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 (M.R.C.) 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 PROGRAM
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 is accredited by the Council on Rehabilitation Education (CORE) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The UK-RCP is approved by the Kentucky Council on Higher Education and is the only Rehabilitation Counseling master’s program in the state. 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 now offers two tracks: Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health. The Clinical Rehabilitation Counseling track requires 58 credit hours; the Clinical Rehabilitation Counseling in Mental Health track requires 62 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) and RC 570 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 540 or another course. RC680 and RC570 are optional. Supervision can be in a traditional rehabilitation agency and by a qualified rehabilitation counseling professional.

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). 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 and CRC. Both tracks 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 summer). 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) based program of courses and field training which will prepare students to become professional rehabilitation and mental health counselors.
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 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 the Council on Accreditation for Counseling and Related Educational Programs (CACREP); for faculty to maintain CRC and LPC status; and to maintain program
Rehabilitation Counseling Faculty

**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.

**Ralph M. Crystal, Ph.D., CRC, LPC** (Professor) is the 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 Rehabilitation Counseling 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 until August 2017 when he was appointed as the Chair of the Department of Early Childhood, Special Education, and Rehabilitation Counseling.

Dr. Crystal has published in the area of rehabilitation program evaluation, consumer satisfaction, and forensic rehabilitation practice. He is a Certified Rehabilitation Counselor and Licensed Professional Counselor in the Commonwealth of Kentucky. Dr. Crystal also maintains a private rehabilitation practice.

**Debra A. Harley, Ph.D., CRC, LPC** (Professor) is a Provost’s Distinguished Service Professor at the University of Kentucky and graduate faculty in the Clinical Rehabilitation Counseling Program and Clinical Rehabilitation Counseling in Mental Health Program. She is coordinator of the rehabilitation counseling doctoral program. Dr. Harley is a Certified Rehabilitation Counselor and a Licensed Professional Clinical Counselor. She is past-chair of the Department of Early Childhood, Special Education, and Rehabilitation Counseling at UK. Dr. Harley received her master’s in rehabilitation counseling from South Carolina State University (1983) and doctoral degree with majors in special education and in rehabilitation counseling from Southern Illinois University at Carbondale (1992). Before joining the faculty at the University of Kentucky she taught at Eastern Illinois University.

Dr. Harley served as a Commissioner of the Commission of Rehabilitation Counselor
Certification (CRCC). She is past-editor of the *Journal of Applied Rehabilitation Counseling* and the *Journal of Rehabilitation Administration*. In addition she has served as editor of special editions for multiple rehabilitation counseling journals. Dr. Harley is also affiliated with the Human Development Institute and the Department of Gender and Women’s Studies at UK, and serves on community-based boards of directors.

Her research interests include cultural diversity, rehabilitation in addiction, ethics education, and offender populations. Dr. Harley has published over 80 articles in professional journals, 40 book chapters and three edited books.

Dr. Harley is a Mary Switzer Scholar. She is recipient of the Sylvia Walker Education Award from the National Association of Multicultural Rehabilitation Concerns, the Provost’s Award for Outstanding Teaching from UK, and Rehabilitation Educator of the Year Award from the National Council on Rehabilitation Education. She is a member of Chi Sigma Iota, Phi Delta Kappa, and Kappa Delta Phi.

**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.

**Allison Levine, Ph.D., CRC** (Assistant Professor), received her master's degree in mental health and rehabilitation from Hofstra University before returning to school to obtain a doctorate in rehabilitation counselor education at Michigan State University in 2018. Allison also sits on the
national board of the Rehabilitation Counselors and Educators Association (RCEA) as the Membership Chair.

Dr. Levine has worked as a rehabilitation counselor with adults living with psychiatric illness, as well as homeless veterans. Dr. Levine helped to establish the relationship between the Synergy Center and Suffolk County United Veterans in order to provide rehabilitation services to local veterans experiencing both homelessness and mental illness. Currently, Allison volunteers career counseling services with Hire Heroes USA.

Dr. Levine's dissertation work established an instrument for the use of evaluation in counselor education programs, in alignment with CACREP standards for evaluation of professional dispositions. Dr. Levine has also published and written on the topics of gatekeeping in rehabilitation counselor education, interdisciplinary clinical supervision, and implicit bias towards individuals with disabilities.

Currently, Dr. Levine is working on research projects in the area of educational standards and policies in rehabilitation counseling and all counseling specialties; especially policies and procedures related to clinical supervision. Dr. Levine is also actively engaged in research and discussion around equity in rehabilitation counseling, rehabilitation counselor education, and rehabilitation research, and in mitigating implicit biases in future rehabilitation counselors in order to improve experiences for all people living with disabilities.

**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 the RC Program Coordinator, Rehabilitation Counseling Distance Education Program Coordinator, and Director of Graduate Studies. 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 25 years of 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 Director of 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.
SECTION 2

PROGRAM AND CURRICULUM INFORMATION

AND

PROGRAM AND UNIVERSITY REQUIREMENTS
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 approved 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 (most) 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. Dr. Jackie Rogers currently serves in this capacity.

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.

Communication with Students

To facilitate communication both in class and programmatically, all students are required to complete a database update at the beginning of each fall and spring semester to keep the program updated on their current mailing address, phone number, and e-mail addresses. All students are expected to use their UK email address in correspondence to the program.

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.

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 58-62 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, early evening, and online.

The Clinical Rehabilitation Counseling and Clinical Rehabilitation Counseling in Mental Health Program 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 43 hours of required course work, three hours of electives, and twelve hours of fieldwork (practicum and internship). The curriculum for the Clinical Rehabilitation Counseling in Mental Health Track requires 50 required core courses and twelve hours of fieldwork (practicum and internship). A description of the required courses and Program of Study Guide are provided in this document.

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 570 (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 540 or another course. RC570 and RC680 are optional. 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 track they desire to enroll in. There is one admission process and once admitted either track can be selected.

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 provide service on a non-discriminatory basis in terms of ethnic background, national origin, gender, age, and disability.

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.

**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.

**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 of 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.

**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.

**Student Retention, Remediation, and Dismissal Policies**

The procedure and reasons for termination from the program are outlined in Appendix A. The Appeals process is outlined in Appendix B. Please read these sections carefully.

**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 “Incomplete” Grade form (See Appendix C). 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. A copy of the Incomplete form is to be filed in the student’s file. The student shall receive a copy of the form.
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 website.

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, may be 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.

Student Responsibilities

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 also 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://gradschool.uky.edu/graduate-school-bulletin](http://gradschool.uky.edu/graduate-school-bulletin). 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.

**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.
Curriculum Information and Program Timetable

Curriculum for Rehabilitation Counseling Track

RC515 Medical and Psychosocial Aspects of Disability I (3)
RC516 Medical & Psychosocial Aspects of Disability II (3)
RC520 Principles of Rehabilitation and Mental Health Counseling (3)
RC525 Human Growth, Disability, & Development Across the Lifespan (3)
RC530 Cultural Diversity in Rehabilitation Counseling (3)
RC550 Ethics (1)
RC560 Transition, Supported Employment, and Independent Living (3)
RC610 Case Management in Rehabilitation & Ment Health Counseling (3)
RC620 Assessment in Rehabilitation and Mental Health Counseling (3)
RC630 Career Dev and Placement Serv in RC and MH Coun (3)
RC640 Rehabilitation in Business & Industry (3)
RC650 Rehabilitation Counseling Mental Health Theory and Practice I (3)
RC660 Career Dev and Placement Serv in RC and MH Coun (3)
RC670 Group and Family Counseling (3)
RC710 Rehabilitation Practicum (3)
RC730 Internship in Rehabilitation Counseling (3)
RC750 Rehabilitation Research & Program Evaluation (3)

Electives (Must complete 3 hours minimum):
RC540 Chemical Dependency (3), RC 554 Rural Rehabilitation (3), RC552 Rehabilitation Technology (1)

Curriculum for Clinical Mental Health Counseling Track

Required Courses:
RC515 Medical and Psychosocial Aspects of Disability I (3)
RC516 Medical & Psychosocial Aspects of Disability II (3)
RC520 Principles of Rehabilitation and Mental Health Counseling (3)
RC525 Human Growth, Disability, & Development Across the Lifespan (3)
RC530 Cultural Diversity in Rehabilitation Counseling (3)
RC540 Chemical Dependency (3)*
RC550 Ethics (1)
RC560 Transition, Supported Employment, and Independent Living (3)
RC570 Crisis Disaster & Trauma Response for Persons w Dis (1)*
RC610 Case Management in Rehabilitation & Ment Health Counseling (3)
RC620 Assessment in Rehabilitation and Mental Health Counseling (3)
RC630 Career Dev and Placement Serv in RC and MH Coun (3)
RC640 Rehabilitation in Business & Industry (3)
RC650 Rehabilitation Counseling Mental Health Theory and Practice I (3)
RC660  Rehab & Mental Health Counseling Theory and Practice II (3)
RC670  Group and Family Counseling (3)
RC680  Mental Health Diagnosis & Treatment (3)*
RC710  Rehabilitation Practicum (3)
RC730  Internship in Rehabilitation Counseling (9)
RC750  Rehabilitation Research & Program Evaluation (3)

Electives (optional):
RC 554 Rural Rehabilitation (3), RC552 Rehabilitation Technology (1)

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

Timetable
All students must adhere to a specific 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 first semester. This meeting is mandatory for new students, and optional for continuing students. Program requirements and expectations are discussed at this meeting.

3. **Orientation to Field Work**
   This meeting is held in the semester before the student begins field work (usually the second semester for full-time students). It is a mandatory meeting. Information on field work components, requirements, and procedures will be reviewed.

4. **Admission to Field Work Examination**
   All students are required to successfully pass an 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. Students must
complete an Application for Field Work Exam (see Appendix D) in order to sit for the exam.

This examination consists of three 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 is the second part of the exam. It 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 third part of the exam is an evaluation of the student’s professional dispositions. The categories addressed in this review include counseling competency areas such as professional ethics, professionalism, self-awareness & self-understanding, emotional stability & self-control, motivation to learn & grow/initiative, and cultural sensitivity and awareness.

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.

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 or 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 for Fieldwork Placement and an Application for Admission to Field Work Exam 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 E and Appendix D for these application forms.

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.

5. **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 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 F 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 website (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.

6. **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](http://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.
SECTION 3

CLINICAL TRAINING IN REHABILITATION COUNSELOR EDUCATION
(FIELD WORK)
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. An understanding of the psychological and medical disciplines involved in the rehabilitation process; and,

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.

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. 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. Full time students who begin in the Spring semester usually take the Practicum in the following Fall semester. Full time students normally complete their Internship during either the fall or spring semesters following practicum and prior to graduation. Part time students will work with their advisors to determine when they are ready to begin field work experience.

The Practicum is a three credit hour course and involves the student spending 200 hours in a rehabilitation or mental health agency during the semester. The Internship is nine credit hours and consists of a 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 twelve-week summer session (17 hours per week), and six credit hours (25 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 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 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

**Field Placement Administrative Procedures**

After the student has passed the Admission to Field Work exam, an 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.**

**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.

**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 online 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 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.

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. Supervision involves day-to-day responsibility for the student’s activity depending on the degree of active responsibility the student is able to assume.

**Faculty Supervisor Responsibilities**

A member of the university faculty will be assigned to work with the agency supervisor as the student’s faculty supervisor of the clinical training. This faculty member has the following assignment:

- Conduct conferences with the fieldwork site supervisor and student 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.

- Meet once a week with the student for two and a half hours 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.

**Site Supervisor Responsibilities**

The responsibilities of the site supervisor are as follows:
• Complete site supervisor orientation.
• Provide students with the opportunity to become familiar with a variety of professional activities and resources, including technological resources.
• Provide an introduction and orientation to the agency, including its goals, purpose, clientele, procedures, and professional expectations.
• Establish a work schedule for the student. In addition, it is the supervisor’s responsibility to make sure that the student has adequate and appropriate work to do during hours when the supervisor is absent or not available.
• Provide the opportunity for the student to have 200 clock hours of practicum experience with at least 40 hours of direct service with actual clients that contribute to the development of counseling skills during the practicum. The internship requires 600 clock hours of experience with at least 240 hours of direct service with actual clients.
• Provide a supervisory conference at least once a week with the student for approximately an hour and be planned in advance to ensure the following content is included:
  o The student should be encouraged to present cases and raise questions.
  o Assignment of new cases can be discussed.
  o Questions, which the student may raise in reference to agency procedure, should be considered.
  o New developments in rehabilitation should be considered.
  o Discussions concerning the student's mastery of the clinical training competency requirements.
• Develop in consultation with the student and faculty supervisor a Learning Goal Contract which will serve as an agreement between the three parties and will outline the types of field experiences and duties the student will have during the clinical experience. The Learning Goal Contract must then be signed by the student, the site supervisor, the faculty supervisor, and the program coordinator before the student can officially begin the practicum or internship.
• Complete a mid-term evaluation of student and submit it to faculty supervisor.
• Complete a final evaluation of student at the end of the clinical experience and submit it to faculty supervisor.
• Meet with the student and faculty supervisor on three occasions during the semester at the beginning, middle, and end of the fieldwork experience.
  o At the initial meeting, the Learning Goal Contract (see below) will be reviewed and any questions will be addressed by the faculty supervisor.
  o At the second meeting, the site supervisor will review the student’s mid-term progress with the student and faculty supervisor. Strengths and weaknesses of the student will be reviewed.
  o At the final meeting, the site supervisor will provide a final evaluation of the student’s performance, suggest a grade, and give appropriate recommendations.
• Verify weekly logs (completed by student) outlining the student’s clinical activities during each week. These are to be submitted weekly by the student unless otherwise directed by the faculty supervisor.
Site Supervisor Qualifications

- Supervisor should have 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.
- 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.
- Supervisors should have knowledge of the program’s expectations, requirements, and procedures for evaluation of students.
- Supervisors should have relevant training in counseling supervision.

Student Responsibilities

The following areas address student responsibilities during field work.

- **Time**
  Students are expected to work hours that are compatible with their supervisor. The student is responsible for contacting the supervisor to establish a work schedule. Work hours/schedule should be discussed and established prior to the first day of Practicum or Internship. Any changes to the work schedule for the student must have prior approval from the field supervisor.

- **Documentation of Hours**
  Students should complete weekly logs outlining a breakdown of the hours spent in field work. The student must submit these logs to the site supervisor for signature at the end of each week, unless otherwise directed by the faculty supervisor.

- **Attendance**
  It is the student’s responsibility to meet the hourly requirements of the Program. A student must have 200 hours to complete their Practicum and 600 clock hours to complete their Internship. If the student is going to be absent they are responsible for notifying their supervisor of their absence within one hour of the time that they should be at work.

- **Weekly Class/Group Supervision.**
  On the days that students have their Practicum/Internship class, they are expected to return to the field site in a timely manner if at all possible. Hours and days of classes should be discussed with the supervisor at the time work hours are established. Students are allowed to claim class time as part of their needed clock hours toward completion of their Practicum or Internship.
• **Weekly Individuals Meetings with Site Supervisor**
The student is expected to meet for at least one hour per week of individual supervision with the site supervisor.

• **Confidentiality and Ethical Behavior**
Any information regarding consumers is strictly confidential. Contact outside of work must be initiated by the consumer first. Students must abide by the ethical code of conduct of the Certified Rehabilitation Counselor Commission or the American Counseling Association. It is unethical for students to enter into social, financial, romantic, or any other relationship of a personal nature with consumers.

  o **Behavior/Attitude**
    - Students are required to abide by office rules.
    - Students are required to behave in a professional manner while at the office and when representing the organization/agency.
    - State/company letterhead is to be used for official business only, not for personal or school related work.
    - Telephone, fax, computer, copier, office supplies, and postage machine usage is limited to business.
    - Local telephone calls can be made during breaks or lunch.
    - Students are expected to show a willingness to learn and take the initiative to get involved when it is appropriate for them to do so.

• **Dress**
Students are expected to dress in a business-like manner appropriate to the job in which they are interning or performing their practicum.

  o **Transcripts of Counseling Sessions**
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.

**Evaluation**

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.

Learning goals of the fieldwork experience are jointly developed by the student, agency supervisor, and faculty 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 identified on the Learning Goal Contract (Appendix G). A Learning Goal Contract is developed against which the student is evaluated at mid-semester and at the completion of the field placement. The student’s professional dispositions are also evaluated at these times. The mid-semester and end-of-the-semester forms and professional dispositions forms are completed by the site supervisor. After the end-of-semester review the field 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 also have the opportunity to evaluate their field experience. A copy of this evaluation instrument is contained in Appendix H.

Field Placement Requirements

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 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 and/or mental health counselors.
6. Identify appropriate community resources needed by clients in making vocational, social, and personal decisions.
7. Assist clients in making appropriate vocational choices (For RC students).
8. Identify and examine training and career programs available to clients. (For RC students)
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.
11. Assist clients in understanding, interpreting, and following through on medical, psychological, and other consultation results, advocating the highest treatment.
12. Identify and work with clients' families and other significant social networks in order to assist clients.
13. Identify and implement alternative counseling and rehabilitation strategies.
14. 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.
15. 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. (For RC students)

16. Orient clients to the world of work and assist them in developing job-seeking skills. (For RC students)

17. Identify, describe, and make available, when necessary, alternative work situations such as supported, or community based employment. (For RC students)

18. Enlighten clients to situations in their life roles involving prevention of illness, accidents, and environmental hazards.

19. Prepare case reports and write case notes on clients.
Appendix A

Program Policies on Student Retention, Remediation, and Dismissal Policies

And

Graduate School Policies on Scholastic Probation, Termination, and Assessment of Graduate Student Progress
Program Policies on Student Retention, Remediation, and Dismissal Policies

The Rehabilitation Counseling Graduate Program is designed to prepare professionals to assume professional counseling positions. In addition to maintaining a high level of competence in academic work, it is expected that students exhibit other qualities that are frequently neither evident nor evaluated as part of formal coursework. These include the following:

- Commitment to the profession of Counseling.
- A work ethic that is characterized by consistent and sustained effort.
- Ability to communicate effectively with other professionals.
- Flexibility and responsiveness to educational change.
- A high level of professional behavior.

The Program faculty believes that students should exhibit high levels of these behaviors during the course of their program. In so doing, the probability of advancing the Rehabilitation Counseling field through the contribution of graduates will be maximized. In fact, the faculty has a professional responsibility to do everything possible to insure that students are diligent in their pursuit of excellence. This includes the termination of students who are unwilling or unable to meet these expectations.

Students may be terminated from the Program for the following reasons:

1. All students are subject to the jurisdiction of the Code of Student Conduct (Code). The Code establishes the rights and responsibilities of students, the conduct and behavior standards for students, and, then, the possible sanctions for a violation of those conduct/behavior standards. All students are subject to sanctions up to and including suspension, dismissal or expulsion from the University, which would also mean termination from the Program. The Code is available at http:\/\/www.uky.edu\/StudentAffairs\/Code\/part2.html.

2. All students are subject to the jurisdiction of the Rules of the University Senate. The Selected Rules of the University Senate are those academic policy and procedures most frequently applicable to students in addition to Rules concerning Admissions to the University, Attending the University and general Student Affairs, including Academic Offenses. A student found guilty of an academic offense may be subject to suspension, dismissal or expulsion from the University, which would also mean termination from the Program. The Senate Rules may be found http:\/\/www.uky.edu\/StudentAffairs\/Code\/part2.html.

3. A cumulative grade point average (GPA) below 3.0 after the student has completed 18 or more semester hours, or at any point following the student’s first two semesters in the Program (following an additional semester in which the student has the opportunity to regain a 3.0 or higher GPA).

4. Evidence of lack of professional disposition suitable to a rehabilitation counseling graduate student or professional, as evidenced by (1) agreement by a majority of EDSRC Department faculty that the student’s professional disposition is not suitable to a doctoral student; or (2) Program faculty review and evaluation of professional disposition. A review of professional disposition is conducted by the faculty for each graduate student.
at least annually (prior to admission to field work, at mid-point and end of each field work experience). The categories addressed in this review include: professional ethics, professionalism, self-awareness & self-understanding, emotional stability & self-control, motivation to learn & grow/initiative, and cultural sensitivity and awareness. Failure to meet the professional disposition standards (e.g., as evidenced by a mean rating of 3 or below in any of the identified professional disposition categories or mutual consensus of the Program faculty that a student’s professional disposition is not suitable to a rehabilitation counseling graduate student or professional). Program policy is that a student’s failure to meet the professional disposition standards shall result in a time-sensitive remediation contract. After the time period for remediation has expired, the student will be evaluated per remediation requirements and, given continued failure to meet the specified remediation, the student shall be terminated from the Program.

5. Any breach or violation that, in the opinion of the Program faculty, represents a level of unethical behavior that is inconsistent with the maintenance of professional counseling certification or licensure. Ethical behavior is defined in either the Code of Professional Ethics for Rehabilitation Counselors, or the American Counseling Association (ACA) Code of Ethics. If a breach or violation of ethical behavior occurs, the RC Program Faculty will convene, discuss, and provide an opinion on the significance and nature of the breach or violation. If it is the consensus of the Program faculty that the named student’s behavior represents unethical behavior inconsistent with the standards of either of the two above noted codes, the student may be terminated from the program. A decision of the Program Faculty to dismiss a student from the Program may be reviewed by the Dean of the College.

6. Violation of any of the policies of the Graduate School that can result in termination from the program.

In implementing these policies, the following procedures will be followed. At least once each year the Program faculty will review the academic progress and professional disposition of each student. These reactions will focus upon faculty perceptions of progress and performance relative to the variables listed above. Following all such reviews, a written summary statement will be conveyed to each student. These statements will summarize the faculty’s perceptions of the student's progress toward completion of the degree and professional disposition. If there are areas that are in need of improvement, these will be noted, and shall result in a time-sensitive remediation contract, indicating the expected behaviors, the evidence that should be submitted to document that remediation has occurred, and the date by which such documentation should be submitted. After the time period for remediation has expired, the student will be evaluated per remediation requirements. Given continued failure to meet the specified remediation, the student shall be dismissed from the Program.

In extreme cases, the Director of Graduate Studies may recommend immediate termination from the program. In most cases, however, this would not occur until a student has been given an opportunity to rectify deficiencies. Plagiarism and cheating will be addressed as directed in the Senate Rules (US 6.3.0 Academic Offenses and Procedures). If the academic offense involves research and/or extramural funding the administrative regulation for handling the offense is outlined in University of Kentucky Administrative Regulation 7:2. [US: 2/10/97]. In all cases involving termination, the Committee on Graduate Admissions and Standards will be
advised of the recommendation.

If the decision of the Program or Department Faculty is to recommend to the Dean of the Graduate School that a student be terminated, the student will receive written notice of the decision, stating clearly the reasons for the termination. In all cases regarding termination, the student has the right to appeal this decision to the Program faculty, the Department’s Committee on Graduate Admissions and Standards, the Academic Ombud, and finally to the University Appeals Board.

Students should also be aware of the following Graduate School policies related to probation and termination, which are also described in the Graduate School Bulletin:
Graduate School Policies on Scholastic Probation, Termination, and Assessment of Graduate Student Progress

Scholastic Probation

When students have completed 12 or more semester hours of graduate course work with a cumulative GPA of less than 3.00, they will be placed on scholastic probation. Students will have one full-time semester or the equivalent (9 hours) to remove the scholastic probation by attaining a 3.00 cumulative GPA. If probation is not removed, students will be dismissed from the Graduate School. Students who have been dismissed from the Graduate School for this reason may apply for readmission after two semesters or one semester and the eight-week summer term. If they are accepted by the program, admitted students will have one full-time semester or the equivalent (9 hours) to remove the scholastic probation by attaining a 3.00 cumulative GPA. Exceptions to this policy can be made only by the Dean of the Graduate School.

Students placed on scholastic probation are not eligible for fellowships or tuition scholarships and may not sit for doctoral qualifying examinations, or Master's or doctoral final examinations.

Termination

The Dean of the Graduate School may terminate enrollment in a particular program for the following reasons:

- Scholastic probation for three enrolled semesters.
- Having failed twice the final examination for the master's degree or the qualifying examination.
- In cases where the student's Advisory Committee recommends termination after the qualifying examination has been passed, the Graduate Faculty in that program will meet to vote on the recommendation. When the Graduate Faculty of that program concurs and the student dissents, the student will have an opportunity to meet with the Graduate Faculty of the program, after which a second vote will be taken and a final recommendation will be made to the Dean of the Graduate School.

*Note:* Each program sets specific requirements and standards of performance, evaluative procedures and criteria, and procedures for terminations of all students. The student should be informed of these criteria at the time of enrollment by the Director of Graduate Studies of the program.
Appendix B

University of Kentucky Appeals Process
University of Kentucky Appeals Process

RESPONSIBILITY OF THE UNIVERSITY APPEALS BOARD

The Hearing Officer of the University Appeals Board shall schedule a hearing in any case of cheating, plagiarism, or falsification or misuse of academic records reported by the Ombud, the hearing to be held within 20 working days of the receipt by the Hearing Officer of the Ombud’s report, unless the student consents to an extension of time for the hearing. The student may withdraw the appeal at any time. Notices to the student will be sent by certified mail to the address on file with the Ombud. Failure of a student to apprise the Ombud of a change of address shall be cause for dismissal of the appeal.

In cases of academic offenses where the student contests guilt, the University Appeals Board shall sit as a fact-finding body and determine whether or not the student cheated, plagiarized, or falsified or misused academic records from such evidence as is brought before the board (including testimony under oath, written statements, exhibits, and a view of the classroom where the cheating occurred, if this is an issue). The board may call witnesses on its own initiative and may continue the hearing for this purpose. Unless the board believes, by majority vote of those present and by a preponderance of the evidence, that the student cheated, plagiarized, or falsified or misused academic records, it shall acquit the student.

In cases where the only issue is the severity of the sanction, the board shall sit as an appeals board and shall concur in the recommended sanction unless it believes, by a majority vote of those present and by a preponderance of the evidence, that the sanction is too severe. The Board may hear witnesses and consider written statements and exhibits in reaching its decision concerning the severity of the sanction. The Board may impose the minimum penalty of an E in the course or may recommend to the appropriate chancellor the imposition of a penalty of suspension or dismissal less severe than that recommended by the dean of the student’s college.

Within five days of the decision of the University Appeals Board, the Hearing Officer of the board shall notify the student, instructor, department chair, dean of the student’s college, and the appropriate chancellor of the action of the board. In addition, if the decision of the board is to impose a penalty of E in the course, the Hearing Officer shall notify the Registrar of that act.

In all cases involving academic offenses, the student shall have the rights set out in Section 2.3 of the Code of Student Conduct (Student Rights and Responsibilities, Part 1). (See also Rule VI-6.6.5.2.)

The requirement that the Hearing Officer shall schedule a hearing within 20 working days does not mean that the Appeals Board must reach a decision within that time. If the hearing is held near the end of the 20-day period, and if difficult issues are raised that require more time, the Appeals Board may find it necessary to hold additional meetings, stretching the hearings process beyond the 20-day limit. However, the Appeals Board should seek to render a decision as soon as is reasonably possible so that the student may plan his or her further academic work. (RC: 5/6/86)
Penalties for Academic Offenses

The minimum penalty for an academic offense is an E in the course in which the offense took place. The repeat option may not be used to remove an E given for an academic offense. If a prior academic offense has been recorded in the Registrar’s Office, the minimum penalty shall be suspension for one semester (or a minimum of four months in those colleges in the Medical Center where the semester system is not in use). Penalties more severe than the minimum may be imposed where warranted by circumstances.

1. **Suspension**: Forced withdrawal from the university for a specified period of time, including exclusion from classes, termination of student status and all related privileges and activities. If a student while on suspension violates any of the terms set forth in the nature of suspension he or she shall be subject to further discipline in the form of dismissal. The penalty of suspension shall normally apply to semesters (or other academic terms as appropriate) following imposition of the penalty by the appropriate chancellor. With the consent of the student and the dean of the college in which the offense occurred, the appropriate chancellor may fix an earlier date for suspension. In any case in which the suspension is imposed by the last day to drop a course with no record, it shall apply to that semester. In case of any student who is graduating, the suspension shall apply to the final semester before scheduled graduation. Suspension for an academic record, and shall appear on all transcripts for a period of three years beyond the conclusion of the suspension. (US: 3/7/88).

2. **Dismissal**: Termination of student status subject to the student’s readmission. The conditions for readmission will be specified at the time of dismissal. The student may be readmitted to the university only with the specified approval of the appropriate chancellor upon recommendation of the Appeals Board. Dismissal for an academic offense shall be noted in the student’s permanent academic record, and shall appear on all transcripts for a period of three years from the student’s readmission to the university. (US: 3/7/88)

3. **Expulsion**: Permanent termination of student status, without possibility of readmission except upon showing that the findings of fact, which formed the basis of action, were clearly erroneous. (To be invoked only in unusual circumstances and when the offense committed is of such serious nature as to raise the question of the student’s fitness to remain a member of the academic community.) Expulsion for an academic offense shall be noted in the student’s permanent academic record, and shall appear on all transcripts permanently. (US: 3/7/88)
Appendix C

Record of “I” Grade
### RECORD OF “INCOMPLETE” GRADE

<table>
<thead>
<tr>
<th>STUDENT’S NAME</th>
<th>STUDENT’S COLLEGE</th>
<th>INSTRUCTOR</th>
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<table>
<thead>
<tr>
<th>STUDENT’S ID NUMBER</th>
<th>COURSE NUMBER</th>
<th>SECTION</th>
<th>CREDIT HRS</th>
<th>SEMESTER/YEAR</th>
</tr>
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<table>
<thead>
<tr>
<th>MAJOR</th>
<th>LEVEL</th>
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<table>
<thead>
<tr>
<th>STUDENT’S ADDRESS</th>
<th>HOME PHONE</th>
<th>WORK/CELL PHONE</th>
</tr>
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<tr>
<td></td>
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</tbody>
</table>

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”).

**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.

Instructor’s Signature ___________________________ Date ___________ Student’s Signature ___________________________ Date _________

Copies: □ Department □ Instructor □ Student

An Equal Opportunity University

(Note: Form is to be completed by instructor and signed by both instructor and student prior to recording the Incomplete grade for the course.)
Appendix D

Application for Admission to Field Work Exam
APPLICATION FOR
ADMISSION TO FIELD WORK EXAM

Today's date  _______________________________________________

Student's Name  _______________________________________________

Address  _____________________________________________________
   _________________________________________________________
   _________________________________________________________

E-mail  _______________________________________________________

Phone #  _____________________________________________________

I am applying to take the fieldwork examination during the:
   _____ Fall of __________
   _____ Spring of __________
   _____ Summer of __________

I plan to complete my practicum (list semester and year) __________
I plan to complete my internship (list semester and year) __________

Student's Signature  ___________________________________________

*Advisor Signature  ___________________________________________

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

Application for Field Work Placement
Application for Field Work Placement

(Note: Please complete this form and email to Denise Stewart at denise.stewart@uky.edu with the Title “Application to Fieldwork” in the subject line.)

Name: ____________________________________________
Student ID:________________________________________
Student Phone Number: ____________________________ Email: ____________________________
Date Started Program: ____________________________

Track (select one): RC ______ MH _____

Practicum or Internship (select one): Practicum _____ Internship_____

Projected Semester of Fieldwork (Practicum or Internship): _________________
Projected Year of Fieldwork (Practicum or Internship): _________________

*Will you be doing your fieldwork at your place of employment? 
Yes _____ No _____

If yes, please provide the following information:
Name of Agency:
Address:
Phone:
Email Address:
Supervisor’s Name:
Position Title:
Detailed Description of Duties:

*Have you found a practicum or internship site on your own?
Yes _____ No _____

If you have found practicum/internship site, please provide the following information:
Name of Agency:
Address:

Phone:
Email Address:
Supervisor’s Name:
Position Title:
Detailed Description of Duties:
*If you have not found a practicum/internship site on your own, what are your areas of interest?

*Will you need assistance with field work placement from Sherri Greer?
    Yes _____ No _____
    How will you need Ms. Greer’s assistance?

*Comments. Questions, Concerns:
Appendix F

Application for Final Examination
Application for Final Examination

Today's date: ____________________

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 ___________

Name

____________________________________________________________________________

Address

____________________________________________________________________________

____________________________________________________________________________

E-mail _________________________________________________________________

Phone # ________________________________________________________________

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) ______

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 G

Learning Goal Contracts
The clinical experience is designed to provide the student with opportunity to apply theory and to develop counseling skills under supervision. The roles and responsibilities of the student, site supervisor, and faculty supervisor are defined below. The student will develop this learning goals contract (LGC) in collaboration with site supervisor and approval of the faculty supervisor. This contract must be signed prior to the student beginning his or her clinical placement experience.

Section I: STUDENT INFORMATION

Check One:  ____Practicum  
            ____Internship

Check One:  ____Fall ______
            ____Spring _____
            ____Intersession/Summer _____

Check One:  # of Credit Hours:

            ____3 
            ____6 
            ____9

Name of Student:_________________________________________      Date: ____________

Clinical Site Information:

Name of Site:________________________________________________

Address:___________________________________________________

City:____________________________State:_________Zip:____________

Phone Number:_____________________________________________

Description of Site: __________________________________________

____________________________________________________________________________

____________________________________________________________________________

Name of Site Supervisor:_______________________________________

Certification and/or license #s: ________________________________
The responsibilities of the site supervisor are as follows:

1. Complete site supervisor orientation.
2. Provide students with the opportunity to become familiar with a variety of professional activities and resources, including technological resources.
3. Provide an introduction and orientation to the agency, including its goals, purpose, clientele, procedures, and professional expectations.
4. Establish a work schedule for the student. In addition, it is the supervisor’s responsibility to make sure that the student has adequate and appropriate work to do during hours when the supervisor is absent or not available.
5. Provide the opportunity for the student to have 200 clock hours of practicum experience with at least 40 hours of direct service with actual clients that contribute to the development of counseling skills during the practicum. The internship requires 600 clock hours of direct service with actual clients that contribute to the development of counseling skills during the practicum.
hours of experience with at least 240 hours of direct service with actual clients.

6. Provide a supervisory conference 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.

7. Develop in consultation with the student and faculty supervisor a Learning Goal Contract which will serve as an agreement between the three parties and will outline the types of field experiences and duties the student will have during the clinical experience. The Learning Goal Contract must then be signed by the student, the site supervisor, the faculty supervisor, and the program coordinator before the student can officially begin the practicum or internship.

8. Complete a mid-term evaluation of student and submit it to faculty supervisor.

9. Complete a final evaluation of student at the end of the clinical experience and submit it to faculty supervisor.

10. Meet with the student and faculty supervisor on three occasions during the semester at the beginning, middle, and end of the fieldwork experience.
    - At the initial meeting, the Learning Goal Contract (see below) will be reviewed and any questions will be addressed by the faculty supervisor.
    - At the second meeting, the site supervisor will review the student’s mid-term progress with the student and faculty supervisor. Strengths and weaknesses of the student will be reviewed.
    - At the final meeting, the site supervisor will provide a final evaluation of the student’s performance, suggest a grade, and give appropriate recommendations.

11. Verify weekly logs (completed by student) outlining the student’s clinical activities during each week. These are to be submitted weekly by the student unless otherwise directed by the faculty supervisor.

**Student** - The following areas address student responsibilities during field work.

1. Time: Students are expected to work hours that are compatible with their supervisor. The student is responsible for contacting the supervisor to establish a work schedule. Work hours/schedule should be discussed and established prior to the first day of Practicum or Internship. Any changes to the work schedule for the student must have prior approval from the field supervisor.

   - Practicum Student – the student must complete 200 clock hours of practicum experience with at least 80 hours of direct client service with actual clients that contribute to the
development of counseling skills during the practicum.

- Internship Student – the student must complete nine (9) credit hours, equivalent to 600 clock hours with at least 240 hours of direct client service and must demonstrate competence in working with clients in the context of a professional mental health counseling relationship. The student will carry a small caseload and function as a professional staff member of the agency under the supervision of the site supervisor.

2. Documentation of Hours: Students should complete weekly logs outlining a breakdown of the hours spent in field work. The student must submit these logs to the site supervisor for signature at the end of each week, unless otherwise directed by the faculty supervisor.

3. Attendance: It is the student’s responsibility to meet the hourly requirements of the Program. A student must have 200 hours to complete their Practicum and 600 clock hours to complete their Internship. If the student is going to be absent they are responsible for notifying their supervisor of their absence within one hour of the time that they should be at work.

4. Weekly Class/Group Supervision: On the days that students have their Practicum/Internship class, they are expected to return to the field site in a timely manner if at all possible. Hours and days of classes should be discussed with the supervisor at the time work hours are established. Students are allowed to claim class time as part of their needed clock hours toward completion of their Practicum or Internship.

5. Weekly Individuals Meetings with Site Supervisor: The student is expected to meet for at least one hour per week of individual supervision with the site supervisor.

6. Confidentiality and Ethical Behavior: Any information regarding consumers is strictly confidential. Contact outside of work must be initiated by the consumer first. Students must abide by the ethical code of conduct of the Certified Rehabilitation Counselor Commission or the American Counseling Association. It is unethical for students to enter into social, financial, romantic, or any other relationship of a personal nature with consumers.

7. Behavior/Attitude: The student is expected to exhibit appropriate behavior and attitudes. In addition:

   - Students are required to abide by office rules.
   - Students are required to behave in a professional manner while at the office and when representing the organization/agency.
   - State/company letterhead is to be used for official business only, not for personal or school related work.
   - Telephone, fax, computer, copier, office supplies, and postage machine usage is limited to business.
   - Local telephone calls can be made during breaks or lunch.
   - Students are expected to show a willingness to learn and take the initiative to get involved when it is appropriate for them to do so.
8. Dress: Students are expected to dress in a business-like manner appropriate to the job in which they are interning or performing their practicum.

9. Transcripts of Counseling Sessions: 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.

10. Evaluation: Evaluate the site supervisor and field work experience.

11. Communication: The student will maintain communication with the site and the faculty.

Section III: Clinical Training Competencies Addressed in Rehabilitation Counseling Field Work:

*The student is informed that, depending on the field work setting, all of the competency categories may not apply.*

Students who are preparing to specialize as rehabilitation counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of rehabilitation counseling. Check all areas that the student will be exposed to during the clinical experience.

<table>
<thead>
<tr>
<th>✔ FOUNDATIONS (Check all that apply)</th>
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<tbody>
<tr>
<td>history and development of rehabilitation counseling</td>
</tr>
<tr>
<td>theories and models related to rehabilitation counseling</td>
</tr>
<tr>
<td>social science theory that addresses psychosocial aspects of disability</td>
</tr>
<tr>
<td>principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</td>
</tr>
<tr>
<td>neurobiological and medical foundation and etiology of addiction and co-occurring disorders</td>
</tr>
<tr>
<td>etiology and effects of disabilities and terminology relevant to clinical rehabilitation counseling</td>
</tr>
<tr>
<td>screening and assessment instruments that are reliable and valid for individuals with disabilities</td>
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<table>
<thead>
<tr>
<th>✔ CONTEXTUAL DIMENSIONS (Check all that apply)</th>
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<tbody>
<tr>
<td>roles and settings of rehabilitation counselors</td>
</tr>
<tr>
<td>relationships between clinical rehabilitation counselors and medical and allied health professionals, including interdisciplinary treatment teams</td>
</tr>
<tr>
<td>rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs</td>
</tr>
<tr>
<td>rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, and the rehabilitation counseling services networks</td>
</tr>
<tr>
<td>operation of an emergency management system within rehabilitation agencies and in the community in relation to accommodating individuals with disabilities</td>
</tr>
<tr>
<td>diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <em>Diagnostic and Statistical Manual of Mental Disorders (DSM)</em> and the <em>International Classification of Diseases (ICD)</em></td>
</tr>
<tr>
<td>---</td>
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<tr>
<td>potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders</td>
</tr>
<tr>
<td>impact of crisis and trauma on individuals with disabilities</td>
</tr>
<tr>
<td>impact of biological and neurological mechanisms on disability</td>
</tr>
<tr>
<td>effects of co-occurring disabilities on the client and family</td>
</tr>
<tr>
<td>effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on clients’ life and career development</td>
</tr>
<tr>
<td>classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation</td>
</tr>
<tr>
<td>effects of the onset, progression, and expected duration of disability on clients’ holistic functioning (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational)</td>
</tr>
<tr>
<td>transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities</td>
</tr>
<tr>
<td>role of family, social networks, and community in the provision of services for and treatment of people with disabilities</td>
</tr>
<tr>
<td>environmental, attitudinal, and individual barriers for people with disabilities</td>
</tr>
<tr>
<td>assistive technology to reduce or eliminate barriers and functional limitations</td>
</tr>
<tr>
<td>legislation and government policy relevant to rehabilitation counseling</td>
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<tr>
<td>cultural factors relevant to rehabilitation counseling</td>
</tr>
<tr>
<td>professional issues that affect rehabilitation counselors, including independent provider status, expert witness status, forensic rehabilitation, and access to and practice privileges within managed care systems</td>
</tr>
<tr>
<td>record keeping, third party reimbursement, and other practice and management issues in rehabilitation counseling</td>
</tr>
<tr>
<td>professional organizations, preparation standards, and credentials relevant to the practice of clinical rehabilitation counseling</td>
</tr>
<tr>
<td>legal and ethical considerations specific to clinical rehabilitation counseling</td>
</tr>
</tbody>
</table>

**PRACTICE** (Check all that apply)

<table>
<thead>
<tr>
<th>diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs</th>
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</thead>
<tbody>
<tr>
<td>career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening</td>
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<tr>
<td>strategies to advocate for persons with disabilities</td>
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<tr>
<td>strategies for interfacing with medical and allied health professionals, including interdisciplinary treatment teams</td>
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</table>
strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations

ETHICS

Students must exhibit ethical behavior at all times in accordance with the ACA Code of Professional Ethics for Counselors and the CRC Code of Professional Ethics for Rehabilitation Counselors

OTHER

Indicate other activities related to the Internship that not specified under other competency categories.

Section IV: Signatures (required):

Student: ________________________________ Date: ____________

Site Supervisor: __________________________ Date: ____________

Faculty Supervisor: ________________________ Date: ____________

Program Director: _________________________ Date: ____________

Rev. 7/30/2018
The clinical experience is designed to provide the student with opportunity to apply theory and to
develop counseling skills under supervision. The roles and responsibilities of the student, site
supervisor, and faculty supervisor are defined below. The student will develop this learning goals
contract (LGC) in collaboration with site supervisor and approval of the faculty supervisor. This
contract must be signed prior to the student beginning his or her clinical placement experience.

Section I: STUDENT INFORMATION

Check One:  ____Practicum
            ____Internship

Check One:  ____Fall ______
            ____Spring _____
            ____Intersession/Summer _____

Check One:  # of Credit Hours:
            ___3
            ___6
            ___9

Name of Student: ____________________________ Date: ______________

Clinical Site Information:

Name of Site: ______________________________________________________

Address: __________________________________________________________

City: __________________________ State: ________ Zip: ______________

Phone Number: _________________________________

Description of Site: ________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Name of Site Supervisor: ____________________________________________
Section II: Roles and Responsibilities

**Faculty Supervisor** – the faculty supervisor must have a doctoral degree and/or appropriate counseling preparation, relevant experience and appropriate credential/licensure and/or demonstrated competence in counseling, and relevant supervision training and experience.

The faculty supervisor will share a joint responsibility with the site supervisor to train students in the clinical experience. The faculty supervisor is responsible for the following:

1. An average of 1½ hour per week of group supervision provided on a regular schedule throughout the clinical experience.
2. Weekly class sessions and review of the student’s case presentation reports.
3. Evaluate the student’s counseling performance throughout the clinical experience, a midterm evaluation, and formal final evaluation after the student completes the Clinical experience in consultation with the site supervisor.
4. Assign a final grade of the student’s performance based on the classroom as well as the performance at the site.
5. Maintain communication and consultation with the site supervisor.

**Site Supervisor** – Site supervisors have (1) a minimum of a master’s degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program’s expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

The responsibilities of the site supervisor are as follows:

1. Complete site supervisor orientation.
2. Provide students with the opportunity to become familiar with a variety of professional activities and resources, including technological resources.
3. Provide an introduction and orientation to the agency, including its goals, purpose, clientele, procedures, and professional expectations.
4. Establish a work schedule for the student. In addition, it is the supervisor’s responsibility to make sure that the student has adequate and appropriate work to do during hours when the supervisor is absent or not available.
5. Provide the opportunity for the student to have 200 clock hours of practicum experience with at least 40 hours of direct service with actual clients that contribute to the development
of counseling skills during the practicum. The internship requires 600 clock hours of experience with at least 240 hours of direct service with actual clients.

6. Provide a supervisory conference 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.

7. Develop in consultation with the student and faculty supervisor a Learning Goal Contract which will serve as an agreement between the three parties and will outline the types of field experiences and duties the student will have during the clinical experience. The Learning Goal Contract must then be signed by the student, the site supervisor, the faculty supervisor, and the program coordinator before the student can officially begin the practicum or internship.

8. Complete a mid-term evaluation of student and submit it to faculty supervisor.

9. Complete a final evaluation of student at the end of the clinical experience and submit it to faculty supervisor.

10. Meet with the student and faculty supervisor on three occasions during the semester at the beginning, middle, and end of the fieldwork experience.
    - At the initial meeting, the Learning Goal Contract (see below) will be reviewed and any questions will be addressed by the faculty supervisor.
    - At the second meeting, the site supervisor will review the student’s mid-term progress with the student and faculty supervisor. Strengths and weaknesses of the student will be reviewed.
    - At the final meeting, the site supervisor will provide a final evaluation of the student’s performance, suggest a grade, and give appropriate recommendations.

11. Verify weekly logs (completed by student) outlining the student’s clinical activities during each week. These are to be submitted weekly by the student unless otherwise directed by the faculty supervisor.

**Student**

The following areas address student responsibilities during field work.

1. **Time:** Students are expected to work hours that are compatible with their supervisor. The student is responsible for contacting the supervisor to establish a work schedule. Work hours/schedule should be discussed and established prior to the first day of Practicum or Internship. Any changes to the work schedule for the student must have prior approval from the field supervisor.
   - Practicum Student – the student must complete 200 clock hours of practicum experience with at least 80 hours of direct client service with actual clients that contribute to the development of counseling skills during the practicum.
   - Internship Student – the student must complete nine (9) credit hours, equivalent to
600 clock hours with at least 240 hours of direct client service and must demonstrate competence in working with clients in the context of a professional mental health counseling relationship. The student will carry a small caseload and function as a professional staff member of the agency under the supervision of the site supervisor.

2. Documentation of Hours: Students should complete weekly logs outlining a breakdown of the hours spent in field work. The student must submit these logs to the site supervisor for signature at the end of each week, unless otherwise directed by the faculty supervisor.

3. Attendance: It is the student’s responsibility to meet the hourly requirements of the Program. A student must have 200 hours to complete their Practicum and 600 clock hours to complete their Internship. If the student is going to be absent they are responsible for notifying their supervisor of their absence within one hour of the time that they should be at work.

4. Weekly Class/Group Supervision: On the days that students have their Practicum/Internship class, they are expected to return to the field site in a timely manner if at all possible. Hours and days of classes should be discussed with the supervisor at the time work hours are established. Students are allowed to claim class time as part of their needed clock hours toward completion of their Practicum or Internship.

5. Weekly Individuals Meetings with Site Supervisor: The student is expected to meet for at least one hour per week of individual supervision with the site supervisor.

6. Confidentiality and Ethical Behavior: Any information regarding consumers is strictly confidential. Contact outside of work must be initiated by the consumer first. Students must abide by the ethical code of conduct of the Certified Rehabilitation Counselor Commission or the American Counseling Association. It is unethical for students to enter into social, financial, romantic, or any other relationship of a personal nature with consumers.

7. Behavior/Attitude: Students are to exhibit professional behavior and attitude at all times. In addition:
   - Students are required to abide by office rules.
   - Students are required to behave in a professional manner while at the office and when representing the organization/agency.
   - State/company letterhead is to be used for official business only, not for personal or school related work.
   - Telephone, fax, computer, copier, office supplies, and postage machine usage is limited to business.
   - Local telephone calls can be made during breaks or lunch.
   - Students are expected to show a willingness to learn and take the initiative to get involved when it is appropriate for them to do so.

8. Dress: Students are expected to dress in a business-like manner appropriate to the job in which they are interning or performing their practicum.

9. Transcripts of Counseling Session: Transcripts of counseling sessions and written critiques by the student of his/her counseling performance for each transcript are required. Comprehensive written reports on clients are also required. Systematic self-monitoring forms are also required. These may be based on the tape recordings.

10. Evaluation: Evaluate the site supervisor and field work experience.

11. Communication: Maintain communication with the site and the faculty
**Section III: Clinical Training Competencies Addressed in Mental Health Field Work:**

_The student is informed that, depending on the field work setting, all of the competency categories may not apply._

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Check all areas that the student will be exposed to during the clinical experience.

<table>
<thead>
<tr>
<th>✓ FOUNDATIONS (Check all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>history and development of clinical mental health counseling</td>
</tr>
<tr>
<td>theories and models related to clinical mental health counseling</td>
</tr>
<tr>
<td>principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</td>
</tr>
<tr>
<td>neurobiological and medical foundation and etiology of addiction and co-occurring disorders</td>
</tr>
<tr>
<td>psychological tests and assessments specific to clinical mental health counseling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>✓ CONTEXTUAL DIMENSIONS (Check all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>roles and settings of clinical mental health counselors</td>
</tr>
<tr>
<td>etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders</td>
</tr>
<tr>
<td>mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks</td>
</tr>
<tr>
<td>diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <em>Diagnostic and Statistical Manual of Mental Disorders (DSM)</em> and/or the <em>International Classification of Diseases (ICD)</em></td>
</tr>
<tr>
<td>potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders</td>
</tr>
<tr>
<td>impact of crisis and trauma on individuals with mental health diagnoses</td>
</tr>
<tr>
<td>impact of biological and neurological mechanisms on mental health</td>
</tr>
<tr>
<td>classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation</td>
</tr>
<tr>
<td>legislation and government policy relevant to clinical mental health counseling</td>
</tr>
<tr>
<td>cultural factors relevant to clinical mental health counseling</td>
</tr>
<tr>
<td>professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling</td>
</tr>
<tr>
<td>legal and ethical considerations specific to clinical mental health counseling</td>
</tr>
<tr>
<td>record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling</td>
</tr>
<tr>
<td>PRACTICE (Check all that apply)</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</td>
</tr>
<tr>
<td>techniques and interventions for prevention and treatment of a broad range of mental health issues</td>
</tr>
<tr>
<td>strategies for interfacing with the legal system regarding court-referred clients</td>
</tr>
<tr>
<td>strategies for interfacing with integrated behavioral health care professionals</td>
</tr>
<tr>
<td>strategies to advocate for persons with mental health issues</td>
</tr>
</tbody>
</table>

ETHICS

Students must exhibit ethical behavior at all times in accordance with the ACA Code of Professional Ethics for Counselors and the CRC Code of Professional Ethics for Rehabilitation Counselors

OTHER

Indicate other activities related to the clinical experience that not specified under other competency categories.

Section IV: Signatures (required):

Student: __________________________ Date: __________

Site Supervisor: ______________________ Date: __________

Faculty Supervisor: ______________________ Date: __________

Program Director: ______________________ Date: __________

Rev 7/30/2018
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.

Student Name ____________________ Faculty Supervisor ____________________
Agency ________________________ Agency Supervisor ____________________

1. What were the strengths of your field setting?
   a) ________________________________
   b) ________________________________
   c) ________________________________
   d) ________________________________

2. What were the weaknesses of your field setting?
   e) ________________________________
   f) ________________________________
   g) ________________________________
   h) ________________________________

3. Are there any suggestions that you have to improve this field site?
4. Please comment on the supervision you received from your agency supervisor.

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

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

________________________________________________________________________

Signature

________________________________________________________________________

Date
Appendix I

Mid Semester Review of Student Progress
(To be completed by Site Supervisor)
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, or Failure) __________

________________________________________
Student Signature Date
________________________________________
Supervisor Signature Date

Student Comments:
Appendix J

Field Supervisor Final Written Evaluation

(Being revised)
Appendix K

Weekly Logs
GRADUATE PROGRAM IN REHABILITATION COUNSELING
Weekly Summary of Fieldwork Activities

Student: __________________________
Semester: _________________________

Practicum _________ or Internship ________ (Check one)

No. Credit Hours: __________

Field Work Site: ________________________________________________

Dates of Supervision: From ___________ to _________________

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intake interviews</td>
<td></td>
</tr>
<tr>
<td>Personal/individual counseling</td>
<td></td>
</tr>
<tr>
<td>Group counseling</td>
<td></td>
</tr>
<tr>
<td>Family counseling</td>
<td></td>
</tr>
<tr>
<td>Vocational counseling</td>
<td></td>
</tr>
<tr>
<td>Other counseling (specify)</td>
<td></td>
</tr>
<tr>
<td>Client Staffing</td>
<td></td>
</tr>
<tr>
<td>Job development</td>
<td></td>
</tr>
<tr>
<td>Job placement</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
</tr>
<tr>
<td>Other Staff meetings</td>
<td></td>
</tr>
<tr>
<td>Field supervision with site supervisor</td>
<td></td>
</tr>
<tr>
<td>Group supervision / class time with faculty supervisor</td>
<td></td>
</tr>
<tr>
<td>Continuing education</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL WEEKLY HOURS

Brief description of the week’s activities

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

Student Signature ___________________________ Date ________________

Site Supervisor Signature ___________________________ Date ________________

Faculty Supervisor 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 1 (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 11 (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 skin 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.

RC550, Ethics in Rehabilitation and Mental Health Counseling (1 hour)

This is a one credit hour course designed to provide students with a comprehensive overview of the Codes of Professional Ethics for Rehabilitation and Mental Health Counselors. A goal of this course is to acquire knowledge about ethical practice in serving persons with disabilities in a changing professional landscape. Emphasis will be on helping to recognize the implications of culture, class, and gender components, as well as identifying appropriate ethical behavior in various rehabilitation counseling-related practice areas.

RC552, Rehabilitation Technology (1 hour)

This course emphasizes the philosophies for different models of rehabilitation the philosophies for different models of rehabilitation technology; understanding the role of the members of the interdisciplinary rehabilitation technology team; various domains of rehabilitation technology across environments; applications of rehabilitation technology at work, home, school and in the community; and understanding of funding sources and legal underpinnings for the provision of rehabilitation technology.
RC 554, Rural Rehabilitation (3 hours)

This course focuses on the various issues related to VR service provision in rural areas. The course will also present methods and techniques utilized to meet the specific and unique needs of persons with disabilities living in rural areas.

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 570, 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 & Mental Health 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, Assessment in Rehabilitation and Mental Health Counseling (3 hours)

This course includes effective methods and techniques used in determining and enhancing the 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, Career Development and Placement Services in Rehabilitation and Mental Health Counseling (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 & Mental Health Counseling Theories and Techniques 1 (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 & Mental Health Counseling Theories and Techniques 11 (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 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 Rehabilitation Practicum (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 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.
APPENDIX N

Academic Dishonesty
ACADEMIC DISHONESTY

This appendix presents guidance from the University of Kentucky Senate Rules concerning definitions and policies related to academic dishonesty.

SR 6.3.0 Academic Offenses and Procedures
Students shall not plagiarize, cheat, or falsify or misuse academic records. [US: 3/7/88; 3/20/89] If the academic offense involves research and/or extramural funding the administrative regulation for handling the offense is outlined in Administrative Regulation 7:2. [US: 2/10/97]

SR 6.3.1 Plagiarism
All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

SR 6.3.2 Cheating
Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board. [US: 12/12/2005]

SR 6.4 Disposition of Cases of Academic Offenses [US: 3/10/86; US: 3/7/88; US: 12/12/2005]
These rules govern the prosecution of academic offenses defined in Section 6.3. The rules in this section 6.4 are binding upon all persons and groups mentioned in these rules. Instructors who impose penalties for academic offenses without following these rules are violating the due-
process rights of students. Instructors, administrators, and the Appeals Board do not have the authority to impose penalties less than the minimum prescribed by these rules. Deadlines may be extended by mutual agreement of the involved parties.
Appendix O

Frequently Asked Questions
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 -50 hours of required coursework of rehabilitation counseling and mental health counseling and related coursework and twelve for fieldwork (practicum and internship) for a total of 58 – 62 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. You can only apply for transfer of courses after completing one semester.

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 generally required to take the on-campus courses, unless they have approval by the RC faculty advisor.

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 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 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 and professional dispositions.

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](http://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 your final semester).

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/](http://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/](http://www.crccertification.com/) has information about this examination and application deadlines.