 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 to 2 1/2 hours. Individual supervision is normally conducted on a bi-weekly basis during the regular academic year, and weekly during the summer.
6. Field supervisors are expected to provide the equivalent of one hour of supervision per week for the student.
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 (Appendix I). 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 (Appendix J). 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.
10. Students will not be allowed to do the Internship while on academic probation or with Incompletes on their record.

Learning Goal Contract

A learning goal contract (Appendix F) 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 (Appendix G) are identified based upon the training areas. 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 must sign it. Evaluation of each student is based upon the degree of mastery obtained in the contract areas.

A student's fieldwork hours will not count until the Learning Goal Contract has been approved 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.

Fieldwork 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
 - f. 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 (for CRCT students)
 - 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:

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:

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.

Intra-agency team conference with above personnel. Inter-agency team conference including welfare and health departments, community rehabilitation facilities, training agencies, state employment services, one stop programs, private health and family-service agencies.

c. Criteria for case selection:

The majority of cases should be typical or representative of those carried or served by the agency.

There should be a clear-cut function for the rehabilitation counselor.

d. 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.)

Cases should represent the different types of service rendered by the agency or facility.

There might be a balance of new and old cases, which would give the student an experience with the various stages of rehabilitation.

The case situations should present demands, which are consistent with the past experiences, and the current abilities of the student.

There should be some prospect of change or movement giving the student an experience of success.

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.

Increasingly complex cases should be assigned as a student gains self-confidence and skill.

The cases selected should have potential usefulness in the instruction of students by the agency supervisor.

The cases selected should be a challenge to the professional development of the student.

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 Fieldwork 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 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.

Frequently Asked Questions

Here are some frequently asked questions about the Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health Program. Information on these topics is presented in greater detail throughout this Handbook:

What Classes do I Take?

The curriculum includes a core of 42 -48 hours of required coursework of rehabilitation counseling and related coursework and twelve for fieldwork (practicum and internship) for a total of 60 – 61 credit hours. A description of the required courses and Program of Study Guide are provided in this handbook.

What is the Role of the 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.

Can I Transfer Classes I have Taken Elsewhere?

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 with a grade of B or better. You cannot transfer credits that have been applied for another graduate degree.

Can On-Campus Students take Distance Learning (web-based) Courses?

The Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health Programs are available through the campus and distance learning (DL) programs. Students enrolled in the on-campus program are required to take the on-campus courses, except in special circumstances and with a petition to and subsequent approval by the RC faculty.

Can I Request Waiver of a Required Class?

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. Keep in mind that both program tracks require completion of all of the required classes as specified previously and listed on the schedule of classes.

How and When do I Register for Classes?

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. 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.

The university has implemented a computerized 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. The Registrar's office (www.uky.edu/Registrar/index.htm) provides information about how to use the campus registration process to register for classes.

How do I Apply for Field Work?

All students are required to take an Admission to Field Work Examination prior to entering Field Work. This examination is taken during the semester immediately prior to the anticipated initiation of the Practicum. An application to sit for the Field Work Exam must be submitted in the Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health 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. This exam has both written and oral components.

The dates for the Admission to Field Work Examination are established at the beginning of each semester. A meeting to discuss these examinations with students is held 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.

Fieldwork (Practicum and Internship): An application for fieldwork must be submitted in the Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health Program office no later than 30 days after the beginning of the semester during the fall and spring or 15 days into the summer immediately preceding the semester during which you plan on completing a field experience.

Students will not be allowed to do the Practicum or Internship while on academic probation or with "I" or "S" grade on their record.

How do I Establish a Field Work Site?

A new application must be completed for each field placement (practicum and internship). *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.

After the student has filed an application for Field Placement faculty will work with each student to assist in arranging the clinical training. Typically, the faculty member overseeing fieldwork 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 their clinical training coordinator (faculty supervisor).

What is a Learning Goal Contract?

A learning goal contract 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. 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 must sign it. Evaluation of each student is based upon the degree of mastery obtained in the contract areas.

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.

What is the Difference Between Practicum and Internship?

The Practicum accounts for 3 credit hours and 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 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.

How do I Apply to Graduate?

An Application for Degree form is to be submitted to 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 is available on line at www.gradschool.uky.edu/DegreeCard.pdf. Specific deadlines are posted each semester. The Director of Graduate Studies in the Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health Program must approve the application form.

Can I Use the CRC Examination for the Final Examination?

Yes. Students are encouraged to sit for the Certified Rehabilitation Counselor (CRC) examination and can use this as the final examination if the appropriate forms are completed on a timely basis. You may obtain application materials in the program office. Students should consult their faculty advisors to discuss and address any questions about the certification process. You are eligible to sit for this examination after completing 75% of your coursework.

In order to use the CRC exam as the program final examination students must complete a form, available in the program office, to have your CRC scores transferred to our office. If you desire to use the CRC examination as your final exam you must take the CRC in the semester that you will be graduating.

The Commission on Rehabilitation Counselor Certification has implemented a new computerized testing process, a 3-times per year exam schedule, and streamlined application process, allowing applicants to download the entire application packet from the Commission website. After all information and documentation has been compiled, a complete application and fees must be submitted by mail. For more information, see the CRC Certification Guide and Application Instructions at the CRCC web site: www.crccertification.com/.

You must sign up for the CRC examination at least six months prior to the scheduled date of the examination. The CRC web site www.crccertification.com/ has information about this examination and application deadlines.

Appendix A
Application for Fieldwork Exam

Application for Fieldwork Examination

I am applying to take the fieldwork examination during the

_____ Fall of _____
_____ Spring of _____
_____ Summer of _____

Today's date _____

Name _____

Address _____

E-mail _____

Phone # _____

*Advisor Signature _____

*Advisor approval is required in order to take the Admission to Fieldwork Examination

I plan to complete my practicum this semester _____

I plan to complete my internship this semester _____

Appendix B
Record of “I” Grade

RECORD OF "INCOMPLETE" GRADE

STUDENT'S NAME	STUDENT'S COLLEGE			INSTRUCTOR		
STUDENT'S ID NUMBER	COURSE	NUMBER	SECTION	CREDIT HRS	SEMESTER/YEAR	
		MAJOR			LEVEL	
STUDENT'S ADDRESS		HOME PHONE			WORK/CELL PHONE	
A. Statement of reason(s) for recording the Incomplete:						
B. Description of the specific work to be completed:						
C. Statement of how grades on the work to be completed will affect the final course grade (e.g., an "A" on this work will result in a final grade of "B").						
<p>NOTICE: The work specified in Section B about must be completed and an appropriate grade change must be submitted by _____, 20__ or the "I" will be replaced by a grade of "E" on the student's permanent academic record. All "I" grades must be removed prior to graduation or by the date specified.</p>						
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 40%;"> <p>_____ Date</p> <p>_____ Date</p> <p>Student's Signature (or Instructor's Initials)</p> </div> <div style="width: 20%;"></div> <div style="width: 40%; text-align: right;"> <p>Instructor's Signature</p> </div> </div>						

Copies: Department Instructor Student

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Appendix C
Program Exit Evaluation

Program Exit Evaluation

UNIVERSITY OF KENTUCKY GRADUATE PROGRAM IN REHABILITATION COUNSELING

College of Education
224 Taylor Education Building
Lexington, KY 40506-0001
Phone: (859) 257-3834
Fax: (859) 257-3835

Please complete this evaluation and return it with your final exam.

Today's Date:

Month & Year of Graduation:

Please indicate your assessment of the UK Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health Program by answering the following questions. No identifiers are being collected.

1. What are the strengths of the program?
2. What are the weaknesses of the program?
3. What were the most beneficial aspects of the program?
4. How can the program be improved?
5. What were the least beneficial aspects of the program?
6. What are your immediate career plans?
7. How well have your experiences in the program prepared you for these plans?
7. Other comments:

Appendix D

Application for Field Work Placement

Application for Field Work Placement

As part of the field site selection process, please complete this form. It will be used to determine the most appropriate placement. Please type or print.

Name _____ Address _____
Telephone # _____
Today's Date _____ E-mail _____
Undergraduate Degree and Major _____ Year _____
Career Interests/Objectives _____

Rehabilitation Work Experience

1. Employer _____ Job Title _____
Dates of Employment _____ Supervisor _____
Responsibilities _____

2. Employer _____ Job Title _____
Dates of Employment _____ Supervisor _____
Responsibilities _____

Other Work Experience

1. Employer _____ Job Title _____
Dates of Employment _____ Supervisor _____
Responsibilities _____

2. Employer _____ Job Title _____
Dates of Employment _____ Supervisor _____
Responsibilities _____

Other

How will fieldwork at this site be beneficial to your future career plans?

What qualities can you offer to the field site?

If more space is needed, please attach additional pages.

Appendix E

Application for Final Examination

Application for Final Examination

I will be taking the following as my Final Examination:

- CRC Exam****
- Program Final Exam**

I am applying to take the final examination during the

- Fall of _____
- Spring of _____
- Summer of _____

Today's date _____

Name _____

Address _____

E-mail _____

Phone # _____

Advisor Signature _____

Please note that it is your responsibility to complete and meet all University and graduate school paperwork, and deadline requirements to graduate.

Intent to Graduate

I plan to graduate this semester (Date) _____

I do not plan to graduate this semester (Date) _____

Please return a copy of this Application to Denise Stewart in the Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health Program Office in 224 Taylor Education Building, or by e-mail to: denise.stewart@uky.edu

** If using CRC as program final, a copy of the results of the exam must be provided to the Program office within seven days of the exam date.

Appendix F
Learning Goal Contract

GRADUATE PROGRAM IN REHABILITATION COUNSELING

Learning Goal Contract

1. Name of student: _____ Date: _____

2. Field Site Information:

Name: _____

Address: _____

Phone #: _____

Description of Site:

Name of Supervisor: _____

CRC# _____

Practicum _____ Internship _____ # of Credit Hours (3,6,or 9) _____

Fall _____ Spring _____ Intersession/Summer _____

3. Contact Person at Field Site: _____

4. Position Title: _____

5. Student Position Description:

6. Clinical Training Competencies

I.	Interpretation of Medical, Educational, Social and Vocational Evaluations (12 Tasks)	
	Tasks (indicate by letters)	% of Time
	Brief description of your responsibilities	

II.	Rehabilitation Planning and Case Management (19 Tasks)	
	Tasks (indicate by letters)	% of Time
	Brief description of your responsibilities:	

III.	Career and Vocational Counseling (10 Tasks)	
	Tasks (indicate by letters)	% of Time
	Brief description of your responsibilities:	

IV.	Personal and Social Counseling (21 Tasks.)	
	Tasks (indicate by letters)	% of Time
	Brief description of your responsibilities:	

V.	Job Development and Placement (12 Tasks)	
	Tasks (indicate by letters)	% of Time
	Brief description of your responsibilities:	

VI.	Community Resources Utilization (19 Tasks)	
	Tasks (indicate by letters)	% of Time
	Brief description of your responsibilities:	

VII.	Recording and Reporting (5 Tasks)	
	Tasks (indicate by letters)	% of Time
	Brief description of your responsibilities:	

VIII.	Professional Participation and Development (12 Tasks)	
	Tasks (indicate by letters)	% of Time
	Brief description of your responsibilities:	

IX.	Ethics (5 Tasks)	
	Tasks (indicate by letters)	% of Time
	Brief description of your responsibilities:	

6. Other (Practicum Students receiving grant funds must state how you will meet the requirement that you will have contact with business and industry. Intern students receiving

federal training funds must indicate how you will be involved with state rehabilitation agency clients).

Student	Date	Field Supervisor	Date
Faculty Supervisor		Date	
Program Director		Date	

Appendix G
Clinical Training Competencies

CLINICAL TRAINING COMPETENCIES

I. Interpretation of Medical, Educational, Social and Vocational Evaluations (14 Tasks):

- A. Determining a customer's eligibility for rehabilitation services and /or programs including the need for services to prepare for, enter, engage in, or retain gainful employment.
- B. Determining a customer's readiness for a particular type of counseling approach, rehabilitation service or employment.
- C. Evaluating the feasibility of a customer's rehabilitation or independent living objectives.
- D. Evaluating information about a customer's problems to determine a counseling approach that might help a customer adapt to a setting or situation.
- E. Consulting with a psychologist or psychiatrist to clarify a report on a customer in relation to rehabilitation planning.
- F. Providing integrated medical information to the customer.
- G. Seeking information to assess the psychological implications of the customer's words or actions as related to his or her disability.
- H. Assessing a customer's past adjustment to the work world.
- I. Interpreting the results of individual intelligence tests.
- J. Interpreting the results of personality inventories.
- K. Interpreting the results of group intelligence, aptitude and achievement tests.
- L. Interpreting the results of vocational interest inventories.
- M. Preparing abstracts of relevant materials to assist in making decisions.
- N. Assessing a customer's need for rehabilitation engineering/technology services throughout the rehabilitation process.

II. Rehabilitation Planning and Case Management (21 Tasks)

- A. Determining the adequacy of existing information for rehabilitation planning.
- B. Identifying available and public resources with the informed choice of the customer to determine an appropriate rehabilitation plan.

- C. Selecting customers to participate in a group counseling situation.
- D. Deciding the amount of time necessary for counseling sessions or the customer's decision-making process.
- E. Determining if a customer's situation warrants referral to special resources.
- F. Consulting with experts in a particular field, prior to developing a training or education program, to determine potential for final placement of the customer in that field.
- G. Participating in a joint discussion with a customer in order to help arrive at a mutually acceptable, customer-centered rehabilitation and/or independent living plan.
- H. Negotiating an agreement on alternative services to be provided when a customer has been refused a requested service.
- I. Negotiating an agreement on time and reasons(s) for terminating rehabilitation services.
- J. Obtaining understanding about a customer's preferred service(s) and on the respective responsibilities involved in obtaining service(s).
- K. Reaching an understanding about the agency's financial responsibilities for the customer's rehabilitation.
- L. Utilizing existing or acquired information about the existence, onset, severity, progression, and expected duration of a customer's disability.
- M. Developing intermediate rehabilitation objectives for a customer during a convalescent period.
- N. Reviewing case notes and supportive documentation from a transferred case in order to carry out further rehabilitation activities.
- O. Evaluating information about a customer's training programs.
- P. Interpreting program rules and procedures to a customer or significant others.
- Q. Reviewing active case files periodically to monitor quality of case recording.
- R. Evaluating a rehabilitation plan with supervisor to test the feasibility and probable consequences of pursuing the plan.
- S. Identifying and planning for appropriate use of assistive technology including computer-related resources.

- T. Evaluating necessary medical services for cost containment purposes.
- U. Identifying cost containment strategies that maximize a customer's access to funding.

III. Career and Vocational Counseling (10 Tasks)

- A. Selecting appropriate vocational evaluation procedures for a particular customer.
- B. Determining level and type of training or educational program with a customer.
- C. Evaluating customer participation in or benefits being received from education, training or other program modifications.
- D. Helping an employed customer identify and resolve job adjustment problems through the provision of post employment services.
- E. Promoting a customer's understanding of his or her vocational strengths and weaknesses; integrating the interpretation of vocational, psychological and social evaluative reports as necessary.
- F. Securing information to determine a customer's vocational skills, aptitudes and interests.
- G. Assisting a customer regarding vocational plans when they appear unrealistic.
- H. Assessing the impact of cultural-ethnic and socio-economic factors on a customer's vocational goals.
- I. Assessing the consistency of a customer's vocational choice with evaluative information.
- J. Advising a customer regarding the need for ambulatory/mobility techniques or environmental adaptations required to cope with the job.

IV. Personal and Social counseling (22 Tasks)

- A. Planning group counseling sessions and formulating overall objectives for the group.
- B. Identifying settings or conditions most appropriate for interviewing or counseling.
- C. Identifying significant person(s) in a customer's life whom may be helpful in resolving problems.

- D. Leading a group counseling session focused on adjustment and/or vocation problems such as rehabilitation systems including public, private for-profit and not for-profit service settings.
- E. Providing adjustment counseling and facilitating necessary life changes in dealing with a degenerative disability.
- F. Maintains a counseling relationship.
- G. Assisting customers to a deeper understanding of themselves and their relationship with others, such as behavior, personality, human growth and development.
- H. Developing a facilitative counseling relationship, including individual, group and family counseling theories and practices.
- I. Engaging in a mutual determination on the nature and goals of counseling.
- J. Assists a customer with crisis resolution.
- K. Assisting in facilitating a needed change in a customer-family relationship.
- L. Encourages a customer with a specific problem to take problem-solving action.
- M. Encourages a customer to discuss perception of the services being provided.
- N. Assist a customer to develop the ability to cope.
- O. Facilitating a customer's decisions making process.
- P. Gives customers additional information about their disabilities.
- Q. Describing, with informed consent, the effect of a customer's disability and present needs and progress to parent or guardian(s).
- R. Facilitation a customer's cooperation in diagnostic procedures.
- S. Seeking information to determine a customer's conflicts, tensions, and anxieties.
- T. Assisting the individual to identify and verbalize need for services.
- U. Discussing placement plans with customer and staff members of community to alleviate customer's fears regarding placement at the facility.
- V. Giving customer's information on diversity issues including multi-cultural, disability, and gender issues.

V. Job Development and Placement (13 Tasks)

- A. Procure information from the community on the existence of businesses and industries, labor market trends, and the importance of meaningful employment with a career focus.
- B. Determine the occupational classifications within businesses and industries in the community.
- C. Identify and contact employers to actively develop and/or identify job opportunities for rehabilitation customers.
- D. Evaluate jobs activities through the use of task analysis inventories and job analysis schedules to determine aid in job modification and restructuring.
- E. Provide educational and/or training about various disabilities and any vocational implications, and the use of assistive devices, job accommodation and facility services.
- F. Assist personnel to identify, modify and/or eliminate architectural barriers to the training and advancement of disabled individuals.
- G. Review vocational, physical and social related data to determine customer job readiness for competitive employment.
- H. Reach appropriate job seeking and retention skills, as needed, for competitive employment.
- I. Conduct individual and group counseling to facilitate work adjustment.
- J. Establish follow-up and/or follow-along procedures for disabled customers who are in competitive or other employment settings.
- K. Reading materials pertinent to the evaluation of labor market trends.
- L. Providing an inquirer with detailed information about vocational rehabilitation and the service programs it encompasses.
- M. Providing information on vocational aspects of disabilities, including theories and Approaches to career development and exploration.

VI. Community Resources Utilization (19 Tasks)

- A. Determining appropriate resources for providing family services.

- B. Conferring with liaison personnel at other community service agencies to advocate for the integration of individuals with disabilities.
- C. Exchanging information with other service providers involved with a consumer.
- D. Marketing the purpose, benefits, and availability of specific programs, facilities or institutions to potential consumers, employers, and the general public.
- E. Arranging genetic counseling for a consumer as recommended by a medical professional.
- F. Refers a consumer to a school or college setting for necessary coursework.
- G. Referring consumers to community volunteer groups that provide needed resources.
- H. Contacting a resource to whom a consumer is being referred to determine mutual responsibilities.
- I. Refers a consumer to work adjustment center or rehabilitation facility.
- J. Identifying areas of personal responsibility by referring to, and assisting consumer to deal with, those agencies or individuals that provide financial assistance.
- K. Providing a consumer with information regarding availability of medical, dental or other services.
- L. Contacting liaison person to arrange for the acceptance of a consumer by the resource center.
- M. Arranging a learning or reality-testing experience for a consumer in the community.
- N. Determining whether rehabilitation centers or facilities, sheltered workshops, and other educational or training sites within an area provide viable occupational training.
- O. Consulting with representatives of community agencies in order to provide expertise in relation to the vocational problems of the disabled.
- P. Seeking to improve those conditions that impede the successful rehabilitation of consumers with a specific disability.
- Q. Working with community members in developing and implementing programs to improve social, vocational, educational and employment opportunities for the disabled.
- R. Maintaining contacts and attending scheduled meetings to promote cooperative efforts with representatives of other programs, halfway houses and community agencies that provide services to consumers with a specific disability.

- S. Providing information regarding agency programs to current and potential referral sources.

VII. Recording and Reporting (5 Tasks)

- A. Developing a rehabilitation plan with a consumer.
- B. Preparing a comprehensive individual assessment, detailing and synthesizing individual's vocational aptitudes / interests, work evaluation report, intelligence, academic achievement, etc.
- C. Informing a consumer of reasons for denial of services.
- D. Writing a summary report on a rehabilitation plan.
- E. Maintaining a summary of information obtained during visits with consumer or a consumer's family for the case record.

VIII. Professional Participation and Development (12 Tasks)

- A. Participating in appropriate professional organizations.
- B. Involvement in current issues affecting the profession and/or consumer populations.
- C. Assisting in the preparation of legislative proposals to be considered on the state, or possibly federal, levels.
- D. Self-initiating or participating in agency-initiated research or evaluation projects in order to evaluate and guide practice.
- E. Participating actively in regularly scheduled meetings in program area.
- F. Learning application of agency policies and procedures by reading manuals, case records and other materials.
- G. Reviewing agency's rules to determine requirements for employment and promotion.
- H. Determining methods to assess problems involved in delivering services to rehabilitation customer.
- I. Consulting with staff development specialists to establish and coordinate training efforts.
- J. Disseminating information about the program through community participation, speeches, correspondence, and the use of newspapers, articles, radio and TV programs.

- K. Participating actively in training conferences and in-service training sessions.
- L. Sharing information at training sessions with colleagues who did not attend.

IX. Legal and Ethical Aspects (5 Tasks)

- A. Apply ethical standards and principles.
- B. Utilize ethical decision-making skills and apply appropriate legal principles in resolving ethical dilemmas.
- C. Apply knowledge of the philosophy, history, and legislation affecting rehabilitation and the range of services of varying service delivery systems.
- D. Demonstrates knowledge of the principles relating to legislation including the rights of persons with disabilities to independence, inclusion, choice and self-determination, respect for individual differences, and access issues.
- E. Awareness of such diversity issues as multi-cultural, disability, and gender issues.

Appendix H
Student Evaluation of Field Placement

Student Evaluation of the Field Placement Experience

The purpose of this form is to give you an opportunity to evaluate your field placement experience. Please complete the information in this form. Your responses will help the Graduate Program in Rehabilitation Counseling (GPRC) improve the fieldwork experience. Return this form to the program office by _____. The information you provide will not be shared by the GPRC with the site where you did your fieldwork. You are, however, encouraged to discuss your responses with your agency supervisor. Thank you for your assistance.

Your Name _____ Faculty Supervisor _____

Agency _____ Agency Supervisor _____

Was this your Practicum _____ Internship _____ Semester _____ 20 _____

1. Provide an overall assessment of your field placement experience in terms of giving you an opportunity to function in a professional rehabilitation context.

2. What were the strengths of your field setting?

a) _____

b) _____

c) _____

d) _____

3. What were the weaknesses of your field setting?

a) _____

b) _____

c) _____

d) _____

4. Are there any suggestions that you have to improve this field site?

5. Please comment on the supervision you received from your agency supervisor.

6. Please comment on the supervision you received from your university supervisor.

7. Evaluate your performance as a professional in this setting.

Signature

Date

Appendix I

Mid Semester Field-Work Evaluation

Mid Semester Review of Student Progress
(To be completed by Site Supervisor)

Agency _____ Type of Experience _____

Name of Student _____ Date _____

1. Overall assessment of the student's progress to date

2. Has the student received appropriate learning experiences as specified on the learning goal contact?

3. Has the student fully participated in the field experience?

4. What are the student's strengths and weaknesses? Specify.

5. Plans for the remainder of the semester

6. Recommended Grade: A B C E

Student Signature _____ Date _____

Supervisor Signature _____ Date _____

Student Comments _____

Appendix J

Field Supervisor Final Written Evaluation

Site Supervisor's Evaluation of Practicum/Internship Student's Performance

(To be completed by Site Supervisor at end of field work)

Your assistance as a Practicum/Internship supervisor is much appreciated. This form is to be used to check performance in practicum/internship over a period of time. Please complete the information requested below. You are encouraged to discuss this material with the student. The information you provide will be shared with the student.

Name of Student:		
Name of Supervisor:		
Agency:		
Dates Supervision:	From	To
Period Covered by Evaluation:	From:	To:

Directions: Please rate the student on the following dimensions using the criteria indicated below. Circle a number that best describes the student's performance in the area over a period of time.

ADJUNCTIVE ACTIVITIES (Scale: 1 = poor; 2 = fair; 3 = adequate; 4 = more than adequate; 5 = outstanding, 6 = no information to judge.)

1. Accepts and uses constructive criticism to enhance self-development and counseling skills.	1	2	3	4	5	6
2. Engages in open, comfortable, and clear communication with peer and supervisors.	1	2	3	4	5	6
3. Completes case notes/reports/records in a clear and concise manner with punctuality.	1	2	3	4	5	6
4. Able to staff a case in a clear and concise manner by presenting an objective description of the client, significant information, goals for the client, strategy to be used, and a program for the client.	1	2	3	4	5	6
5. Reports of time for appointments with clients, peers, and supervisors.	1	2	3	4	5	6
6. Organizes and completes the assigned work within the prescribed time limits of the setting.	1	2	3	4	5	6
7. Attire is appropriate to the client population and work setting being served.	1	2	3	4	5	6
8. Able to prioritize issues/problems when presented with more than one.	1	2	3	4	5	6
9. Recognizes own competencies and skills and share these with peers and supervisors.	1	2	3	4	5	6
10. Aware of and does not go beyond his/her counseling abilities.	1	2	3	4	5	6

COUNSELING COMPETENCY: (Scale: 1 = poor; 2 = fair; 3 = adequate; 4 = more than adequate; 5 = outstanding, 6 = no information to judge.)

1. Ability to use and interpret the following types of information:						
Medical	1	2	3	4	5	6

Educational	1	2	3	4	5	6
Social	1	2	3	4	5	6
Vocational	1	2	3	4	5	6
Psychological	1	2	3	4	5	6
2. Provide adjustment counseling in terms of the following areas:						
Social	1	2	3	4	5	6
Vocational	1	2	3	4	5	6
Work	1	2	3	4	5	6
Educational	1	2	3	4	5	6
Family	1	2	3	4	5	6
3. Understand the impact of disability on the individual and able to provide the client information about disabilities.	1	2	3	4	5	6
4. Ability to evaluate client's needs to determine appropriate types of services and resources available to implement a rehabilitation plan.	1	2	3	4	5	6
5. Engage in mutual development of intermediate and outcome rehabilitation goals and objective.	1	2	3	4	5	6
6. Knowledge to evaluate a client's problems to determine a counseling approach to assist client to develop a realistic vocational goal and rehabilitation plan.	1	2	3	4	5	6
7. Select appropriate vocational evaluation procedures for a client and integrate social, vocational, educational, medical, family, cultural, and psychological information into comprehensive evaluation reports.	1	2	3	4	5	6
8. Maintain a facilitative counseling relationship to facilitate a client's decision-making process.	1	2	3	4	5	6
9. Being able to conduct job analyses, recommend job modification, contact employers to develop and identify job opportunities, and locate jobs through the employments services, newspapers, and untapped job market.	1	2	3	4	5	6
10. Know how to identify labor market trends.	1	2	3	4	5	6
11. Promote a client's understanding of his/her vocational strengths and weaknesses.	1	2	3	4	5	6
12. Assist a client with crisis resolution.	1	2	3	4	5	6
13. Advise clients regarding the need for mobility techniques, environmental adaptations, and technology required to maintain employment.	1	2	3	4	5	6
14. Able to review pertinent data to determine client readiness for competitive employment.	1	2	3	4	5	6
15. Assist clients to develop appropriate work adjustment behaviors.	1	2	3	4	5	6
16. Assist clients with the following job seeking skills:						
Grooming	1	2	3	4	5	6
Completing applications	1	2	3	4	5	6
Resume writing	1	2	3	4	5	6
Interviewing	1	2	3	4	5	6

GENERAL SUPERVISION COMMENTS: (Scale: 1= poor; 2 = fair; 3 = adequate; 4 = more than adequate; 5 = outstanding, 6 = no information to judge.)

1. Understood and applied agency policies and procedures by reading manuals, case records, and other material.	1	2	3	4	5	6
2. Participated in appropriate professionals organizations.	1	2	3	4	5	6
3. Participated in regularly scheduled staffings and other meetings.	1	2	3	4	5	6
4. Acted as an advocate to seek to improve conditions that impede the successful rehabilitation of clients with disabilities.	1	2	3	4	5	6
5. Used terminology that was understood by the client.	1	2	3	4	5	6
6. Consulted with other professionals to obtain information needed in the rehabilitation process and to coordinate the delivery of services.	1	2	3	4	5	6
7. Adhered to ethical standards outlined by the Rehabilitation Counselor Code of Ethics and/or the CRCC.	1	2	3	4	5	6

8. What were the student's strong points and positive attributes in the site setting?

9. In what areas do you feel this student needs to improve?

10. Was this student provided the full range of experiences available at your agency?
(Yes/No) (Please explain)

11. What kind of experiences (practicum/internship) would you recommend for this student in the future?

12. Provide an overall assessment of this student in terms of his/her site placement performance.

13. Is there anything you recommend we could do differently to improve the practicum/internship experience for the student as well as the agency? (Please describe)

14. Would you be willing to work with a practicum/internship student in the future?

_____Yes

_____No

_____Undecided

Explain:

GRADE RECOMMENDATION (Circle One)

1. High Achievement
2. Satisfactory Achievement
3. Minimum Passing
4. Failure
5. Incomplete

Site Supervisor Signature

Date

Thank you for completing this evaluation. Your feedback is highly valued. If you have any questions, please contact the faculty supervisor. Please return this form to the address below:

Graduate Program in Rehabilitation Counseling
University of Kentucky
224 Taylor Education Bldg.
Lexington, KY 40506-0001
(859) 257-3834 (phone)
(859) 257-3835 (FAX)

Appendix K

Weekly Summary of Fieldwork Activities

GRADUATE PROGRAM IN REHABILITATION COUNSELING
Weekly Summary of Fieldwork Activities

Student _____

Semester/Credit Hrs. _____

Week of Supervisor _____

Field Work Site _____

Activities

Hours

Intake Interviewing _____

Vocational Evaluation _____

Personal/Work Adj. Counseling _____

Other Counseling _____

Family Consultation/Counseling _____

Consultation with Other Professionals _____

Job Development _____

Job Placement _____

Client Staffings _____

Staff Meetings _____

Field Supervision _____

Continuing Education _____

Other _____ **TOTAL HOURS** _____

Brief description of the week's activities

Student signature _____ **Date** _____

Field Supervisor's Signature _____ **Date** _____

Faculty Supervisor's Signature _____ **Date** _____

Appendix L
Course Descriptions

Rehabilitation Counseling Courses Descriptions Reflecting Clinical Rehabilitation and Clinical Rehabilitation in Mental Health

RC 515, Medical and Psychological Aspects of Disability I (3 hours)

This course is designed to prepare rehabilitation and mental health counselors, social workers and students in related fields with a working knowledge of the medical and psychosocial aspects of disability and chronic illness, and to provide students with the knowledge and understanding necessary to function and serve effectively in rehabilitation counseling and related interdisciplinary, allied health, and mental health settings. Topic areas include: human body systems, medical terminology, medical, functional, environmental and psychosocial aspects of disabilities and chronic illness, professional ethics, assistive technology, diagnostic classification systems, psychopharmacology, functional capacity, and wellness and illness prevention concepts and strategies. Specific disabilities covered in this course include neurologic, hearing, vision, intellectual disabilities, developmental disabilities, autism and Asperger's, learning disabilities, attention deficit disorders, and substance abuse.

RC 515, Medical and Psychological Aspects of Disability II (3 hours)

This course is designed to prepare rehabilitation and mental health counselors, social workers, and students in related fields with a working knowledge of the medical and psychosocial aspects of disability and chronic illness, and to provide students with the knowledge and understanding necessary to function and serve effectively in rehabilitation counseling and related interdisciplinary, allied health, and mental health settings. Topic areas include: human body systems, medical terminology, medical, functional, environmental and psychosocial aspects of disabilities and chronic illness, professional ethics, assistive technology, diagnostic classification systems, psychopharmacology, functional capacity, and wellness and illness prevention concepts and strategies. Specific disabilities covered during this semester include psychiatric and psychological impairments, endocrine, gastroenterology, cancer, burns and skins disorders, blood and the immune system, respiratory, kidney and renal function, and musculoskeletal.

RC 520, Principles of Rehabilitation Counseling (3 hours)

The course provides a comprehensive introduction to rehabilitation and clinical mental health counseling as a human service system in public and private organizations. Students will examine and analyze philosophical, historical, legislative and organizational structures; rehabilitation and related clinical mental health counseling programs; referral and service delivery systems; the rehabilitation counseling process; administration of rehabilitation clinical mental health counseling programs; and professional and ethical issues.

RC 525, Human Growth, Disability, and Development (3 hours)

This course provides a comprehensive study of human growth and development in the context of rehabilitation and clinical mental health counseling. Students will review human developmental theories across the life span and their implications and applications with persons with disabilities. Issues to be addressed include physical, emotional, moral, and cognitive development and the

interaction of development and disability; human sexuality and disability; spirituality and religious aspects; transition issues as they relate to family, school, employment, aging, and disability; social and learning needs of individuals across the life span, and ethical and legal issues impacting individuals and families related to adjustment and transition.

RC 530, Cultural Diversity in Rehabilitation Counseling (3 hours)

This course is designed to assist students to develop an understanding of the implications of cultural and individual diversity including race/ethnicity, gender, disability, age, class, spirituality and religion, geographic region, and sexual orientation. This course will provide an overview of social justice, culturally diverse counseling techniques, and identify how cultural values, beliefs, attitudes, public policies, and “isms” influence consumers and service providers. Emphasis will be placed on debunking cultural myths and stereotypes through the use of case studies, examples, and discussion to present implications and best practices for rehabilitation and mental health counselors, other human service providers, and educators in addressing the needs of culturally diverse consumers and students through direct service and referral. In addition, this course offers students an opportunity for self-exploration, growth, and expansion and sharing of diverse viewpoints. Finally, this course is designed to promote ethical and professional behavior when working with diverse populations.

RC 540, Chemical Dependency in Rehabilitation Counseling (3 hours)

This course is designed to provide students with information about the disease concept and etiology of addiction and co-occurring disorders, theories and models and research of substance-related and addiction disorders, behavioral, psychosocial and physiological effects of alcohol and other drugs, screening, evaluation and assessment, diagnosis, treatment intervention, counseling strategies, and mental health counseling to address issues pertaining to multiculturalism, crises, disaster and trauma, family, prenatal exposure, co-occurring disorders, sexual orientation, and adult children of addicts. In addition, ethical and legal considerations of addiction counseling and principles of self-help programs and identification community resources are discussed.

RC 560, Transition/Supported Employment/Independent Living (3 hours)

This course is designed to provide a basic knowledge and understanding of the origins, development, and underpinnings of supported employment, transition, and independent living for rehabilitation and clinical mental health counselors. The contents of the course provide the student with the following information: philosophies for transition and supported employment programs; the concept of Person Centered Planning; a model for developing a transitional process in the community; vocational training and placement concepts of transition and supported employment; perspectives and roles within supported employment and transition for rehabilitation and clinical mental health counselors; and major elements of independent living rehabilitation.

RC 558: Crisis Disaster and Trauma Response for Persons with Disabilities (1 hour)

This course is intended to provide students with an overview of the clinical rehabilitation counseling and clinical mental health rehabilitation counseling issues, challenges and responses due to crises, disasters, and other trauma-causing events on persons with disabilities across the lifespan. Specific attention is given to major categories of disabilities, their limitations, and psychosocial responses to life-challenging and life-altering consequences of crisis and traumatic events. Information is presented on context and philosophy of developing best practices for working with people with disabilities and their families in achieving quality of life in advent of a crisis/traumatic situation.

RC 610, Case Management in Rehabilitation Counseling (3 hours)

This course emphasizes the basic principles of helping persons with disabilities within the rehabilitation and clinical mental health processes. The course fosters both an appreciation and knowledge of how various theories and research findings translate into appropriate rehabilitation and clinical mental health counseling techniques. The course explores the roles or functions that rehabilitation and clinical mental health counselors play as they work in different clinical rehabilitation and counseling programs and agencies.

RC 620, Vocational Evaluation and Work Adjustment (3 hours)

This course includes effective methods and techniques used in determining and enhancing the vocational potential of persons with disabilities. Content also includes exploring the ethical practice of assessment and evaluation, test development, reliability, validity, and psychometrics, report writing, use of commercial evaluation systems, and the role of assessment in rehabilitation and clinical mental health counseling programs and agencies.

RC 630, Placement Services and Techniques (3 hours)

This course is designed to prepare rehabilitation and clinical mental health counselors in the development of skills for placement of persons with disabilities into a variety of settings including competitive employment, supported employment, and independent living. The course cover placement and career theory, pre-placement analysis, job readiness assessment, job development, job analysis, job engineering (work accommodations and modifications), employer attitudes, business rehabilitation, and social security disability. Occupational information and its use in the placement process including labor market analysis and procedures for analyzing client residual and transferable work skills will be addressed.

RC 640, Rehabilitation in Business and Industry (3 hours)

This course is designed to provide rehabilitation and clinical mental health counseling students with a comprehensive knowledge of rehabilitation in business environments. Skills to develop a professional working relationship between the rehabilitation and clinical mental health counseling professional, employers, the insurance industry, and other professionals will be taught. A thorough overview of worker compensation, related legislation, and other insurance

will be presented. The roles and functions of the rehabilitation professional in business rehabilitation will be discussed.

RC 650, Rehabilitation Counseling Theories and Techniques I (3 hours)

This is a two-semester sequence course. This sequence is designed to provide an overview of theories and techniques of rehabilitation mental health counseling and how they can be applied to a wide variety of circumstances within clinical mental health counseling and rehabilitation counseling context for persons with disabilities. A goal of this course is to acquire knowledge about clinical mental health theoretical orientations and to integrate theory with practice. Emphasis will be on helping students clarify concepts of mental health counseling, personal and professional ethics and values, and personal style, and connecting those concepts and values to various mental health counseling theories, as well as identifying commonalities across theories as these relate to rehabilitation counseling.

RC 660, Rehabilitation Counseling Theories and Techniques II (3 hours)

This course represents one course of a two-semester course sequence. Together, these courses provide an overview of the techniques and theories of counseling and how they can be applied in a Clinical Rehabilitation and Mental Health Counseling context. These courses also allow you to acquire knowledge about theoretical orientations and to develop skill in integrating theory with counseling practice. Emphasis will be on helping students clarify beliefs, values, and personal style, and connecting those to the beliefs and values of the various theories; and identifying commonalities across theories as these relate to clinical rehabilitation and mental health counseling. We will also focus on helping to recognize culture, class, and gender component.

RC 670, Group and Family Rehabilitation Counseling (3 hours)

This course is designed to prepare rehabilitation and clinical mental health counselors and other human service providers to become knowledgeable of counseling theory and skilled in group and family counseling techniques, with a focus on concerns related to disability and rehabilitation and clinical mental health counseling. The course will cover the history of group and family counseling, related counseling theories, elements of leadership in group counseling, family life cycle and models of healthy and unhealthy characteristics of families, culturally diverse perspectives of counseling, and ethical, legal, and professional issues. Students will gain practical experience with group counseling leadership and participation.

RC 680, Mental Health Diagnosis and Treatment Planning of Counselors (3 hours)

This course is designed to provide students with a broad spectrum of psychological disorders that are encountered by rehabilitation clinical mental health counselors, and other mental health professionals in various treatment settings. Specific attention is given to the etiology, prevalence, symptoms, and treatment of these disorders. Students will develop a better understanding of the DSM and the International Classification of Diseases. This course incorporates both national and global perspectives of psychological disorders.

RC 710, Practicum in Rehabilitation Counseling (3 hours)

The course is designed to provide the student with clinical learning experiences under faculty supervision in a community-based or state rehabilitation mental health agency. The student is expected to demonstrate knowledge and skills in the application of rehabilitation and mental health counseling methods, techniques, and vocational knowledge in working with persons with disabilities. In addition, the student is required to perform all tasks in accordance to ethical and legal standards in clinical rehabilitation mental health counseling.

RC 730, Internship in Rehabilitation Counseling (9 hours)

This course is designed to provide the student with clinical professional advanced learning experiences under faculty supervision in a community-based or state rehabilitation mental health agency. The student is expected to demonstrate knowledge and skills in the application of rehabilitation counseling and mental health methods, techniques, and vocational knowledge in working with persons with disabilities. In addition the student is required to perform all tasks in accordance to ethical and legal standards in clinical rehabilitation mental health.

RC 750, Rehabilitation Counseling Research and Program Evaluation (3 hours)

The purpose of this course is to introduce students to rehabilitation and mental health counseling research, program evaluation, and research methodology and so that they can become informed, critical, and reflective consumers and producers of quality research. This course provides a comprehensive introduction to research, statistics and research design, hypothesis testing, program evaluation, and research utilization. This is not a statistics course; however, students will be introduced to basic statistical procedures, concepts, and terms.

Appendix M

Financial Aid, Scholarships, and Student Funding Resources

Financial Aid, Scholarships, and Student Funding Resources

Students in the Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health Program may take advantage of a number of opportunities for student funding and financial aid, including scholarships and research assignments working with faculty in the department. Assistantships, scholarships, and fellowships are also offered through The Graduate School.

Martin-Thacker Scholarships: The Martin-Thacker Scholarship was established by an endowment from Dr. Helen Thacker Hill and Dr. Leslie Martin in 1998. The purpose of this Endowment is to train rehabilitation counseling professionals to work in rural areas of the Commonwealth of Kentucky and serve persons with developmental disabilities. One or two scholars are appointed each year. The award includes stipend and tuition assistance. Please contact the program office for more information about the Martin-Thacker Scholarship.

Federal Rehabilitation Service Administration Grant Program: We presently have a federal personnel preparation grant from the US Department of Education, Rehabilitation Service Administration (RSA). This grant provides tuition support for students who express an interest and are committed to employment in the state-federal rehabilitation program and related agencies. The nature of this grant requires us to give priority to students who are presently employed as rehabilitation counselors in public rehabilitation agencies

Opportunities for Kentucky State University Students: In partnership with Kentucky State University (KSU), the Program in Rehabilitation Counseling maintains two programs to assist KSU students interested in exploring or entering a career in Rehabilitation Counseling: The Endorsement Curriculum and the University Scholars Program. Please contact the program office for more information about these opportunities.

A number of **additional opportunities** for student funding and financial aid are available. Interested students should contact the Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health Program for further information. Assistantships and fellowships are also offered through The Graduate School. Please speak with the Director of Graduate Studies about these potential options.

In addition, program faculty often have grants and endowment funding which provide employment opportunities through research and assistant opportunities. These will be announced and discussed by individual faculty. You may also contact faculty regarding potential projects.