1. COURSE DESCRIPTION

Supervised practice in rehabilitation counseling is designed to provide students pursuing a Master’s degree in Rehabilitation Counseling with the opportunity to develop the knowledge, skills, and experiences necessary to provide effective professional counseling to rehabilitation clients throughout the life span. The practicum provides an opportunity for rehabilitation counselors-in-training to develop skills and to practice counseling approaches and techniques in the safety of a setting that allows for professional growth.

Practicum Instructors provide (1) skills training and (2) constructive feedback to facilitate the student’s personal and professional growth. In addition, they assist the student by providing suggestions that facilitate client change and convey to students standards of professional conduct and require that students adhere to such standards.

Developing knowledge of professional codes of ethics and beginning to integrate these into their beginning counseling behavior and practice is an important component of this skill development course. Students will learn to clearly identify and follow ethical and legal standards of professional conduct.
Supervised practice in rehabilitation counseling is an essential component of the CORE Accredited master’s curriculum in Rehabilitation Counseling. Students take SERP594 in both Fall and Spring terms. In the first semester of practicum, (Spring Semester), students will practice skills on campus and will identify a practicum site for second semester. In the second semester (Fall), students will conduct counseling with clients in community agencies and will return to campus for supervision.

2. COURSE OBJECTIVES

Practicum students will be able to accurately and consistently demonstrate the following:

1. Listening, attending, reflecting, clarifying, and responding to non-verbal cues
2. Maintaining congruence of affect and verbalizations
3. Tolerating ambiguity in counseling sessions
4. Using silence constructively in counseling sessions
5. Assisting the client in evaluating self and making constructive use of feedback
6. Reinforcing appropriately of client change behaviors and decision making behaviors
7. Recognizing own projections within the interview and differentiating between own need system and that of the client
8. Demonstrating self-insight and self-understanding
9. Describing and evaluating an effective assessment of suicide intent
10. Accepting and integrating feedback
11. Giving feedback to other students in a non-judgmental, non-threatening manner
12. Beginning effective client relationships and sessions
13. Developing appropriate short and long-term goals for clients and self
14. Identifying clearly ethical and legal standards of professional conduct
15. Following effectively ethical and legal standards of professional conduct
16. Following standards of professional behavior
17. Establishing and participating effectively in interviews with potential practicum agencies

18. Demonstrating professional behavior throughout course including attendance on time at all individual and class meetings, following through on all assignments, effectively coordinating with faculty and students, and completing all assignments on time

19. Managing all video and audio tapes, client notes and other materials according to professionally acceptable standards

20. Demonstrating the ability to implement the roles and functions of the rehabilitation counselor.

3. INSTRUCTOR POLICIES

   Attendance:

   Attendance is required. In the event of extenuating circumstances that affect attendance, the student is expected immediately to contact the instructor. Class participation is an essential part of the learning process in this course. Students with several absences may be dropped from the course or receive a non-passing grade—any questions about this should be addressed to the instructor.

   Special Needs:

   Students requiring any assistance or modification in the course due to special needs are expected to explain those needs to the instructor immediately after the first class meeting. Students who acquire special needs during the term should discuss those needs with the instructor at the earliest possible time. The instructor reserves the right to consult with University employees at DRC or SALT Programs or University ADA personnel regarding adequate accommodation of special needs. Students with special needs will have the same attendance requirements as other students.

   University standards of conduct:

   Students taking this course are expected to follow University policies regarding student conduct.

   Incompletes:

   Incompletes are normally not granted in practicum. Students who have not completed all work for the course by the end of the term may be graded accordingly. Any student who has not successfully completed all requirements for
first practicum may not participate in second practicum or any course having practicum as a prerequisite.

Review process:

A Review Process involving SERSP faculty or other University personnel and any relevant agency personnel may be conducted when necessary to resolve questions related to student conduct or progress in meeting course standards.

4. COURSE REQUIREMENTS

(As further outlined in the “SERP 594 Counseling Practicum Manual, Spring 2008)

Quantity:

1. Attendance and participation in class small-group activities.
2. Participation in all required individual supervision activities.
3. Completion of reading assignments.
4. Maintain a client caseload of at least three (3) clients you are seeing weekly.
5. Audio-taping of all client contacts.
6. Complete a minimum of twelve (12) individual faculty supervisor’s critiques of tapes with clients.

Quality:

1. Mastery of all skills required in the course.
2. Accurate and consistent implementation of counseling skills.
3. Consistent and accurate implementation of all professional standards.
4. Student progress in developing counseling skills.

5. COURSE GRADES

(See SERP594 Counseling Practicum Manual, Spring 2008 for more detail)

A Grade of “S”

1. Student meets all quantity requirements.
2. Student exceeds, in an exceptional, outstanding manner, the quality requirements.
3. Please note that it is rare for students to exceed quality requirements of the course to such an exceptional extent that they receive a grade of “S”.
A Grade of “P”

1. Student meets all quantity requirements.
2. Student meets all quality requirements.

A Grade of “C”

1. Student does not meet all quantity requirements OR
2. Student does not meet all quality requirements.
3. Student making a “C” in first practicum will be required to repeat first practicum and obtain a “P” or an “S” in the repeat course prior to taking second practicum or any course having practicum as a prerequisite.

A Grade of “F”

1. Student does not meet course requirements in a significant manner.
2. Students making an “F” in first practicum will not be allowed to repeat the course without permission of the entire Rehabilitation Faculty.
### 6. REQUIRED READINGS

**Text:** Practicum Manual; Cottone & Tarvydas, Ethical and Professional Issues in Counseling; Sales, Rehabilitation Counseling: an Empowerment Perspective

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SERP 594 Practicum Supervision – Fall Semester, 2008

**Group Supervision**
Tuesday 9:00 – 10:30 a.m.
Rm. 437 College of Education

**Individual Supervision**
One hour weekly to be arranged

George Mugoya
Maya Asher -
David Hunter - Salvation Army
Jan Wegenast - Las Amigas

Phil Johnson
Ross Brantner - Cactus Counseling
Sheila Davis - Miracle Center Transition Home
William Freese - VA PTSD

Amos Sales
Eric Daniels - Salvation Army
Xiaoli Wang - Beacon Foundation