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**CURRICULA COLLECTION
2003**

PRACTICUM

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Mountlake Terrace, WA 98043

***Not all contributors are represented in all subjects

Clinical Practice Seminar/Supervised Practicum
194-860/880/890
Rehabilitation Psychology and Special Education
Spring Semester, 2002

Instructor: Jodi L. Saunders, Ph.D., CRC
#408 432 North Murray
(608) 263-5139

E-Mail: jsaunders@education.wisc.edu

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Ph.D. Student Supervisor:

E-Mail: smmiller2@students.wisc.edu

Susan Miller, M.A.
#421 North Murray
(608) 262-7498

Class Time/Location: Wednesday 1:00 – 2:15
2101 Humanities

A. Course Description:

This course combination fulfills a clinical requirement for the Master's program and concentrates on the acquisition of clinical experience and skills. Student must participate in all of the following:

1. A field placement for a minimum of 12 hours per week in a setting that provides clinical rehabilitation experiences and on-site supervision.
2. Practicum seminar once a week to study and discuss clinical issues.
3. Individual supervision sessions once a week with a university-based supervisor.

B. Competencies:

Through informal lecture, readings, class activities and discussion, the student will develop knowledge competencies in the following areas:

1. Individuals, group and family counseling theories and practices.
2. Diversity issues including multi-cultural, disability, and gender issues.
3. Services to a variety of disability populations, including multiple disabilities in diverse settings.
4. Involvement of family members, guardians, and advocates in the rehabilitation process.
5. Identification and use of community resources and services in rehabilitation planning.
6. Case management process, including service coordination, referral to and utilization of other disciplines, and client advocacy.
7. Professionalism, ethics, informed choice and personal responsibility in the rehabilitation process.

C. Class Structure

Topic Discussions – 30 minutes

Client Discussions– 30 minutes

Open Discussions - 15 minutes (discussion of issues, questions, concerns)

Topic Discussions: The student will present on one topic. Presentations will be 30 minutes and students will be responsible for presenting information, material and resources to colleagues and for facilitating class discussion revolving around the topic.

Client Discussion: The student will prepare and present two case studies for discussion and problem solving as scheduled during the course of the semester (See Case Study Presentation handout). Each case presentation will be for 30 minutes. The student is responsible for providing relevant written and verbal information to colleagues for the purposes of the discussion, and for facilitating the 30 minute discussion. Students should provide:

1. Pertinent background information necessary for effective consideration of the case issues.
(see handout).
2. The tentative goal and objectives for counseling and conceptualization of the issues involved,
And
3. Students' need for consultation.

Confidentiality should be maintained in all written material and presentations.

Open Discussion: The open discussion is an opportunity for all students to identify and discuss questions, concerns or issues for group problem solving and/or processing.

- Each student is expected to attend weekly seminars and to contribute to each seminar through active participation in the discussions.

D. Course Materials and Resources

Required Text:

Corey, M.S. & Corey, G. (1998). Becoming a helper, (3rd ed.). Pacific Groves, CA: Brooks/Cole Publishing Company.

Additional Materials:

Guidelines for Supervised Practice in Rehabilitation Counseling – Dept. of RP&SE
Additional Handouts by instructor.

E. Reading Assignments:

In addition to assigned readings, the student is expected to read material relevant to current topics in the course and issues being experienced at the practicum site. Readings should not be limited to the required text and handouts.

F. Reasonable Accommodations:

Students should contact the instructor as soon as possible to discuss any accommodations needed to participate fully, achieve the learning objectives, and fulfill the requirements of the course.

G. Grading Criteria

See “Student Evaluation” section of Guidelines for Supervised Practice in Rehabilitation Counseling – pg. 7.

General Guideline:

- A Very high levels of competence in all areas or almost all areas with high levels of competence in some areas (encompasses both clinical and classroom responsibilities).
- AB High levels of competence in most areas, with acceptable levels of competence in some areas (encompasses both clinical and classroom responsibilities).
- B Acceptable levels of competency in all areas with no major deficiencies (encompasses both clinical and classroom responsibilities).
- BC Acceptable level of competencies in most all areas with deficiencies in some areas. (encompasses both clinical and classroom responsibilities).
- C Deficient levels of competency in most areas (encompasses both clinical and classroom responsibilities).

H. Course Topics, Assignments and Activities by Session:

Session 1: January 23, 2002

- Introductions
- Course Overview
- Assignment of Presentations
- Brief meeting with clinical supervisor

Assigned Readings: None

Session 2: January 30, 2002

Introductions to Sites

Assigned Readings: Chapters 1 & 5.

Session 3: February 6, 2002

- Professionalism, ethics, confidentiality, informed consent & client rights

Assigned Reading: Shaw, L.R. & Tarvydas, V.M. (2001). The use of professional disclosure in rehabilitation counseling. Rehabilitation Counseling Bulletin, 45, (1), 40-47.

Session 4: February 13, 2002

- * No Class – Site Acclimation & Client Presentation preparation

Assigned Readings: Chapters 2 & 4.

Session 5: February 20, 2002

- Client Discussion
- Topic Discussion – Developing a relationship that facilitates trust and growth
- Open Discussion

Assigned Readings: Chapter 3.

Session 6: February 27, 2002

- Client Discussion
- Client Discussion
- Open Discussion

Assigned Readings: Chapter 6.

Session 7: March 6, 2002

- Client Discussion
- Topic Discussion – Dealing effectively with diversity and values
- Open Discussion

Assigned Readings: Chapter 7.

Session 8: March 13, 2002

- Client Discussion
- Client Discussion
- Open Discussion

Assigned Readings: Chapter 8.

Session 9: March 20, 2002

- Client Discussion
- Topic Discussion – Prevention of, and dealing with crisis situations
- Open Discussion

Assigned Readings: Chapter 11 & Additional readings as assigned.

Session 10: March 27, 2002

No Class – Spring Break

Session 11: April 3, 2002

- Client Discussion
- Client Discussion
- Open Discussion

Assigned Readings: Chapters 9 & 10.

Session 12: April 10, 2002

- Client Discussion
- Topic Discussion – Dealing with “difficult” clients
- Open Discussion

Assigned Readings: Pages 98 – 111 & Additional readings as assigned.

Session 13: April 17, 2002

- Client Discussion
- Topic Discussion - Ethical decision making
- Open Discussion

Assigned Readings: Chapter 5.

Session 14: April 24, 2002

- Client Discussion
- Topic Discussion – Setting boundaries and dealing with stress
- Open Discussion

Assigned Readings: Chapters 12 & 13.

Session 15: May 1, 2002

- Client Discussion
- Topic Discussion – Terminating the counselor-client relationship
- Open Discussion

Assigned Readings: None

Session 16: May 8, 2002

- Client Discussion
- Review of clients presented
- Open discussion

Assigned Readings: None

Clinical Practice Seminar/Supervised Practicum
194-860/880/890
Rehabilitation Psychology and Special Education
Fall Semester, 2002

Instructor: Jodi L. Saunders, Ph.D., CRC
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(608) 263-5139

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Ph.D. Student Supervisor:

Ana Pereira
432 North Murray
Room #420
University Club Annex

Class Time/Location: Monday 1:15 – 2:30
323 Educational Science Bldg.

A. Course Description:

This course combination fulfills a clinical requirement for the Master's program and concentrates on the acquisition of clinical experience and skills. Student must participate in all of the following:

1. A field placement for a minimum of 12 hours per week in a setting that provides clinical rehabilitation experiences and on-site supervision.
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2. Diversity issues including multi-cultural, disability, and gender issues.
3. Services to a variety of disability populations, including multiple disabilities in diverse settings.
4. Involvement of family members, guardians, and advocates in the rehabilitation process.
5. Identification and use of community resources and services in rehabilitation planning.
6. Case management process, including service coordination, referral to and utilization of other disciplines, and client advocacy.
7. Professionalism, ethics, informed choice and personal responsibility in the rehabilitation process.

C. Class Structure

Topic Discussions – 20 minutes

Client Discussions– 30 minutes

Open Discussions - (discussion of issues, questions, concerns)

A sequence of videos on ethics will also be presented during class.

Topic Discussions: The student will present on one topic with one or two other students. Presentations will be 20 minutes and students will be responsible for presenting information, material and resources to colleagues and for facilitating class discussion revolving around the topic.

Client Discussion: The student will prepare and present two case studies for discussion and problem solving as scheduled during the course of the semester (See Case Study Presentation handout). Each case presentation will be for 30 minutes. The student is responsible for providing relevant written and verbal information to colleagues for the purposes of the discussion, and for facilitating the 30 minute discussion. Students should provide:

1. Pertinent background information necessary for effective consideration of the case issues.
(see handout).
2. The tentative goal and objectives for counseling and conceptualization of the issues involved,
And
3. Students' need for consultation.

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- **Each student is expected to attend weekly seminars and to contribute to each seminar through active participation in the discussions.**

D. Course Materials and Resources

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Additional Materials:

Guidelines for Supervised Practice in Rehabilitation Counseling – Dept. of RP&SE
Additional Handouts by instructor.

E. Reading Assignments:

In addition to assigned readings, the student is expected to read material relevant to current topics in the course and issues being experienced at the practicum site. Readings should not be limited to the required text and handouts.

F. Reasonable Accommodations:

Students should contact the instructor as soon as possible to discuss any accommodations needed to participate fully, achieve the learning objectives, and fulfill the requirements of the course.

G. Grading Criteria

See “Student Evaluation” section of Guidelines for Supervised Practice in Rehabilitation Counseling – pg. 7.

General Guideline:

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- B Acceptable levels of competency in all areas with no major deficiencies (encompasses both clinical and classroom responsibilities).
- BC Acceptable level of competencies in most all areas with deficiencies in some areas. (encompasses both clinical and classroom responsibilities).
- C Deficient levels of competency in most areas (encompasses both clinical and classroom responsibilities).

H. Course Topics, Assignments and Activities by Session:

Session 1: September 2, 2002 No Class – Labor Day

Session 2: September 9, 2002

- Introductions
- Course Overview
- Assignment of Presentations
- Brief meeting with clinical supervisor

Assigned Readings: None

Session 3: September 16, 2002

- Introductions to Sites
- Informed Consent
- Video- Ethical guidelines & violations, licensure laws, & supervision.

Assigned Readings: Chapters 1, 2 & 6.

Session 4: September 23, 2002

- Site Updates
- Video- Terminating treatment, unethical conduct & confidentiality conflicts.
- Open Discussion

Assigned Readings: Chapters 3 & 4.

Session 5: September 30, 2002

- Client Discussion 1
- Video- Obligation to report unethical conduct & maintaining client files.
- Open Discussion

Assigned Readings: Chapters 5 & 7.

Session 6: October 7, 2002

- Client Discussion 2
- Video - Ethical considerations, elements of malpractice & kinds of hearings.
- Open Discussion

Assigned Readings: Chapter 9.

Session 7: October 14, 2002

- Client Discussion 3
- Video – Additional problems area, exceptions to confidentiality & testifying.
- Open Discussion

Assigned Readings: Chapter 10.

Session 8: October 21, 2002

- Client Discussion 4
- Topic Discussion – Dealing effectively with diversity and values
- Open Discussion

Assigned Readings: Chapter 8.

Session 9: October 28, 2002

- Client Discussion 5
- Client Discussion 6
- Open Discussion

Assigned Readings: Chapter 11

Session 10: November 4, 2002

- Client Discussion 7
- Topic Discussion – Prevention of, and dealing with crisis situations
- Open Discussion

Assigned Readings: Chapter 12.

Session 11: November 11, 2002

- Client Discussion 8
- Topic Discussion – Dealing with “difficult” clients, setting boundaries & dealing with stress.
- Open Discussion

Assigned Readings: Chapters 14 & 15.

Session 12: November 18, 2002

- Client Discussion 9
- Client Discussion 10
- Open Discussion

Assigned Readings: Chapter 13.

Session 13: November 25, 2002

- Client Discussion 11
- Client Discussion 12
- Open Discussion

Assigned Readings: None.

Session 14: December 2, 2002

- Client Discussion 13
- Client Discussion 14
- Open Discussion

Assigned Readings: None

Session 15: December 9, 2002

- Open Discussion & Client Updates

Assigned Readings: None

**Western Washington University
Woodring College of Education
Fall, 2002**

Course: AHE 592e Rehabilitation Counseling Practicum

Instructor: Marti Riemer-Reiss, Ph.D., CRC

Office: CCER
6912 220th St. SW #105, Mountlake Terrace, WA

Phone: Home office (9 am-5 pm): 360-579-4012
CCER office: 425-771-7435

E-mail: marti.riemer-reiss@wwu.edu

Course Description:

The purpose of this course is to provide closely supervised practice with clients in a selected public or private agency or other appropriate setting that serves individuals with disabilities. The Practicum in Rehabilitation Counseling requires a total of 100 clock hours. Additionally, this course involves two types of clinical supervision: 1) supervised experience in an approved setting that provides services to individuals with disabilities and 2) faculty supervision via individual and group consultation. The actual practicum requires students to apply their counseling skills and to sample professional responsibilities in a realistic work environment. Due to the intensity of this course, no more than five students will meet with their faculty supervisor in a class.

Course Objectives:

1. Guide students toward the development of specific professional skills and technical knowledge relating to the direct delivery of services to persons with disabilities in a rehabilitation environment.
2. Supplement the knowledge and skills acquired through coursework in rehabilitation counseling.
3. Provide an opportunity for practical application of classroom instruction.
4. Provide students with counseling situations that can assist in developing confidence in applying knowledge and skills learned.
5. Further develop counseling skills that encourage client choice, direction, and maximizing client potential.
6. Provide an opportunity for students to gain proficiency in abstracting information from records and in writing a meaningful summary for use in planning.
7. Provide an opportunity for students to gain proficiency in obtaining background information from other agencies or persons to which clients are known.
8. Provide an opportunity for students to gain proficiency in doing initial intake interviews with clients.

9. Help students gain proficiency in consulting with work supervisors and/or employers to evaluate potential work settings in terms of their suitability for placement of the client.
10. Provide students the opportunity to gain proficiency in writing a final report, which integrates the results of all of the parts of the evaluation.
11. If appropriate to the setting, provide students with the opportunity to practice short-term supportive counseling techniques through a series of on-going interviews with one or two carefully selected clients.
12. If appropriate to the setting, help students gain proficiency in communicating the results of an evaluation to the client.

Student Outcomes/Evaluation:

The Graduate Program in Rehabilitation Counseling requires that students be assigned a grade at the conclusion of each unit of supervised fieldwork. The assignment of that final grade is the responsibility of the faculty supervisor. The evaluation of the agency supervisor will be sought to assist in the grade determination.

Evaluation is a participatory process including the student, agency supervisor and faculty supervisor. The emphasis is on the student's helping skills proficiency, knowledge of topical issues in the field and demonstrated professionalism as determined by the agency supervisor and the faculty supervisor.

Specific evaluative criteria include:

1. Adherence to Ethical Standards of Professional Rehabilitation Counselors
2. Compliance with all policies and directives issued by the practicum site and the University pertinent to performance as a practicum student.
3. Attendance and active participation in all supervisory sessions.
4. Assessments from self and site supervisor.
5. Completion of weekly journal and taped critiques in an accurate, timely, comprehensive and legible fashion.

Depending upon the site, the practicum experience should provide the student with the ability to apply some of the following core competencies into practice:

Foundations of Rehabilitation Counseling

- Laws and ethical standards affecting rehabilitation counseling practice.
- Informed consumer review, choice, and personal responsibility in the rehabilitation practice

Counseling Services:

- Behavior, personality, human growth and development
- Individual, group, and family counseling theories
- Diversity issues including multi-cultural, disability and gender issues
- Environmental and attitudinal barriers to individuals with disabilities
- Involvement of family members, guardians and advocates in the rehabilitation process

Case management:

- Case management process, including case finding, service coordination, referral to and utilization of other disciplines and client advocacy.
- Planning for the provision of independent living services and vocational rehabilitation services.
- Identification and use of community resources and services in rehabilitation planning.

Vocational and Career Development:

- Vocational aspects of disabilities, including theories and approaches to career development and exploration
- Occupational information, labor market trends, and the importance of meaningful employment.

Assessment:

- Psychosocial aspects of disabilities
- Evaluation approaches, techniques, interpretation and vocational assessment.

Job Development and Placement:

- Job analysis, work-site modification and restructuring
- Job development and job placement services.

Requirements:

1. Completion of 100 clock hours of supervised rehabilitation counseling practicum.
2. Completion of journals (See guidelines)
3. Completion of at least 5 hours of audio and/or videotaped counseling sessions, three of which will be submitted to the University supervisor. The student will select specific counseling sessions in which to get feedback during group supervision sessions.
4. Seminar attendance and participation

Course Outline**Session #1****Week 1 (9/25-10/1)**Date: September 30th**Introductions**

- Submit paperwork (agreement for field experience in counseling, practicum experience contract, rules of professional conduct form, practicum schedule)
 - Practicum contact hours (to be submitted at the end of the term)
 - Informed consent
- Overview of course
- Discussion of field sites
- Ethics: small group experiential work
- Counseling role play partner work
- Site visits scheduled

Week 2 (10/2-10/8)

Work on your journal

Week 3 (10/9-10/15)

Work on your journal

Week 4 (10/16-10/22)

Work on your journal

Week 5 (10/23-10/29)

Session #2 (3 hours)

Date: Wednesday, 10/23 from 5-8

Bring: Your counseling tape, your journals and your site supervisor's evaluation

- **Site Supervisor's Evaluation** of Student Performance due (this must be completed by your on-site supervisor)
- Counseling Tape Presentation #1: Each student will select a portion of a counseling session in which he/she will present to the class.
 - The student is expected to have reviewed the session and have the tape ready to present. He/she will provide a brief background on the session and show approximately 15-20 minutes of the session.
 - Each student is responsible for preparing an outline to guide the presentation.
 - The student should expect to receive feedback from the class following the presentation.
- Agency Presentations: Each student will present issues they have encountered and receive feedback from the group.
- Partner work: discussion related to journal entries

Week 6 (10/30-11/5)

Work on your journals

Week 7 (11/6-11/12)

Work on your journals

Week 8 (11/13-11/19)

Work on your journals

Week 9 (11/20-11/26)

Work on your journals

Week 10 (11/27-12/3)**Session #3 (3 hours)**

Date: December 2nd from 5:00-8:00

Bring: Journals, Counseling tape presentation, outline for presentation, final counseling tapes and related critiques

- **Journals due**
 - **Counseling Tape Presentation #2:** Each student will select a portion of a counseling session in which he/she will present to the class.
 - The student is expected to have reviewed the session and have the tape ready to present. He/she will provide a brief background on the session and show approximately 15-20 minutes of the session.
 - Each student is responsible for preparing an outline to guide the presentation.
 - The student should expect to receive feedback from the class following the presentation.
 - Practicum group work -Counseling fishbowl
 - Course wrap-up
 - Evaluations
-

Description of Assignments:

1. Journal: must be brought to each seminar session and submitted to the instructor during the last seminar.

There must be a log entry for each day worked consisting of the date, and the EIAG approach for documenting the experience.

Each entry in your journal should demonstrate LEARNING acquired from your work experience, not what you did. In order to do this you are asked to apply the EIAG (Experience, Identify what you learned, Analyze why it was important, Generalize) process. There is an example of the format on page 25 of your Internship Guide, 2001.

A short "comments" section will allow the intern an opportunity to communicate personal feelings, needs and questions

This assignment is intended to help students reflect upon their experiences and offer the Practicum Faculty some insight into the daily operation of the agency/facility and the intern's role therein.

It is expected that students will bring their journals to the face-to-face classes for sharing and reflecting upon practicum experiences.

2. Completion of 5-10 hours of audio/or videotaped counseling sessions, three of which will be submitted to the instructor. The student will submit a critique of these three hours. Additionally, each student will select and prepare 2 taped sessions to review with his/her

peers during the seminar on week 5 and week 10. It is the student's responsibility to provide an outline related to his/her presentation and preview the tapes to assure they are audible.

Evaluation

Evaluation is a participatory process including the trainee/student, agency supervisor, and faculty supervisor.

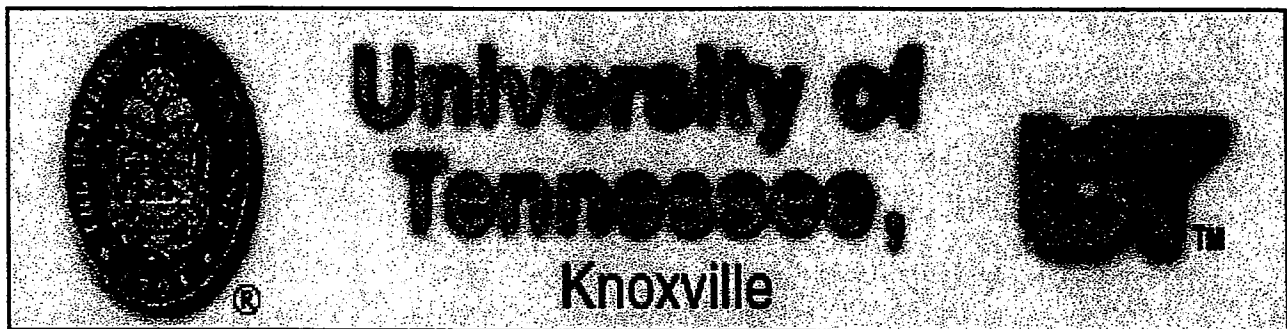
The evaluation is aimed at determining the trainee's readiness to enter the profession and/or the need for future training.

Final evaluation will be based on:

1. Adherence to the Ethical Standards of Professional Rehabilitation Counselors
2. Compliance with all policies and directives issued by the practicum site and the University pertinent to performance as a practicum student.
3. Attendance and active participation in all supervisory sessions.
4. The evaluation from the agency supervisor
5. Evaluation from the faculty supervisor:
 - a. Journal
 - b. Participation in practicum seminar
 - c. Presentations in seminar
 - d. Completion of taped critiques in an accurate, timely, comprehensive and legible fashion.

Master's Student Practicum Manual

Rehabilitation Counselor Education Program



**Counseling, Deafness and Human Services
The University of Tennessee
Revised Spring 2000**

Rehabilitation Practicum RD 547
The University of Tennessee
College of Education
Counseling, Deafness and Human Services
Rehabilitation Counselor Education Program
Dr. Amy L. Skinner, Program Coordinator
Terry Osborne, Deafness Focus Coordinator
A204 Claxton Complex
Knoxville, Tennessee 37996-3400
423-974-8090
askinner@utk.edu

A. INTRODUCTION

The University of Tennessee Rehabilitation Counselor Education Program (RCE) provides services to: selected referrals from the Tennessee Division of Vocational Rehabilitation, UT students with disabilities, and individuals from the community at large who have intellectual, emotional, and/or physical disabilities. This document describes the general operation of the rehabilitation counseling practicum and the specific function and modus operandi of each distinct counseling service.

Students who will take Practicum in Rehabilitation (RD 547) in the Spring semester are expected to have their practicum sites secured by December 1 of the previous semester. Your advisor will give you guidance on what you need to do but it is your responsibility to find a viable site and gain permission from the on-site supervisor.

B. REHABILITATION COUNSELING PRACTICUM PROGRAM

The Rehabilitation Counselor Education (RCE) Program is located at 102 Claxton Addition on the University of Tennessee campus in Knoxville, Tennessee. Although the primary objective of the program is to provide a facility and program for diversified educational experiences in rehabilitation counseling for graduate students, a high quality service is provided to a small amount of clients. Services to clients include personal adjustment counseling (individual, group, family, and marital); planning for and coordination of services needed from other agencies; individual and vocational assessment; educational and vocational guidance; job placement assistance and follow-up.

Practicum clients are generally seen during the week between the hours of 8 AM and 5 PM. Some clients, who can not attend appointments during the day, are seen after 5 PM or on Saturdays. Any counselor contemplating evening or Saturday counseling sessions should inform the practicum supervisor prior to the after-hours appointment(s).

Practica for students in the deafness/hearing impairment focus area of the RCE Program are slightly different. Their Practica instructor/advisor is Donnell Ashmore, Director of the Center on Deafness. Students in the focus area usually get their on-site hours at the Tennessee School for the Deaf.

1. Client Files

A separate file is maintained for each client. Records should always be current. A list of suggested reports and current forms are listed below:

- a. **Client Register** - a record of all referrals and case closures is maintained by the student counselor. This is for the students benefit only, to help keep each client separate.
- b. **Referral Form** - (if necessary) to be completed at the time of referral of at the initial interview.
- c. **Release of Information** - to be signed by the client during the initial interview.
(Attachment II)
- d. **Personal Data Sheet** - to be completed before the second meeting (Attachment I)

e. **Counselor's Page** - a narrative report regarding the first interview, to be typed by the student counselor and to be placed in the file no later than one day following the first interview. Attachment III is an example.

f. **Rehabilitation Diagnosis Report** - This report should include all diagnosed disabilities and appropriate rehabilitation plans. See facility for appropriate forms. Facilities usually have their own diagnostic documents - use them to prevent having to re-type this info. If the facility prefers the information to stay in house, see your instructor.

g. **Case History or Running Record** - a typed or LEGIBLY hand-written progress report of each/all meetings with a client. This should be prepared as soon as possible following each session with a client. You should include any and all pertinent information about the client, his/her progress and difficulties, and any outcomes of services. (Attachment IV)

All interview notes and information should be recorded IMMEDIATELY after each session. This cannot be stressed too strongly as experience has shown that it is highly advisable to record factual data and impressions of the client while they are fresh in your mind. This is when they will be most accurate and effective.

h. **Treatment Plan** - a report to be filled out with the client after client and counselor agree upon client goals for rehabilitation. (See agency for form, if any)

i. **Final Report** - summarizes (1) the data and nature of the referral; (2) problems encountered; (3) goals and objectives pursued; (4) goals and objectives reached; (5) remaining or potential problems posing obstacles to goals or adjustment; (6) other objective or subjective data; (7) final recommendations to all parties involved; and (8) disposition of the case. (Attachment V is an example)

These forms are guides only for the kind of information you need to have/keep on each client - please use the forms your particular agency uses for case management.

2. Professional Behaviors and Ethics

a. Each student counselor is responsible for their conduct, dress, and behavior and is expected to follow recognized professional practices. If any doubt arises about any issues, a conference with the instructor is in order.

b. Each student counselor is personally and professionally responsible for safeguarding the integrity and confidentiality of interactions with clients. Interview and/or test information regarding practicum or non-practicum should not be spoken of or available outside of the supervisors office or classroom. Care should be taken that discussion of cases and case materials be for professional purposes only, never within hearing distance of any client or other person not associated with the counseling practicum.

c. When the need arises for referral of the client to another agency or if another agency requests written reports, check with the on-site supervisor or instructor before you do anything.

d. Student counselors should be punctual for all appointments. If an occasion arises when the student

can not meet with a scheduled client, it is the student's responsibility to contact the client and the client's transportation provider in order to avoid an unnecessary trip to the practicum site and to reschedule at the earliest convenience. Also, the secretary/office manager should be informed.

3. Use of Equipment

- a. Each counselor is to assume the responsibility for learning the operation of audio and video equipment before attempting to use it.
- b. Video equipment is not to leave Claxton Education Complex.
- c. Audio and video equipment can be checked out at the Instructional Services Center, 425 Claxton.
- d. Each student counselor is responsible for providing their own audio tapes and recorder.
- e. Telephones are reserved for official business. Personal calls must be held to a minimum in order to keep lines free. Naturally, no long distance calls may be made without permission from faculty or staff.

4. Home Visits

Student counselors may visit the homes of their clients. A visit to the home may help the student to more fully understand the client's total situation (family dynamics, influence of others living in the house, neighborhood status, factors contributing to or obstacles to success). It is mandatory that all student counselors take another person along on the visit to avoid potential liability.

5. Supervision and Instruction

Central to an effective counseling program is adequate available supervision. During the counseling practicum, the focus is on the interaction of student counselors and supervisors as this relationship is deemed essential for providing the means for a counselor to work through feelings, problems, values, attitudes, and personal and professional conflicts. All supervisors have demonstrated competence in field practice and, in addition, have been trained in counseling supervision. Student counselors meet individually and in groups weekly with their campus supervisor (Dr. Amy Skinner) for critique sessions with the dual purpose of (1) personal growth and (2) competency in the field of counseling. Student counselors are also encouraged to contact the supervisor any time assistance is needed with a client.

A. Student counselors should prepare for weekly supervisory sessions by:

1. Conducting one or more interviews prior to the session.
2. Writing and typing all necessary reports.
3. Bringing a client's file to the session.
4. Bringing a tape recording of a session to the meetings.
5. Being prepared to discuss the content of the interview including: statement of the problem, dialogue of the interview, evaluation of the interview, and plans for further counseling.

B. Student counselors should make specific contributions to supervisory sessions including:

1. Presenting self for critique as scheduled.

2. Being punctual.
3. Listening and participating.
4. Relating readings to discussions.
5. Reinforcing each other for excellence in performance (high quality responses and creativity, identifying problems, objectives, opportunities, etc.)

C. Student counselors should exploit all known instructional media by:

1. Subject self to video and audio taping for critiques.
2. Review audio and video tapes of professional counselors.
3. Observe supervisors and other professionals in actual counseling practice.
4. Participate as co-counselor with supervisor or other professional counselors.
5. Observe and critique peers in actual counseling situations.
6. Discuss counseling theory, ethics and practice with professionals and peers.
7. Read appropriate journal articles and books on counseling theory and practice.
8. Try out new counseling styles in role-playing sessions and in actual counseling sessions.

6. Referrals

There may be occasions when the student counselor must refer a client for personality, psychometric, vocational, psychiatric, general medical and/or other specialty evaluations such as speech and hearing, reading, EEG, etc. Consideration of referral should be discussed with client as well as the site supervisor. A request for a consultative examination should be based upon specific problems or conditions that have been observed and specific questions should be posed to the consultant. Be specific in your requests - don't just ask for 'general medical exam'.

C. I. SUMMARY OF GENERAL PROCEDURES FOR STUDENTS IN THE RCE PROGRAM

***These procedures may differ at your practicum site*

1. Referral is received and case is registered.
2. Referral form is completed.
3. Client is assigned to counselor.
4. Student counselor contacts client for initial interview.
5. Student counselor prepares for interview:
 - a. Reserve interview room.
 - b. Consult case file.
 - c. Consults supervisor if necessary.
 - d. Obtain tape recorder.
6. Initial interview is held:
 - a. Obtain release of information from client for tape recording and explain procedure to client.
 - b. You may take notes but it is not recommended.
 - c. Schedule regular meeting time for second and subsequent appointments. Give client written notice.
7. Prepare Counselor Page.
8. Prepare for supervision session.
9. Receive supervision.
10. Hold subsequent interviews.
11. Write progress notes and develop/write treatment plan.

12. Prepare for supervision.
13. Receive supervision.
14. Complete rehabilitation diagnosis and diagnostic report.
15. Consult with supervisor throughout process.
16. Consult with supervisor before initiating closing of case.
17. Close case and write final report.
18. Offer final report to referral source and supervisor.
19. Note closure in client register and place client file in inactive drawer.
20. Begin with new referral.

D. PROFESSIONAL LIABILITY INSURANCE

Insurance is required for all students taking part in practica and internships. The University of Tennessee offers Student Professional Liability Insurance for \$19. Go to Counseling, Deafness and Human Services main office, room A204 Claxton Complex. *You may not begin your Practicum experience until you provide your instructor with evidence of insurance.*

PERSONAL DATA SHEET
The University of Tennessee
Rehabilitation Counseling Program

Name _____

Address _____

Telephone _____

Sex _____ Age _____ DOB _____ Ethnicity _____

Place of Birth _____

Check one: Single _____ Married _____ Divorced _____ Separated _____
Widowed _____

Live with: Spouse _____ Parents _____ Friends _____
Other _____

Number of children _____ Ages _____

Education: Circle highest grade completed

Elementary School 1 2 3 4 5 6 Junior/High School 7 8 9 10 11 12

College: Name _____

Years Attended _____ to _____

Major _____

Degree _____

Business/Trade School: Name _____

Course of Study _____

Graduate?: Yes _____ No _____

GED: Date _____ City and State _____

Work History (last job first, go back 5 years):

<u>Employer</u>	<u>Dates</u>	<u>Duties</u>	<u>Reason for leaving</u>

Which job did you like best?

Which job did you like least?

Military background: Branch _____ Dates _____ Discharge _____

Felony Convictions _____

Prison?: Yes _____ No _____

Driver's License: Yes _____ No _____ Own Car: Yes _____ No _____

Disability (if any):

List Leisure Activities: _____

List Strengths: _____

Future Goals: _____

Today's Date: _____

Client Signature: _____

Counselor Signature: _____

RELEASE OF INFORMATION CONSENT FORM

Counseling, Deafness and Human Services
Rehabilitation Counselor Education Program
The University of Tennessee
865-974-8090

Name _____ SS# _____

I authorize (counselor) _____

to disclose any of my medical, legal and/or psychiatric information, social history, vocational background, treatment, or other information pertaining to my treatment as specified below:

for the purpose of Practicum case supervision: _____

I further authorize (counselor) _____

to audio cassette tape counseling sessions with me and to share these tapes with Dr. Amy L. Skinner for supervisory purposes. All tapes will be erased after Dr. Skinner's supervisory session. I understand that there will be no identifying information shared with anyone other than Dr. Skinner.

This authorization shall remain in effect for 120 days (or the time limited by applicable law) from the date of my signature. I understand that all information will be handled confidentially. This consent authorizes obtaining and releasing information in compliance with the Federal Alcohol and Drug Abuse Act (P.L. 92-282).

I also understand that I may revoke this authorization (except to the extent that action has been taken in reliance thereon) at any time by written, dated communication to the releasing agency or specified individual.

Client's Signature/Date

Counselor's Signature/Date

A photocopy of this authorization shall have the same validity as the original

COUNSELOR'S PAGE EXAMPLE

The University of Tennessee
Rehabilitation Center
Client: RockiLou Topp Date: 1-12-2000
111 Claxton Complex, Knoxville Tennessee
(423) 123-4567 DOB: 1-1-1978

Referral Information

This 24 year old female was referred to the Rehab Center after being at the University of Tennessee medical Center for assessment following a November 1999 TBI as a result of a motor vehicle accident. She is currently a client at the Rehab Center under the supervision of Spike, her program coordinator. Her Tennessee DRS counselor is Ms. Ida Noe.

Physical Appearance of Client

Ms. Topp was waiting for this counselor at the initial interview. She was clean and somewhat neat in a t-shirt and cut-off shorts. She had an orthopedic brace on her right arm and carried her purse around her neck so she could carry a cane in her left hand. From her appearance, it was derived that neatness isn't overly important but comfort is. However, Ms. Vol had had her hair washed and styled and reported doing this twice a week. Her clothes were clean.

Mental Status

1. Appearance and Behavior:

Note poor or fastidious grooming; bizarre or deviant clothing; unusual or bizarre postures or mannerisms; facial expressions suggesting strong, unusual, or inappropriate emotions.

2. Attitude Toward Interview:

Look for suspicion, hostility, ingratiation, or dependence.

3. Psychomotor Activity:

Look for restlessness/agitation and retardation of speech or movement.

4. Affect and Mood:

Look for flat, blunted affect with minimal display of emotions; rapid shifts in feelings; excessively sad, euphoric, anxious or angry affect; and/or inappropriate affect that is incongruent with subject matter.

5. Speech and Thought:

Note rambling, loose, illogical, unconnected, or pressured speech. Look for bizarre content and suicidal or homicidal thoughts.

6. Perceptual Disturbances and Hallucinations:

Note responses to nonexistent sounds, sights, or people.

Current Situation

Ms. Topp is currently volunteering at Goodwill Industries all day on Tuesdays and Thursdays from 7:30 AM to 3:00 PM. And half a day (mornings) Mondays. She does light secretarial work and bookkeeping. She rides the lift to and from work and is active, with her sister, in her church choir and the Women's Circle. She attends physical therapy for gait problems and occupational therapy for memory deficits and social appropriateness difficulties. Prior to her accident she worked as a

secretary/bookkeeper at UT.

Goals

The client indicated that her main goal is to, possibly, attend college and become an interior designer. She had an interest in the field before her accident and views this as an opportunity to 'start fresh' at a 'real' career. She has attended Community College but did not graduate and her grades were not good (reported overall GPA as 1.30 on 4.0 scale). She would like to eventually move into an apartment with her sister.

Resources

The client indicated that her main source of strength is her sister and her grandmother (her parent died when she was a small child and the grandmother raised her and her sister). She also indicated a strong belief in God and faith. Her grandmother is quite elderly and her sister is a full-time med student. It is this counselors opinion that VR, her PT and her OT are her primary major resources.

Obstacles

This client indicated that her still-healing right arm and her slow speech were the primary obstacles to employment since the accident. She feels like her supervisor at Goodwill is trying to help but she feels 'picked on'. It seems Ms. Topp has difficulty with appropriate social skills since the accident - she interrupts people, uses questionable manners on the phone and often dresses inappropriately. She has low self-esteem about her work future because of this.

Plans

The client's plan at this time is to keep volunteering until her arm is healed (approx. 6 more weeks) and then attempt to start college. She has no specific plans about how to get there yet.

Next Session

1. Discuss vocational evaluation results with client, stressing strengths.
2. Identify reasonable short and long term vocational goals.

Running Record Example

Client: _____

Date: _____

Everything that was said and done with the client at any meeting/session/appointment etc. should be detailed here. Include what was discussed, the purpose of the meeting, progress made toward goals and/or any goals set by counselor and client. _____

CLIENT FINAL REPORT

Client ID#
Your Name
Date

A. Summary of Counseling Experience

1. Beginning and ending dates
2. Number of sessions.
3. Problems identified and addressed, including medical/psychiatric/vocational/etc.
4. Client's long-term goals.
5. Client's capabilities and strengths that will help meet goals.
6. Goals of counseling (if different from above).
7. Accomplishments in counseling.
8. Techniques used that were effective.
9. Techniques used that were not effective.
10. What needs to happen before client is ready for employment.

B. Recommendations

1. Counseling objectives and approach needed (and why).
2. Other rehabilitation services needed for a successful outcome.

Reports must be typed and completed on each client.
Let instructor review report before giving it to site supervisor.

THE UNIVERSITY OF TENNESSEE
COLLEGE OF EDUCATION
COUNSELING, DEAFNESS AND HUMAN SERVICES - REHABILITATION COUNSELING
SPRING 2002

COURSE TITLE: RD 547: Practicum in Rehabilitation
LOCATION/TIME: C209; Tuesday 1:25-4:00
INSTRUCTOR: Dr. Amy L. Skinner LPC, CRC, NCC
 A207 Claxton Complex
 974-8090 or 588-9501 or askinner@utk.edu

COURSE OBJECTIVES

1. Students will maintain a minimum caseload of three clients at an approved practicum site with an on-site supervisor.
2. Students will conduct initial interviews with clients and prepare a 'Counselor's Page' on each. The Counselor's Page is a typed report that summarizes the client's application status and the counselor's initial impressions of the client regarding long term goals and steps to be taken to reach those goals (See Attachment III of Practicum Manual for an example). If your agency has a similar form, use it instead.
3. With whatever resources available (*and they will vary by site*), students will perform or observe a functional assessments with applicants and prepare a typed 'Rehabilitation Diagnosis/Assessment' addendum to the Counselor's Page of each client. This is a report that reflects the analysis and synthesis of all data necessary for determining the need for rehabilitation services and an IEP.
In order to perform a functional assessment, the student may be required to:
 - a) *develop a vocational evaluation plan;*
 - b) *use appropriate vocational assessment and evaluation skills, techniques, instruments and procedures;*
 - c) *conduct one or more feedback sessions with the client;*
 - d) *assist the client in choosing an appropriate vocational objective; and*
 - e) *conduct one or more rehabilitation programming sessions with the client.*
 If any of this has already been done for a client, incorporate this information into your client report. DO NOT reinvent the wheel and make more work for yourself.
4. Students will demonstrate a working knowledge of the CRCC's Code of Ethics and Standards of Practice, available from required text #4 or the CRCC (847) 394-2104 or www.crc certification.com (Go to 'CRC Credential and scroll to bottom of page).
5. Students will develop a monitoring system for the client's rehabilitation program (See Attachment IV). You may use this form, your agency's form, or create one yourself to best fit your needs. This is the same thing as a running record. You must document how your time was spent with the client, how long you met, and what goals were created/met.
6. Students will use personal adjustment training skills and techniques, and therapeutic counseling skills with clients.
7. Students will interact with employers, professionals, families, and others as appropriate.
8. Students will choose a research project topic and complete and IRB Form for their

project.

*****Each student/counselor-in-training MUST be covered by liability insurance that is required and offered by the University. The fee of \$22.00 should be paid in the main office of Counseling, Deafness and Human Services (A204) before the student begins work on site. YOU MAY NOT COLLECT ANY HOURS UNTIL I HAVE PROOF OF INSURANCE FROM YOU.***

REQUIRED TEXTS:

1. The Rehabilitation Counseling Practicum Manual of the Rehabilitation Counseling Program at The University of Tennessee (instructor provided).
2. CRCC Rehabilitation Counseling Portfolio. 'Rehabilitation Counseling: The Profession and Standards of Practice'. Includes Code of Ethics and Standards of Practice. Available from CRCC (847) 394-2104 or www.crccertification.com
3. The University of Tennessee Human Subjects in Research Guidelines and Application Instructions (available at The Office of Research, 404 Andy Holt Tower or online: www.research.utk.edu/ora/manual Section 3 only).
4. Blackwell, T. L., Martin, Jr., W. E., & Scalia, V. A. (1994). Ethics in Rehabilitation: A Guide for Rehabilitation Professionals. Athens, GA: Elliott & Fitzpatrick, Inc.
5. Cohen, E. D., & Cohen, G. S. (1999). The Virtuous Therapist. Belmont, CA: Wadsworth Publishing Co.
6. Olkin, R. (1999). What Psychotherapists Should Know about Disability. NY: The Guilford Press.

INSTRUCTIONAL FORMAT:

1. Lectures, live models, small group sessions, readings, and student presentations will be utilized as needed. However, individual supervision is the primary instruction strategy so it is VERY IMPORTANT you attend your regularly scheduled conference with the instructor.
2. The focus of the practicum is the student's growth as a competent rehabilitation professional. The relationship between student and supervisor is essential for providing a means for the student to work through feelings, problems, values, attitudes, and personal and professional conflicts. Students meet at least weekly with their instructor for critiquing taped sessions with the dual objective of achieving (1) personal growth and (2) professional competency in the practice of counseling and assessment.
Students are encouraged to meet with the instructor and the on-site supervisor any time assistance is needed with a client

MINIMUM CLASS REQUIREMENTS:

Students must:

1. Carry a caseload of at least three clients.
2. Meet all appointments for class, counseling, and supervisory sessions on time and prepared.
3. Perform Rehabilitation Assessments or Diagnoses/Counselor Pages with **at least three clients**, document weekly meetings with these clients, and prepare final reports on each.

IF these are done through agency means, use their forms.

4. Spend a **minimum** of four hours per week of group and individual supervision. This includes 3 in-class hours and one out-of-class meeting with supervisor. Counseling techniques will be introduced, discussed and practiced to enable the student to try out new ways of effectively responding to people and situations.
5. Maintain a **confidential** file on each client and maintain case files as required at the practicum site.
6. Demonstrate competence on the professional ethics of rehabilitation counselors on in-class ethics exam.
7. Spend 5 to 10 hours each week at the practicum site and maintain a journal/chart detailing practicum activities and hours spent on the Practicum - including activity, date, time, people involved, etc. Include the time spent preparing client files, reports, and other paperwork. The journal will serve as a log of activities and a running account of the time invested. The student will retain the journal but it may be viewed by the instructor each week at individual supervision sessions. Students must log a total of 150 practicum experience hours for the semester - **100 of those hours must be on-site and 40% of those 100 hours must be face-to-face work with client** (group sessions are included). The remaining 50 will be made up in class and during individual supervision.
8. Tape record at least five sessions and present each tape to the instructor for individual supervision. Students must receive individual supervision after each tape **before** another tape is made. Multiple tapes will not be counted for credit.
9. Students must present on **three** clients for in-class critiquing/supervision.
10. Students who are not in the thesis option of the RCE Program must research and choose a topic for their R&D 593 summer class, write a research proposal on their topic, and complete an IRB Form A or B to the instructor **before April 5, 2002**. Forms can be downloaded from: <http://www.research.utk.edu/ora> or picked up at the Office of Research, 404 Andy Holt Tower. **Students must make an appointment with the instructor to review their IRB before April 12, 2002 or they will receive a zero (0) on this assignment.**
11. Students must contact the CRCC (see above) and request an application packet to sit for the Certified Rehabilitation Counselor Exam no later than February 1, 2002.

Attendance and promptness are essential! This is the first experiential portion of your graduate study - your attendance can impact your client's well-being. More than one absence at your practicum site and/or arriving late for appointments more than twice will result in you having to drop the class and re-take it at a time when you are able to regularly attend to your duties at the practicum site and in class.

For class, you are allowed one absence and you can be late once with no penalty. Each additional absence/being 10 or more minutes late will result in a 25 point penalty.

STUDENT EVALUATION:**1. Counselor performance evaluation = 300 points Based on:**

A. Maintaining a caseload of at least three clients at an approved site and submission of client reports. Students will present on their three clients in class as part of group supervision. Client Reports should include:

- (a) Release/Consent Form
- (b) Personal Data Sheet
- (c) Counselor's Page/Diagnosis - **B & C may be combined**
- (d) Treatment Plans
- (e) Weekly Counseling Reports as used.
- (f) Final Reports

Counseling Reports can be used for the 3 in-class presentations required but it is not necessary to have the reports completed before presentations.

50 points each, 150 points total. (Maintaining your case load includes demonstrating professional behaviors such as keeping client appointments, informing on-site supervisor of any changes in your schedule...)

B. Submission of a minimum of five one-hour (50 min) tapes, preferably with the same client, once per week for individual supervision. You must receive supervision from your instructor **between** each tape. Multiple tapes will not be accepted for credit without supervision. 10 points each = 50 points.

C. Improvement as a result of individual, group and on-site supervision and interaction with other students in class for meaningful feedback critiques **and** observing confidentiality and maintaining high ethical and moral standards. This will be tracked for you at mid-term. 50 points.

D. Three in-class presentations of client cases. 50 points total.

2. On-site supervisor evaluation = 50 points total.**3. Ethics and Standards of Practice exam = 100 points.****4. Research Project topic and completed and evaluated IRB Form = 25 points.****5. Application packet for the CRC Exam from the CRCC = 25 points.****In other words...**

Client report #1	50 (includes in-class presentation)
Client report #2	50 (includes in-class presentation)
Client report #3	50 (Includes in-class presentation)
Tapes (10 pts each)	50
Improvement	50
Ethics/confidentiality	50
On-site evaluation	50
Research Topic	25
CRC Application	25

Total Points/Grade

450-500 = A

400-449 = B

350-399 = C

Exam _____ 100

**FAILURE TO COMPLETE AN ASSIGNMENT WILL RESULT IN A GRADE OF 'I'- INCOMPLETE - FOR
THE CLASS**

This is the beginning of your career as a rehabilitation counselor - the whole reason you have been in school for so long! This should be an exciting time for you and a time to improve your knowledge and put to use some of what you have learned. *Please* utilize your instructor and your on-site supervisor as resources when you are confused, stumped, scared, or proud of yourself.

TENTATIVE CLASS SCHEDULE

JANUARY 15	Informational meeting; review syllabus (Who, what, when, why, where, how)
JANUARY 22	Lecture: CRC Ethics and Professional Standards of Practice Read: <u>Blackwell</u> pp.1-27, 41-53, 151-172; <u>Cohen</u> pp. 31-48; <u>Olkin</u> vii-xii
JANUARY 29	Lecture: Ethics Read: <u>Cohen</u> pp. 3-25, 71-105; Know case studies presented on pp. 28 & 108 <u>Olkin</u> , pp. 190-200.
FEBRUARY 5	Lecture: Ethics & Psychotherapy with people with disabilities Read: <u>Cohen</u> pp. 55-65, case studies pp. 67-69; <u>Olkin</u> 9-53
FEBRUARY 12	Lecture: Ethics & Psychotherapy with people with disabilities Read: <u>Cohen</u> pp. 225-253, Know case studies on pp. 231-249; <u>Olkin</u> pp. 54-89
	Due: 2 to 4 proposal ideas for Research Project (typed, single-spaced, approximately one paragraph each)
FEBRUARY 19	Ethics Exam
FEBRUARY 26	Lecture: Psychotherapy with people with disabilities Read: <u>Olkin</u> pp. 154-189, 201-220, 241-271
MARCH 5	Finish Lecture OR Begin Presentations
MARCH 12	Presentations
MARCH 26	Presentations Due: Research Project proposal (typed APA style)
APRIL 2	Presentations
APRIL 9	Presentations Due: Approval of Research Project
APRIL 16	Presentations Due: Completed IRB Form
APRIL 23	Presentations
APRIL 30	Presentations

MAY	3	All reports due by Noon today Summer Break!
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**RD 547
REHABILITATION PRACTICUM
SPRING 2002**

Instructor: Terry Osborne
Office: CC A531 (974-4134) (osborne@utk.edu)
Classroom: CC 209 & TSD
Time: 12:45 p.m. – 3:30 p.m. - R
Usual Office Hours: by appointment
Required Text: (1) The Virtuous Therapist,
by Cohen & Cohen

(2) Handouts and articles as assigned

I. Course Objectives:

1. Students will maintain a minimum caseload of three clients (students at TSD).
2. Students will conduct initial interviews and apply helping skills with clients who are deaf and prepare a 'Counselor's Page' on each. The Counselor's Page is a typed report that summarizes the client's application status and the counselor's initial impressions of the client regarding long-term goals and steps to be taken to reach those goals (See Attachment III of Practicum Manual for example).
3. With whatever resources available (*and they will vary by site*), students will perform or observe a functional assessment with applicants and prepare a typed 'Rehabilitation Diagnosis/Assessment' addendum to the Counselor's Page of each client. This is a report that reflects the analysis and synthesis of all data necessary for determining the need for rehabilitation services and an IEP.
In order to perform a functional assessment, the student may be required to:
 - a) develop a vocational evaluation plan;
 - b) use appropriate vocational assessment and evaluation skills, techniques, instruments and procedures;
 - c) conduct one or more feedback sessions with the client;
 - d) assist the client in choosing an appropriate vocational objective; and
 - e) conduct one or more rehabilitation programming sessions with the client.*If any of this has already been done for a client, incorporate this information into your client report. DO NOT reinvent the wheel and make more work for yourself.*
4. Students will demonstrate a working knowledge of the CRCC's Code of Ethics and Standards of Practice, available from www.crccertification.org (Go to 'CRC Credential and scroll to bottom of page).
5. Students will develop a monitoring system for the client's rehabilitation program (See Attachment IV). You may use this form, your agencies form, or create one yourself to

best fit your needs. This is the same thing as a running record. You must document how your time was spent with the client, how long you met, and what goals were created/met.

6. Students will use personal adjustment training skills and techniques, and therapeutic counseling skills with clients.
7. Students will interact and promote effective collaboration with employers, professionals, families, and others as appropriate.
8. Students will develop skills in community education instruction for individuals who are deaf and preparing for transition from secondary to postsecondary or school to work;
9. Students will choose a research project topic and complete an IRB Form for their project.
10. Students will write and present effective case studies/transition plans.

*****Each student/counselor-in-training MUST be covered by liability insurance that is required and offered by the University. The fee of \$22.00 should be paid in the main office of Counseling, Deafness and Human Services (A204) before the student begins work on site.***

II. Approach:

1) Tennessee School for the Deaf and The University of Tennessee Masters Degree Program in Rehabilitation Counseling Education with a Specialization in Deafness

TSD junior class transition needs are:

1. Developing a career track
2. Identifying school-to-work and/or secondary to postsecondary option(s)
3. Assessment of independent living skills
4. Knowledge of community resources
5. Developing a milieu support system

UTK graduate student holistic practicum requirements are:

1. Settings for employing helping interview skills
2. Developing community education instruction skills
3. Practical experience in case management
4. Developing and working with a collaborative team
5. Writing/presenting case studies/transition plans

2) Collaborative Career Planning and Development Activities

- Activity 1: Journal writings
Activity 2: Student orientation, seminars and field trip
Activity 3: Helping interviews with TSD students
Activity 4: Reviewing TSD student file
Activity 5: Parent survey/follow-up
Activity 6: Consultation with selected school personnel

- Activity 7: Presenting periodic case reviews
Activity 8: Writing case studies/transition plans

3) Collaborative Team Strategies

- Strategy 1: TSD student participation is voluntary
Strategy 2: TSD will secure parent permission for TSD students to participate
Strategy 3: A confidentiality policy, as well as guidelines for working with parents and school personnel will be developed and followed
Strategy 4: TSD will provide a liaison contact for each graduate student
Strategy 5: Case reviews will be presented to TSD personnel
Strategy 6: TSD liaison contact and class instructor will evaluate each graduate student's performance
Strategy 7: TSD will videotape all seminar sessions.

4) Journal Entries

Each UT graduate student will make a weekly email entry into their professional growth journal to the class instructor. Entries should include the following:

- Item 1: Contacts with all parties, their nature and outcomes
Item 2: Any challenges experienced and their resolutions
Item 3: Client information gathered for case reviews and written case studies
Item 4: List new professional (helping) skills developed or skills need to be developed

5) Student Orientation Session

- Activity 1: Welcome
Activity 2: Purpose of career planning and development
Activity 3: Incentives for participating in field trip to UT
Activity 4: Matching TSD students with counselor
Activity 5: Social interaction and refreshments

6) Career Development and Planning Seminars

- Seminar 1: Life After High School: What Are Your Goals?
Seminar 2: Who Can Help You Prepare for Your Career?
Seminar 3: How You Can Best Succeed in the Hearing World

7) Client Contacts

Each UT graduate student is required to meet with each assigned TSD student a minimum of one time after each orientation or seminar. Refer to contact guide information.

8) Case Reviews

During each case review session report the progress with each client. Limit your report to five minutes or less for each student reported.

9) Field Trip to (TBA)

TSD students who do not miss more than two interview sessions without excuse and/or one group seminar are eligible to participate in an all-day field trip to (TBA).

10) Written Case Studies/Transition Plans

Each written case study should be between 3 to 5 typed pages in length and adhere to the following outline:

- I. Identifying Information**
 - A. Name
 - B. Home City
 - C. Age

- II. Determination of Disability**
 - A. General Health Condition
 - B. Disabilities
 - C. Audiological Information
 - D. Vision
 - E. Communication Factors
 - F. Education Factors
 - G. Intellectual Capacity
 - H. Social Factors
 - I. Personal Factors
 - J. Independent Living Factors
 - K. Vocational Factors

- III. Determination of Vocational Handicap**

How does the disability factors described above result in a handicap(s) to training and/or employment. State the general objectives for training or employment.

- IV. Transition Plan**

In number II above, the disability factors on this client are outlined while number III describes the client's training and/or vocational handicap. In this section describe how you propose to "rehabilitate" this person as follows:

 - A. Identify behavioral changes necessary for accomplishing objectives.
 - B. How will the behavior(s) be measured?
 - C. How should the change be accomplished?

Student Requirements:

- 1. Carry a caseload of at least three clients.
- 2. Meet all appointments for class, counseling, and supervisory sessions on time and prepared.
- 3. Perform Rehabilitation Assessments or Diagnoses/Counselor Pages with **at least three clients**, document contact meetings with these clients, and prepare final case study/transition plan on each.
- 4. Provide 3 seminars to TSD clients

5. Maintain a confidential file on each client and maintain case files as required at the practicum site.
6. Demonstrate competence on the professional ethics of professional counselors on in-class ethics exam.
7. Maintain a journal/chart detailing practicum activities and hours spent on the Practicum - including activity, date, time, people involved, etc. Include the time spent preparing client files, reports, and other paperwork. The journal will serve as a log of activities and a running account of the time invested. The student will retain the journal but the instructor may view it each week at individual counseling sessions. Students must log a total of **150** practicum experience hours for the semester - **100 of those hours must be on-site and 40 of those 100 hours must be face-to-face work with client** (group/seminar sessions are included). The remaining 50 will be made up in class and during individual supervision.
8. Students must present on **three** clients for in-class critiquing/supervision.
9. Students who are not in the thesis option of the RCE Program must research and choose a topic for their R&D 593 summer class, write a research proposal on their topic, choose three faculty members to serve on their committee, and complete and submit an IRB Form to the appropriate office **before April 6**. Forms can be downloaded from: <http://www.ra.utk.edu/ora/sections/compliances/humsub/toc.html> or picked up at the Office of Research, 404 Andy Holt Tower.
10. Students who will be eligible to sit for the October 2002 CRC Exam must contact the CRCC (see above) and request an application packet no later than January 29.
11. Students will submit a weekly journal entry to the instructor by email due each Monday.
12. Students will submit via the digital dropbox (Blackboard) all written work due. Students are advised to check the online course presence on a regular basis for announcements and access to other course information and material.

Attendance and promptness are essential! This is the first experiential portion of your graduate study - your attendance can impact your client's well-being. More than one absence at your practicum site and/or arriving late for appointments more than twice will result in you having to drop the class and re-take it at a time when you are able to regularly attend to your duties at the practicum site.

III. Grading:

1. **Counselor performance evaluation = 300 points (100 points each case) Based on:**
 - A. Maintaining a caseload of at least three clients at an approved site and submission of client reports. Students will present on their three clients in class as part of group supervision. Client files should include:
 - (a) Release/Consent Form
 - (b) Personal Data Sheet
 - (c) Counselor's Page/Diagnosis - **B & C may be combined**
 - (d) Treatment Plans
 - (e) Weekly Counseling Reports as used.
 - (f) Final Reports

Counseling Reports can be used for the 3 in-class presentations required but it is not necessary to have the reports completed before presentations.

- B. Maintaining your caseload includes demonstrating professional behaviors such as keeping client appointments, informing on-site supervisor of any changes in your schedule.
- C. Improvement as a result of individual, group and on-site supervision and interaction with other students in class for meaningful feedback critiques **and** observing confidentiality and maintaining high ethical and moral standards. This will be tracked for you at mid-term.
- D. Three in-class presentations of client cases.

- 2. Seminar/Training sessions at TSD = 150 points (50 points each seminar)
- 3. On-site supervisor evaluation = 50 points total.
- 4. Ethics and Standards of Practice exam = 100 points.
- 5. Research Project topic and completed and submitted IRB Form = 25 points.
- 6. Application packet for the CRC Exam from the CRCC = 25 points.
- 7. Journals = 30 points

In other words...

Client report #1	100 (includes in-class presentation)
Client report #2	100 (includes in-class presentation)
Client report #3	100 (Includes in-class presentation)
Seminars	150 (3 seminars – 50 points each)
On-site evaluation	50
Research Topic	25
CRC Application	25
Exam	100
Journals	30

Total Points/Grade

625-680 = A
598-624 = B+
557-597 = B
530-556 = C+
489-529 = C

**FAILURE TO COMPLETE AN ASSIGNMENT WILL RESULT IN A GRADE OF 'P'- INCOMPLETE -
FOR THE CLASS**

This is the beginning of your career as a rehabilitation counselor - the whole reason you have been in school for so long! This should be an exciting time for you and a time to improve your knowledge and put to use some of what you have learned. *Please* utilize your instructor and your on-site contact as resources when you are confused, stumped, scared, or proud of yourself.

INDIVIDUALIZED APPROACHES TO PLANNING IN COMMUNITY REHABILITATION

Calendar Description

A multi-media distance course presenting approaches to helping people with disabling conditions determine the life they want and enrolling supports to move towards goal-fulfillment.

Content/Objectives

- Theory and issues in person-centered planning including people's interdependence, natural supports, power contribution, choice and listening, ethics, action facilitation, person-centered organizations, continuum of services versus array of supports, and social role valorization.
- Dynamic, graphically illustrated and narrated demonstrations of approaches to planning – PATH, MAPS, and ISP, IPP, and vocational plans.
- Multiple video case studies of adults with disabling conditions and their support networks (human service system and natural supports) engaged in planning, follow-up action, and goal-fulfillment

Outcomes/Competencies

Upon completion of this course students will be able to:

- Describe the key components and participate in the facilitation of a person-centered plan.
- Identify the rationale and apply the principles of PATH and MAPS planning to other planning approaches and within a variety of settings.
- Describe the key components and participate in the facilitation of individualized program planning within educational settings.
- Describe the key components and participate in the development and report writing of vocational transition plans.

Assignments

Academic Research Paper	30%
Practicum with Accompanying Report	30%
Bulletin Board Discussion	40%

Resources

O'Brien, J. & O'Brien, C.L. (Ed.). (1998). *A little book about Person Centered Planning*. Ontario: Inclusion Press.
Six-part video series entitled "Anything is Possible" following individuals through planning and support.
CD-Rom demonstrating I.P.P.'s, I.S.P.'s and Transitional Vocational Plans.

Details for current course offerings are available at: www.crd.s.org

**INTRODUCTION TO COMMUNITY REHABILITATION
PRACTICE AND PROFESSIONAL CONDUCT**

Calendar Description

Practical application of the basic principles of assessment and intervention with individuals/groups. Professional development tutorials support 130 hours in community practicum.

Content/Objectives

- A. Practicum:
- Planning and facilitating supports with consumers, families and agency personnel within a variety of human services (Community Support Services, Children Services, Vocational Rehabilitation, Rehabilitation Management, Inclusive Education, and Health Professions) across the lifespan (Children, Adults, Seniors).
 - Students taking both CORE 485 and 487 will choose a different human service sector for each practicum.
- B. Professional Development Tutorials
- Content areas will vary according to the human service realm identified for each section.*
- Inquiry based learning
 - Peer problem solving
 - The nature and dynamics of helping relationships
 - Effective collaboration with consumers, families and multi-disciplinary professionals
 - Applying theory to practice
 - Building a guiding philosophy and personal code of ethics in practice
 - Social change

Outcomes/Competencies

Student will be able to:

- Demonstrate sensitivity in the initiation and closure of supports
- Plan and implement individual and group supports
- Collaborate with consumers, families and multi-disciplinary professionals
- Demonstrate intervention strategies such as teaching, modeling, facilitating natural supports and group facilitation
- Generalize learning through exploration, reflection and application
- Develop critical thinking skills

Assignments

Practicum Contract

Goals completed.	20%
Professional and ethical conduct.	20%
Competency in identified skills and practice components.	20%
Contracted project/written assignment.	20%
In-class presentation.	15%
Class participation.	5%

Resources

Readings will be available

Details for current course offerings are available at: www.crd.s.org

**AN INTRODUCTION TO COMMUNITY PRACTICE
AND PROFESSIONAL CONDUCT II**

Calendar Description

Practicum in group settings under supervision of qualified personnel. Professional development tutorials support 130 hours in community based agency.

Content/Objectives

A. Practicum:

- facilitating individual progress within a group setting
- effectively utilizing community resources and social supports

B. Professional Development Tutorials

- group dynamics.
- facilitation of groups, including transitions and closure.
- overview of group theory.

Outcomes/Competencies

- Demonstrates peer problem-solving.
- Participates as an effective group member.
- Demonstrates an ability to critically reflect on practice issues.
- Co-facilitates and leads group.
- Applies community rehabilitation theory within group settings.

Assignments

Completion of contracted goals.	20%
Professional and ethical conduct.	20%
Competency in identified skills and practice components.	20%
Contracted project/written assignment.	20%
Small group lab	20%

Resources

Readings will be provided in class.

Details for current course offerings are available at: www.crd.s.org

**BLOCK PRACTICUM IN
COMMUNITY REHABILITATION**

Calendar Description

Topics in leadership, management styles, conflict resolution, clinical supervision, performance appraisal needs analysis, proposal writing, fund procurement and innovative service design. (Determined by needs and composition of the group.) Students work on a project for an agency or group, or students supervise agency staff, volunteers or students.

Content/Objectives

Determined by needs and composition of the group.

Outcomes/Competencies

- Demonstrates knowledge of administrative procedures related to practicum.
- Analyzes personal effectiveness as a team member and supervisor.
- Demonstrates effective supervision skills
- Establishes and manages goals and objectives of supervision practicum.

Assignments

Practicum presentation and contracted assignment	40%
Practicum contract completion of established goals	20%
Professional and ethical conduct	20%
Competency in identified skills and practice components	20%

Resources

Readings are associated with tutorial topics and will be distributed in class.

Details for current course offerings are available at: www.crd.s.org

Clinical Practice Seminar/Supervised Practicum
194-860/880/890
Rehabilitation Psychology and Special Education
Spring Semester, 2002

Instructor: Jodi L. Saunders, Ph.D., CRC
#408 432 North Murray
(608) 263-5139

E-Mail: jsaunders@education.wisc.edu

Office Hours: By Appointment

Ph.D. Student Supervisor:

E-Mail: smmiller2@students.wisc.edu

Susan Miller, M.A.
#421 North Murray
(608) 262-7498

Class Time/Location: Wednesday 1:00 – 2:15
2101 Humanities

A. Course Description:

This course combination fulfills a clinical requirement for the Master's program and concentrates on the acquisition of clinical experience and skills. Student must participate in all of the following:

1. A field placement for a minimum of 12 hours per week in a setting that provides clinical rehabilitation experiences and on-site supervision.
2. Practicum seminar once a week to study and discuss clinical issues.
3. Individual supervision sessions once a week with a university-based supervisor.

B. Competencies:

Through informal lecture, readings, class activities and discussion, the student will develop knowledge competencies in the following areas:

1. Individuals, group and family counseling theories and practices.
2. Diversity issues including multi-cultural, disability, and gender issues.
3. Services to a variety of disability populations, including multiple disabilities in diverse settings.
4. Involvement of family members, guardians, and advocates in the rehabilitation process.
5. Identification and use of community resources and services in rehabilitation planning.
6. Case management process, including service coordination, referral to and utilization of other disciplines, and client advocacy.
7. Professionalism, ethics, informed choice and personal responsibility in the rehabilitation process.

C. Class Structure

Topic Discussions – 30 minutes

Client Discussions– 30 minutes

Open Discussions - 15 minutes (discussion of issues, questions, concerns)

Topic Discussions: The student will present on one topic. Presentations will be 30 minutes and students will be responsible for presenting information, material and resources to colleagues and for facilitating class discussion revolving around the topic.

Client Discussion: The student will prepare and present two case studies for discussion and problem solving as scheduled during the course of the semester (See Case Study Presentation handout). Each case presentation will be for 30 minutes. The student is responsible for providing relevant written and verbal information to colleagues for the purposes of the discussion, and for facilitating the 30 minute discussion. Students should provide:

1. Pertinent background information necessary for effective consideration of the case issues.
(see handout).
2. The tentative goal and objectives for counseling and conceptualization of the issues involved,
And
3. Students' need for consultation.

Confidentiality should be maintained in all written material and presentations.

Open Discussion: The open discussion is an opportunity for all students to identify and discuss questions, concerns or issues for group problem solving and/or processing.

- Each student is expected to attend weekly seminars and to contribute to each seminar through active participation in the discussions.

D. Course Materials and Resources

Required Text:

Corey, M.S. & Corey, G. (1998). Becoming a helper, (3rd ed.). Pacific Groves, CA: Brooks/Cole Publishing Company.

Additional Materials:

Guidelines for Supervised Practice in Rehabilitation Counseling – Dept. of RP&SE
Additional Handouts by instructor.

E. Reading Assignments:

In addition to assigned readings, the student is expected to read material relevant to current topics in the course and issues being experienced at the practicum site. Readings should not be limited to the required text and handouts.

F. Reasonable Accommodations:

Students should contact the instructor as soon as possible to discuss any accommodations needed to participate fully, achieve the learning objectives, and fulfill the requirements of the course.

G. Grading Criteria

See “Student Evaluation” section of Guidelines for Supervised Practice in Rehabilitation Counseling – pg. 7.

General Guideline:

- A Very high levels of competence in all areas or almost all areas with high levels of competence in some areas (encompasses both clinical and classroom responsibilities).
- AB High levels of competence in most areas, with acceptable levels of competence in some areas (encompasses both clinical and classroom responsibilities).
- B Acceptable levels of competency in all areas with no major deficiencies (encompasses both clinical and classroom responsibilities).
- BC Acceptable level of competencies in most all areas with deficiencies in some areas. (encompasses both clinical and classroom responsibilities).
- C Deficient levels of competency in most areas (encompasses both clinical and classroom responsibilities).

H. Course Topics, Assignments and Activities by Session:

Session 1: January 23, 2002

- Introductions
- Course Overview
- Assignment of Presentations
- Brief meeting with clinical supervisor

Assigned Readings: None

Session 2: January 30, 2002

Introductions to Sites

Assigned Readings: Chapters 1 & 5.

Session 3: February 6, 2002

- Professionalism, ethics, confidentiality, informed consent & client rights

Assigned Reading: Shaw, L.R. & Tarvydas, V.M. (2001). The use of professional disclosure in rehabilitation counseling. Rehabilitation Counseling Bulletin, 45, (1), 40-47.

Session 4: February 13, 2002

- * No Class – Site Acclimation & Client Presentation preparation

Assigned Readings: Chapters 2 & 4.

Session 5: February 20, 2002

- Client Discussion
- Topic Discussion – Developing a relationship that facilitates trust and growth
- Open Discussion

Assigned Readings: Chapter 3.

Session 6: February 27, 2002

- Client Discussion
- Client Discussion
- Open Discussion

Assigned Readings: Chapter 6.

Session 7: March 6, 2002

- Client Discussion
- Topic Discussion – Dealing effectively with diversity and values
- Open Discussion

Assigned Readings: Chapter 7.

Session 8: March 13, 2002

- Client Discussion
- Client Discussion
- Open Discussion

Assigned Readings: Chapter 8.

Session 9: March 20, 2002

- Client Discussion
- Topic Discussion – Prevention of, and dealing with crisis situations
- Open Discussion

Assigned Readings: Chapter 11 & Additional readings as assigned.

Session 10: March 27, 2002

No Class – Spring Break

Session 11: April 3, 2002

- Client Discussion
- Client Discussion
- Open Discussion

Assigned Readings: Chapters 9 & 10.

Session 12: April 10, 2002

- Client Discussion
- Topic Discussion – Dealing with “difficult” clients
- Open Discussion

Assigned Readings: Pages 98 – 111 & Additional readings as assigned.

Session 13: April 17, 2002

- Client Discussion
- Topic Discussion - Ethical decision making
- Open Discussion

Assigned Readings: Chapter 5.

Session 14: April 24, 2002

- Client Discussion
- Topic Discussion – Setting boundaries and dealing with stress
- Open Discussion

Assigned Readings: Chapters 12 & 13.

Session 15: May 1, 2002

- Client Discussion
- Topic Discussion – Terminating the counselor-client relationship
- Open Discussion

Assigned Readings: None

Session 16: May 8, 2002

- Client Discussion
- Review of clients presented
- Open discussion

Assigned Readings: None

Clinical Practice Seminar/Supervised Practicum
194-860/880/890
Rehabilitation Psychology and Special Education
Fall Semester, 2002

Instructor: Jodi L. Saunders, Ph.D., CRC
#412 432 North Murray
(608) 263-5139

E-Mail: jsaunders@education.wisc.edu

Office Hours: By Appointment

Ph.D. Student Supervisor:

Ana Pereira
432 North Murray
Room #420
University Club Annex

Class Time/Location: Monday 1:15 – 2:30
323 Educational Science Bldg.

A. Course Description:

This course combination fulfills a clinical requirement for the Master's program and concentrates on the acquisition of clinical experience and skills. Student must participate in all of the following:

1. A field placement for a minimum of 12 hours per week in a setting that provides clinical rehabilitation experiences and on-site supervision.
2. Practicum seminar once a week to study and discuss clinical issues.
3. Individual supervision sessions once a week with a university-based supervisor.

B. Competencies:

Through informal lecture, readings, class activities and discussion, the student will develop knowledge competencies in the following areas:

1. Individuals, group and family counseling theories and practices.
2. Diversity issues including multi-cultural, disability, and gender issues.
3. Services to a variety of disability populations, including multiple disabilities in diverse settings.
4. Involvement of family members, guardians, and advocates in the rehabilitation process.
5. Identification and use of community resources and services in rehabilitation planning.
6. Case management process, including service coordination, referral to and utilization of other disciplines, and client advocacy.
7. Professionalism, ethics, informed choice and personal responsibility in the rehabilitation process.

C. Class Structure

Topic Discussions – 20 minutes

Client Discussions– 30 minutes

Open Discussions - (discussion of issues, questions, concerns)

A sequence of videos on ethics will also be presented during class.

Topic Discussions: The student will present on one topic with one or two other students. Presentations will be 20 minutes and students will be responsible for presenting information, material and resources to colleagues and for facilitating class discussion revolving around the topic.

Client Discussion: The student will prepare and present two case studies for discussion and problem solving as scheduled during the course of the semester (See Case Study Presentation handout). Each case presentation will be for 30 minutes. The student is responsible for providing relevant written and verbal information to colleagues for the purposes of the discussion, and for facilitating the 30 minute discussion. Students should provide:

1. Pertinent background information necessary for effective consideration of the case issues.
(see handout).
2. The tentative goal and objectives for counseling and conceptualization of the issues involved,
And
3. Students' need for consultation.

Confidentiality should be maintained in all written material and presentations.

Open Discussion: The open discussion is an opportunity for all students to identify and discuss questions, concerns or issues for group problem solving and/or processing.

- Each student is expected to attend weekly seminars and to contribute to each seminar through active participation in the discussions.

D. Course Materials and Resources

Required Text:

Corey, M.S. & Corey, G. (2003). Becoming a helper, (4th ed.). Pacific Groves, CA: Brooks/Cole Publishing Company.

Additional Materials:

Guidelines for Supervised Practice in Rehabilitation Counseling – Dept. of RP&SE
Additional Handouts by instructor.

E. Reading Assignments:

In addition to assigned readings, the student is expected to read material relevant to current topics in the course and issues being experienced at the practicum site. Readings should not be limited to the required text and handouts.

F. Reasonable Accommodations:

Students should contact the instructor as soon as possible to discuss any accommodations needed to participate fully, achieve the learning objectives, and fulfill the requirements of the course.

G. Grading Criteria

See “Student Evaluation” section of Guidelines for Supervised Practice in Rehabilitation Counseling – pg. 7.

General Guideline:

- A Very high levels of competence in all areas or almost all areas with high levels of competence in some areas (encompasses both clinical and classroom responsibilities).
- AB High levels of competence in most areas, with acceptable levels of competence in some areas (encompasses both clinical and classroom responsibilities).
- B Acceptable levels of competency in all areas with no major deficiencies (encompasses both clinical and classroom responsibilities).
- BC Acceptable level of competencies in most all areas with deficiencies in some areas. (encompasses both clinical and classroom responsibilities).
- C Deficient levels of competency in most areas (encompasses both clinical and classroom responsibilities).

H. Course Topics, Assignments and Activities by Session:

Session 1: September 2, 2002 No Class – Labor Day

Session 2: September 9, 2002

- Introductions
- Course Overview
- Assignment of Presentations
- Brief meeting with clinical supervisor

Assigned Readings: None

Session 3: September 16, 2002

- Introductions to Sites
- Informed Consent
- Video- Ethical guidelines & violations, licensure laws, & supervision.

Assigned Readings: Chapters 1, 2 & 6.

Session 4: September 23, 2002

- Site Updates
- Video- Terminating treatment, unethical conduct & confidentiality conflicts.
- Open Discussion

Assigned Readings: Chapters 3 & 4.

Session 5: September 30, 2002

- Client Discussion 1
- Video- Obligation to report unethical conduct & maintaining client files.
- Open Discussion

Assigned Readings: Chapters 5 & 7.

Session 6: October 7, 2002

- Client Discussion 2
- Video - Ethical considerations, elements of malpractice & kinds of hearings.
- Open Discussion

Assigned Readings: Chapter 9.

Session 7: October 14, 2002

- Client Discussion 3
- Video – Additional problems area, exceptions to confidentiality & testifying.
- Open Discussion

Assigned Readings: Chapter 10.

Session 8: October 21, 2002

- Client Discussion 4
- Topic Discussion – Dealing effectively with diversity and values
- Open Discussion

Assigned Readings: Chapter 8.

Session 9: October 28, 2002

- Client Discussion 5
- Client Discussion 6
- Open Discussion

Assigned Readings: Chapter 11

Session 10: November 4, 2002

- Client Discussion 7
- Topic Discussion – Prevention of, and dealing with crisis situations
- Open Discussion

Assigned Readings: Chapter 12.

Session 11: November 11, 2002

- Client Discussion 8
- Topic Discussion – Dealing with “difficult” clients, setting boundaries & dealing with stress.
- Open Discussion

Assigned Readings: Chapters 14 & 15.

Session 12: November 18, 2002

- Client Discussion 9
- Client Discussion 10
- Open Discussion

Assigned Readings: Chapter 13.

Session 13: November 25, 2002

- Client Discussion 11
- Client Discussion 12
- Open Discussion

Assigned Readings: None.

Session 14: December 2, 2002

- Client Discussion 13
- Client Discussion 14
- Open Discussion

Assigned Readings: None

Session 15: December 9, 2002

- Open Discussion & Client Updates

Assigned Readings: None