

CALIFORNIA STATE UNIVERSITY, FRESNO
REHABILITATION COUNSELING
"CHANGING THE FACE OF HUMAN SERVICE"

INTERIM STUDENT MANUAL

Rehabilitation



Program

"The National Leader in Hands on Real World Rehabilitation"

Revised January 09, 2003

STUDENT MANUAL
REHABILITATION COUNSELING PROGRAM
DEPARTMENT OF COUNSELING, SPECIAL EDUCATION AND REHABILITATION
KREMEN SCHOOL OF EDUCATION & HUMAN DEVELOPMENT
CALIFORNIA STATE UNIVERSITY, FRESNO

Welcome to the California State University, Fresno, Rehabilitation Counseling Program. You have chosen an exciting field of graduate study. There is no other major in the United States that provides such a potent and well blended combination of counseling skills, case management skills, medical and psychosocial knowledge of disabilities and vocational techniques as rehabilitation counseling. In fact, no such major exists and you have chosen well. The opportunities for Rehabilitation Counselors are expanding each year. Our graduates are active as: state-federal rehabilitation agency counselors and supervisors; private practice rehabilitation counselors and administrators; nonprofit agency, workshop and hospital rehabilitation counselors and project coordinators and some even own their own agencies. Rehabilitation Counseling is growing with the continuing demand for human service delivery professionals who are vocational experts. New legislation and health care priorities project a continuing demand for qualified and capable Rehabilitation Counselors.

The mission of the Program is to serve people with disabilities by doing an outstanding job of training warm, empathic, trustworthy and competent Qualified Rehabilitation Professionals who will make a real difference in the lives of persons with disabilities and transform the practice of rehabilitation counseling in California and beyond.

The vision of the program is to change the face of human service delivery and it begins with you. Throughout this program you will be challenged to grow, not only academically, but also personally and professionally to be a counselor who can and will impact clients and service delivery powerfully. The Program takes pride in being the “National Leader in Hands on Real World Rehabilitation.” We are pleased that you have chosen our program. We are anxious to be of assistance throughout your studies. We have designed this manual to be an easy guide through your program, but be sure to **see your advisor** every semester to assure your expeditious progress through the program and consult this manual frequently and carefully.

Charles Arokiasamy, Rh.D, CRC , NCC, CCM
Coordinator

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REHABILITATION COUNSELING PROGRAM

INTRODUCTION

Today in the United States, 45% of the total population are estimated to have some type of chronic health condition ranging from sinusitis or hay fever to hearing disabilities, diabetes, and other physical and mental illnesses. In addition to physical affects, every disease or disability has a social and emotional component. Individuals do not live in a vacuum. What affects one aspect of a person's life has implications for and impact on other areas of his or her life.

Of the 45% mentioned above, one out of every nine have a chronic condition that results in limited activity. Approximately 53,000,000 persons with disabilities in this country need, want, and would benefit from rehabilitation services designed to return them to some form of gainful employment. In addition, 1,000,000 persons with disabilities are added to this group each year.

In addition to the large numbers of people with disabilities needing rehabilitation services, the above indicates that an interdisciplinary approach is necessary successful rehabilitation. Physicians, nurses, physical therapists, occupational therapists, rehabilitation counselors, psychologists, social workers, speech therapists, and many others must all work together with the patient or client to see that this goal is achieved. With these concepts in mind, rehabilitation is defined as "restoration of the person with a disability to the fullest physical, mental, social, vocational and economic usefulness of which they are capable and desire."

The purpose of the Vocational Rehabilitation Process is to aid individuals with disabilities in returning to the maximum possible degree of self-sufficiency and/or remunerative employment. The rehabilitation counselor is the professional rehabilitation "team" member most concerned with this part of the total rehabilitation process. His/her function is to determine the limitations which prevent a person with a disability from finding employment, and through appropriate procedures, help that individual eliminate or overcome these obstacles.

To complete such a task successfully, rehabilitation counselors must function in a number of different roles. First, they are counselors providing vocational counseling and personal counseling as it affects vocational development. Counseling includes the development of a relationship between the counselor and client that will enhance and facilitate the successful completion of the vocational rehabilitation process. Forming this relationship is the key to the process and is basic to the counselor's job. Second, counselors are evaluators, integrating medical, psychological, social and vocational information for the purpose of helping the client with a disability develop a realistic vocational plan. Third, they are coordinators, referring clients to various community agencies to receive the services necessary for achieving successful vocational rehabilitation. Forth, they are job placement specialists, preparing clients for employment, referring them to employment agencies, and contacting employers for the purpose of developing job openings, and assisting clients in obtaining suitable employment. Finally, they are advocates seeking to change debilitating social conditions and attitudes that constitute much of disability.

Obviously, each counselor's makeup is such that he/she may become more proficient in one role than in others. In fact, one of the strengths of rehabilitation counseling as a profession is that it gives individuals with varying backgrounds and interests the opportunity to find productive expression for their particular strengths.

The Master of Science Degree Program in Rehabilitation Counseling at California State University-Fresno is designed to expose students to the various roles in which they will be functioning and to prepare them for employment in state-federal vocational rehabilitation programs, public, private nonprofit agencies, and private for profit agencies. It also provides advanced training for persons presently employed in agencies offering services to individuals who are disabled.

The Rehabilitation Counseling Program at California State University, Fresno is accredited by the Council on Rehabilitation Education (CORE). CORE is recognized by the Council on Post Secondary Accreditation as the accrediting body for master's degree programs in rehabilitation counseling education. This national recognition of the California State University, Fresno Rehabilitation Program enhances the career opportunities of our graduates. It is also ranked by U.S News and World Report 27th among all rehabilitation programs in the country and 10th among master's only programs. The Rehabilitation Counseling Program at California State University, Fresno is ranked #2 among all universities in California.

Emphasis is placed upon professional education for developing the skills and knowledge necessary for effective rehabilitation counseling of persons with disabilities. The variety of activities performed by rehabilitation counselors necessitates a program highly diversified in character and interdisciplinary in nature. Training includes the development of a broad understanding of human behavior, techniques of individual counseling, group counseling job placement and use of community resources in facilitating rehabilitation of persons with mental, emotional, social, and physical disabilities are stressed. Opportunities are provided for special emphasis in working with persons who are mentally retarded, mentally ill, deaf, severely disabled, public offenders, public assistance recipients, cooperative school program, public health clients and workers' compensation recipients.

This manual has been prepared for you to use throughout your program study. However, it is important that you consult your advisor regularly. It includes: Progress Check Sheets, Course Descriptions, Suggested Course Sequences, General Electives, Examination Requirements, Rehabilitation General Bibliography, Fieldwork Program, General Organization and Certification Information.



PROGRAM, VISION, MISSION, SLOGAN & GOALS

VISION

“Changing the face of human service”

MISSION

To serve people with disabilities by doing an outstanding job of training warm, empathic, trustworthy and competent Qualified Rehabilitation Professionals who will make a real difference in the lives of persons with disabilities and transform the practice of rehabilitation counseling in California and beyond.

GOALS

Recruit and train warm, empathic, trustworthy and competent Qualified Rehabilitation Professionals.

Provide students with opportunities for exposure and training in practical, real life workings of rehabilitation.

Promote ethnic and disability diversity among Qualified Rehabilitation Professionals that reflects the diversity of people with disabilities

Serve as a valuable resource of research, scholarship, expertise, training and advocacy for the larger rehabilitation community of the Central Valley and California.

Develop and maintain the Rehabilitation Counseling and Evaluation Center as a viable site for meaningful and practical experience for students in serving the needs of the community.

Approved by Advisory Board, 9/29/00

“The National Leader in Hands on Real World Rehabilitation”

THE MILESTONES OF YOUR PROGRESS TO GRADUATION

The completion of a master's degree in Rehabilitation Counseling involves ten major steps:

1. Admission to the University and Program
2. Achievement of Classified Standing-complete all prerequisites
3. Pass Counseling 250, 251 A & B, 257 & 258 with "B" or better
4. Passing the writing requirement (COUN 257 or COUN 258)
5. Advancement to Candidacy
6. Passing the Preliminary and Advanced Clinical Reviews
7. Satisfactory completion of 60 units of coursework including a 12 unit internship
8. Satisfactory completion of a Culminating Experience (Comprehensive Exam, Project, or Thesis)
9. Maintain a 3.0 GPA or above
10. Application for Graduation

PROBATION AND DISMISSAL

Student competency in the Program begins when the student is admitted to the Program, and continues until the Program is completed. It is the intent of the Rehabilitation Counseling faculty to monitor a student throughout the Program by way of the advisement plan and offering support and guidance when needed. In the event that a student is identified as not meeting expected academic and professional standards, the student may be placed upon probation, as outlined in the Educational Code. The faculty has the responsibility to notify a student who is not progressing well in the program and, if needed, placing a student on probation. At that time, the student meets with student's advisor, to discuss the student's future in the program. Further review may be undertaken by an ad hoc faculty committee or the faculty as a whole as needed. All students also need to pass both clinical reviews and maintain a 3.0 GPA or better in order to graduate. The program reserves the right to ask for dismissal of a student who is determined to be unsuited to be a Rehabilitation Counseling professional and will consider student appeals based upon University policy.

TO ACHIEVE CLASSIFIED STANDING

This step is very important because your approved master's degree program may include **only 10 units** earned prior to your achieving classified standing. This process verifies that all program prerequisites have been met.

Successfully complete the following prerequisites.

1. Complete the following prerequisites with a "C" or better.
 - A. Counseling 174-Introduction to Counseling or its equivalent;
 - B. Counseling 176-Counseling and Mental Health OR Psychology 166- Abnormal Psychology; and
 - C. ERF 153 OR approved equivalent

SATISFACTORY COMPLETION OF COUN 250, 251A & B, 257, & 258

Courses with “B” or better requirements.

The following courses need to be passed with a “B” or better:

Counseling 250
Counseling 257

Counseling 251 A & B
Counseling 258

WRITING REQUIREMENT

Passing Coun 257 or 258 with “B” or better meets the writing requirement.

SATISFACTORY COMPLETION OF CLINICAL REVIEWS

Rationale

A successful Rehabilitation Counselor must not only be able to meet academic standards but must be a person of sufficient character and temperament to be able to touch and influence people towards positive change and growth. To that end, the Program emphasizes the personal development of each student. Students will be assessed on ten rehabilitation counselor traits identified by the literature as critical traits for a rehabilitation counselor and given written feedback on their strengths and areas of deficit.

Policy

Students will undergo two clinical reviews. The Preliminary Clinical Review is done at the end of the first semester after completion of prerequisites and Coun 250 and 251 A or B. Failing to pass the Preliminary Clinical Review is indication that this program is not for you. You may have to rectify deficiencies or be asked to leave the Program.

The Advanced Clinical Review is conducted at the end of the semester prior to internship. Failing to pass this review could result in not being advanced to internship until deficiencies are corrected or in the student being asked to leave the Program.

The clinical reviews are conducted by all the faculty of the Program. Assessment consists of students being rated by faculty consensus on ten rehabilitation counselor traits using a scale of 1 to 5 (1 = very poor and 5 = outstanding). The student is not present at the reviews. Three types of outcome are possible with the clinical reviews – Pass, Fail or Deferred. An overall score of 3 or more is a pass and the student may proceed to the next stage of their program. An overall score of less than 3 is a fail and students may be stopped from proceeding or be asked to leave the Program. On occasion students may receive a deferred status if they have not met the conditions for review or to allow them more time to correct deficiencies.

Students may appeal faculty decision through their advisor. They are then required to meet with the faculty as a whole to discuss their review. If satisfaction is not achieved, the student may proceed to use appeal procedures established by the university.

The clinical reviews are for the express purposes of determining student suitability for the Program and the profession and to give students feedback and may only be used within the Program. They may not be shared with other students or with any person or agency outside the Program.

Copy of clinical review forms are in Appendix A.

ADVANCEMENT TO CANDIDACY

The advancement to candidacy is your contract with the university. Any changes to this contract must be made in writing through the program adjustment form available in Room 151. Completion of this step indicates that you have made up any deficiencies noted at the time you requested Classified Standing, and

further, that you have displayed the competencies and scholarship necessary for completing the Master's Degree Program in Rehabilitation Counseling.

1. Meet with your advisor regarding your eligibility. The following criteria must be met:
 - A. Achieved Classified Standing
 - B. Pass the Preliminary Clinical Reviews
 - C. Fulfilled the graduate writing requirement
 - D. Be at least within one semester of the completion of the program
2. Submit the Advancement to Candidacy form by the deadline date (6 weeks into the semester prior to your last semester). Deadlines will be posted at the Graduate Studies Office and in the semester deadlines you receive each semester.

SATISFACTORILY FULFILL REQUIREMENTS FOR INTERNSHIP

Sign up and complete a semester internship during your final semester. The internship is a replication of a full 40 hours a week job in an approved setting and under the supervision of a Certified Rehabilitation Counselor. The C.O.R.E requires 600 hours under the supervision of a Certified Rehabilitation Counselor in an approved setting. To ensure you get a paid internship, you are encouraged to apply for jobs during your 3rd semester. See Internship Manual.

THE CULMINATING EXPERIENCE

The student must complete any one of three Culminating Experience options. The Comprehensive Examination, the Project, or the Thesis. The student has the choice of experience. The decision must be made the semester after the "Petition of Advancement to Candidacy" form has been filed. Failure to successfully complete the chosen Culminating Experience will prevent graduation. A student **may not change** their choice of options after earning a SP (satisfactory progress) grade in any semester. The student can change the options prior to receiving an SP grade by filing a "Program Adjustment Request" with the Graduate Studies Office.

Program requirements comprise of 53 units including 12 units of internship. Therefore, the choice to do a thesis or a project can only apply to elective units and cannot exceed 6 or be less than 2 units. Generally, almost all students elect to do the comprehensive examination and are encouraged to do so especially since the comprehensive examination prepares you for the national certification examination.

COMPREHENSIVE EXAM

This examination, taken during the student's last semester of study, consists of a four hour written exam including multiple choice, true/false, fill in the blanks and four essay questions. The Comprehensive Examination includes both objective and subjective assessment items. It allows each student to demonstrate a knowledge of the material introduced in required program courses. If indicated, an oral examination will be given to allow for clarification of written answers. It is suggested that you be prepared in the following areas:

1. Vocational theories, vocational development, and job placement including private for profit and workers compensation systems. The examination is offered twice a semester. You will only have three opportunities to pass the examination. If you fail the examination or any portion thereof, you have only two opportunities to repeat. (COUN 220, 252, 257, 264, 268)
2. History legislation, philosophy, principles and ethics of rehabilitation. (COUN 250, 253, 260)
3. Counseling and case management theories and techniques. (COUN 174, 200, 257, 258, 264, 268, 269)
4. Medical, social, and psychological aspects of rehabilitation. (COUN 250, 251A, 251B, 253, 262)

5. Assessment (COUN 220 & 263)

The student should request to take the Comprehensive Examination through the faculty advisor, and sign up with the Program secretary.

THE PROJECT

The project is a significant undertaking of a pursuit appropriate to the profession of Rehabilitation Counseling. It must evidence originality and independent thinking, appropriate form and organization and a rationale. The project allows application of technical skills and knowledge with a practical emphasis.

The student must meet with their advisor to draft a project plan and regularly consult the project advisor. The project must be successfully completed prior to graduation. Sign up through your advisor.

THE THESIS

The thesis is a written product of the systematic study of a significant problem. The finished product must evidence originality, critical and independent thinking, appropriate organization and format, clarity of purpose, and accurate and thorough documentation. Often an oral defense of the thesis is required.

The thesis requires a three person thesis committee. A “Master’s Thesis (299) Committee Assignment” form must be filed with the Division of Graduate Studies at the time the student first signs up for thesis units. The committee consists of a chairperson and two members. The chairperson and one member must be from the Rehabilitation Counseling Program. The committee will meet to approve the thesis topic, bibliography and methodology. A time table with reasonable deadlines for completion will be developed with the student.

The Division of Graduate Studies provides the student with assistance through workshops, templates and typist lists. The thesis will be submitted to the Graduate Division in two stages. Signatures of all committee members are required for the first submission (Final Draft) and the last (Publication Copy). The first submission is reviewed by the Graduate Division and returned with a checklist noting problems. Within two weeks of the date of the completed review the corrected thesis must be resubmitted. Upon final approval, the student must provide the required copies of the thesis and pay fees. For complete guidelines on completing the Thesis, please refer to the KSOEHD web page, <http://education.csufresno.edu/> or <http://www.csufresno.edu/gradstudies/handbook/frm/thesiscomm.htm>

REHABILITATION COUNSELOR CERTIFICATION

Student’s with a Master’s Degree in Rehabilitation Counseling from California State University, Fresno are eligible for the national Certification Examination. Upon graduation, or during your last semester, you may submit your application to take the Certification in Rehabilitation Counseling examination. This is our professional identification. As legislation expands its impact on employment, it is becoming more and more a position requirement. We encourage you to become a Certified Rehabilitation Counselor. Application deadlines are June 15 for the October administration and December 15 for the April administration of the examination. Contact the Rehabilitation Counseling Program office for application forms.

CRCC website: www.crccertification.org
CRCC phone number (847) 394-2104

What are the content areas tested by the Certification Examination?

Rehabilitation philosophy, history and structure; medical and psychosocial aspects of disability; occupational information and the world of work; counseling theory and techniques; community organization and resources; placement processes and job development; the psychology of personal and vocational adjustment; evaluation and assessment; the ability to use research findings and professional publications.

The examination basically consists of practical situations which the examiner responds to in terms of the best next step.

For an excellent review of the exam see <http://luna.cas.usf.edu/~rasch/index.html>.

COMPLETE THE FINAL REQUIREMENTS

All requirements for the degree must be completed within a **five year period**, starting with the first semester during which you took your first course to be used on your Master's Degree program.

1. If you need to make a change in your approved program , be sure to secure approval on a Program Adjustment Petition from your advisor or Room 151.
2. Complete coursework listed on your approved program on time.
3. Prior to the deadline listed in the Schedule of Courses for the semester in which all requirements will be met, application for a Master's Degree to be granted should be filed in Room 151. A fee is required.
4. If participating in commencement ceremonies, order cap, gown and hood at the time specified in the instructions mailed to graduates.

Check with your advisor to be sure that your clearance for the master's degree has been sent to the Office of the Dean, Division of Graduate Studies and Research.

Graduation is the day you were working towards –ENJOY IT!

Requirements

The Master of Science degree prepares rehabilitation counselors for a wide variety of positions in public and private agencies, and private practice. A working knowledge of the behavioral sciences, social sciences and elementary statistics and a variety of fieldwork experiences is utilized as the foundation for academic study. Advancement to Candidacy in the program requires completion of basic courses (core) in the rehabilitation program. The degree program includes 60 units covering two years of full-time course work, including a full semester of internship.

<u>Required Courses</u>	<u>Units</u>
Core Courses (Basic Program)	32
Internship	12
Courses in supporting curriculum	9
Electives (approved by advisor)	<u>7</u>
	60 *

* Important: At least 48 of the 60 units must be in 200 series - graduate level courses.

BASIC PROGRAM - All classes required

COUN 250 - Seminar in Rehabilitation Counseling (3 units)

Seminar in fundamental concepts of rehabilitation counseling and vocational rehabilitation, including examination and analysis of historical, philosophical, organizational and functional principles. Community rehabilitation agency or orientation visits.

This course is a prerequisite for COUN 200, 201, 202, 206, 232, 257, 258, 260, 268, and 269. Completion, with a "B" or better, required.

COUN 251A -Medical Aspects of Disability (3 units)

Seminar in the treatment of disabling conditions including etiology, functional limitations, and vocational implications. Student presentation of case studies.

This course is a prerequisite for COUN 257, 258, 260, and 269. Completion, with a "B" or better, required for Classified Standing.

COUN 251B- Medical Aspects of Severe Disability (3 units)

Seminar on strategies to facilitate the vocational rehabilitation of persons with severe disabilities including: etiology, functional limitations, and vocational implications; principles of independent living; supported employment; client assistance programs; and rehabilitation engineering/technology. Student presentation of case studies.

This course is a prerequisite for COUN 257, 258, 260, 263, 268, and 269. Completion, with a "B" or better, required.

COUN 252 - Job Placement in the Rehabilitation Process (3 units)

An **experiential** seminar concerning the attitudes, skills, and abilities necessary to provide effective vocational and job placement services to persons with disabilities, including vocational diagnosis, job development, placement techniques, job analysis, affirmative action, and appropriate legislation. (2 seminar, 3 lab hours)

This is a course prerequisite for COUN 258, 268 and 269.

- COUN 253 - Psychological and Social Aspects of Disability (3 units)
Seminar in psychological and sociological effects of physical and mental disability and the dynamics of adjusting to disabling conditions. Student presentation of case studies.
- Prerequisite for COUN 258 and 269.
- COUN 257 - Case Practices in Rehabilitation Counseling (4 units)
Prerequisites: COUN 250, 251 A or B.
- Seminar in methods for facilitating client rehabilitation including interviewing, case recording, plan development, and ethical practices. Includes a field placement in a community rehabilitation agency and student case presentations. **Fulfills graduate writing requirement.** (2 class hours, 6 lab hours)
- Prerequisite for COUN 258 and 269.
Completion with a “B” or better required.
- COUN 258 - Rehabilitation Counseling Practicum (4 units, max. total 8)
Prerequisites: COUN 200, 250, 251 A or B, 252, 253, 257, 260.
- Clinical rehabilitation counseling experiences with clients who are disabled, supervised individual counseling sessions, analysis of the effect of disability on personal and vocational development, methods of facilitating vocational rehabilitation, observations, critiques, and report writing. Students must **carry** professional liability insurance. **Fulfills graduate writing requirements.** (2 seminar, 4 lab hours)
- Prerequisite** for COUN 269.
- COUN 260 - Current Professional Issues in Rehabilitation Counseling (3 units)
- Seminar on current professional issues in the field of rehabilitation counseling and vocational rehabilitation programs in the public and private sectors with emphasis on ethical standards, legal concepts, and professional development responsibilities.
- Prerequisite** for COUN 269
Completion with a “B” or better required.
- COUN 263 - Work Evaluation Procedures (3 units)
- Study of systems and procedures of assessment and work evaluation by public and private rehabilitation agencies to assess culturally diverse persons with disabilities. Includes principles of testing; test selection (including situational assessments and work samples), administration and interpretation, and report generation.
- COUN 268 - Job Placement Practicum (3 units)
Prerequisite: COUN 252.
- Supervised practical application of case management and job development, placement, retention and advancement principles. Students will carry a caseload of 3-8 clients working with them holistically to develop and implement individualized service plans with primary emphasis on vocational goals.
- COUN 269 - Internship in Rehabilitation Counseling (12 units)

Prerequisites: COUN 250, 251A, 251B, 252, 257, 258, 260, 263, 268, **and** the permission of the instructor.

Full time, supervised field placement in one of a variety of settings including case responsibilities. (*CR/NC grading only)

*** Only a maximum of 12 units can be CR/NC at the graduate level; therefore, no other classes may be taken as CR/NC.**

COURSES IN SUPPORTING CURRICULUM - Required courses

COUN 200 - Seminar in Counseling Techniques (3 units)

Prerequisites: COUN 174

Emphasis given to interviewing skills, philosophy, theory and methodology as applied to counseling. (2 seminar, 2 lab hours)

Prerequisite for COUN 258 and 269.

COUN 202 - Seminar in Group Counseling (3 units)

Prerequisites: COUN 174, COUN 200.

Theories and methods of interpersonal communication within groups, transfer of information, group leadership and membership, role perceptions, verbal and non-verbal interaction and group counseling. (2 seminar, 2 lab hours)

ERF 220 - Research in Education (3 units)

Prerequisites: 12 units of educational courses or equivalent and ERF 153.

Seminar in research methodology, identification of educational research problems, use of library resources, data gathering and processing, writing a research report, applied to elementary and secondary teaching, early childhood, reading, administration, counseling, special education, and related fields. (2 seminar, 2 lab hours)

PREFERRED ELECTIVES – select 7 units selected from the following or see approved electives below.

COUN 264 - Industrial Injured Worker (3 units)

Seminar in the provision of rehabilitation services to injured workers with an emphasis on the California Workers' Compensation Rehabilitation System, including: report writing, developing rehabilitation plans, use of community resources, vocational expert testimony, ethical considerations, and cost effectiveness.

COUN 262 - Assistive Technology (3 units)

Seminar in technology solutions for use with persons with disabilities. Topics to be covered will include high and low tech solutions, universal design, augmentative communications systems, computer programs, funding sources, needs assessment, who should prescribe assistive devices, and the rehabilitation counselor's role in their utilization.

COUN 280T - Rehabilitation of Substance Abusers (3 units)

Seminar in the provision of vocational rehabilitation services leading to employment for persons who abuse substances including: treatment approaches, relapse vs. traditional rehabilitation, dealing with counselor, employer and community attitudes, the development of job seeking skills, and the importance of follow-up.

COUN 280T- Enneagram- 1 unit

An experiential , comprehensive personality course. Includes discovery of own personality type and that of others. (Offered through Extended Education Dept)

COUN 280T -Miscellaneous (1 - 3 units)

From time to time there are other rehabilitation course offerings. These courses may be offered through the Extended Education Program, as well as the university. They must be taken for a letter grade.

COUN 290 - Independent Study (1- 3 units, max. 6) (*See Appendix B*)

Student initiated study, under faculty supervision, to pursue a particular topic offered in a course in more depth or to explore a new area of interest not touched on in a regular class. Format may include original or library research submitted in the form of a paper or an activity which includes submission of a paper summarizing and critiquing the experience.

APPROVED ELECTIVES- Select 7 units from the following or other courses approved by your advisor.

COUN 201 - Seminar in Multicultural Aspects of Counseling (3 units)

Prerequisite: COUN 174 or 250.

Cognitive and experiential study of social and psychological variables which influence the cross-cultural counseling relationship. Culturally relevant models of counseling theory and practice are explored. Current research methods and findings are presented.

COUN 232 - Psychopathology and the Diagnostic and Statistical Manual of Mental Disorders (3 units)

Prerequisite: COUN 174 or 250.

Analysis of psychopathology within the framework of the current DSM IV. Emphasis on integrating the etiology of the disorders with diagnosis, theory and treatment.

COUN 220 - Seminar in Career Development Theory (3 units)

Prerequisite: COUN 174.

Examination of career development theories and research for their implications in understanding career development generally and career counseling specifically. (2 seminar, 2 lab hours)

IMPORTANT: Before registering for any class, consult your graduate advisor.

FIELDWORK PROGRAMS

Your Rehabilitation Counseling Program has billed itself the “National Leader in Hands On Real World Rehabilitation Counseling.” Accordingly, one of the most important aspects of the Rehabilitation Counseling curriculum is the fieldwork experiences. This experience is important for several reasons:

1. Fieldwork gives students the opportunity to work in public and/or private agencies concerned with rehabilitation counseling.
2. Students gain experience in dealing with other professionals concerned with the rehabilitation.
3. Fieldwork allows students a chance to become familiar with community resources.

4. Fieldwork provides actual experience in working with clients.
5. Fieldwork challenges the students to examine their own style of counseling and rectify deficiencies.

The overall aim of the fieldwork program is to provide opportunities for the student to learn the responsibilities of a rehabilitation counselor through active participation in the rehabilitation process. Fieldwork assignments should sharpen the student's skills and provide a realistic understanding of the field of rehabilitation.

Four types of fieldwork experience are offered:

ORIENTATION VISITS

Several orientation visits to community agencies will be part of COUN 250 (Seminar in Rehabilitation Counseling). The purpose of these visits is to help students become acquainted with the various community agencies concerned with the rehabilitation process. During these visits, students will spend time with a rehabilitation counselor or other professional workers in the agency to acquaint themselves with the job duties of that person without becoming involved in specific duties. Students will also learn about services provided by the agency and its importance as a community resource.

Visits will be arranged throughout the course. Activities will include:

1. Observing the office layout, organization of the local office and the focus of the agency program.
2. Discussing the organizational structure of the agency, types of clients served, etc.
3. Observing normal office routine.
4. Accompanying agency personnel on field visits when possible.

Since it may not be possible for all of the students in the class to visit every agency, an opportunity will be given for students to share their experiences. An attempt will be made to integrate these experiences with the coursework.

SHORT-TERM PLACEMENT

In Counseling 252, students will spend 20-30 hours at an agency. The purpose of the short-term placements will be to involve students in job placement activities under supervision of a qualified agency person in conjunction with the faculty instructor of COUN 252.

PRACTICA

Three different practica are required in the program. Beginning with the third week of class, each student in COUN 257 (Case Practices in Rehabilitation Counseling) will spend 6 hours (usually two 3-hour periods) per week in one community agency for the semester.

Activities will include:

1. Assignment to a qualified agency person for supervision in conjunction with the faculty instructor of COUN 257.
2. Participation in case staffings, consultations with other professional personnel, and field visits.
3. Participation in other professional activities carried out by agency personnel.
4. Possible gradual assignment of three to six cases from the agency's case load.

In general, all activities will be related to the vocational rehabilitation process.

In addition, each student will work up a case they have been working with during the agency placement and present the case during a class session.

The Rehabilitation Counseling Practicum (COUN 258) provides students with real life counseling experiences. Students will be assigned a client and provide 1 hour of counseling per week in a laboratory setting on campus. Students will critique each others performance.

The Advanced Job Placement (COUN 268) -A unique course offered only in this program, it provides students with real life case management experiences. Students will carry a caseload of 3 to 8 clients.

INTERNSHIP

Consult the Internship manual for the description and requirements for participation in the internship program.

SUPERVISION

Supervised practice in rehabilitation counseling brings together, in a realistic setting, diverse kinds of client problems and helps students acquire proficiency and gain confidence in all aspects of rehabilitation counseling. It exists primarily to enhance the professional development of students.

Supervision of students will be the joint responsibility of the agency person to whom the student is assigned and the faculty advisor. Since the clients with whom students will be working are assigned to the agency person, and ultimately will be that person's responsibility, it is expected that most of the day-to-day supervision will be done by the agency person.

Agency responsibilities should include:

1. Assigning to the student a supervisor who has sufficient experience in service areas to help the student develop as a counselor.
2. Holding regularly scheduled supervisory conferences (one hour per week) with the student counselor.
3. Supervising day-to-day activities of the student.
4. Assigning cases appropriate to the level of competence of the student.
5. Meeting regularly with the faculty advisor to evaluate progress.
6. Completion of a competency evaluation form at the end of COUN 257.

Responsibilities of the faculty advisor will include:

1. Arranging meetings between the student and the agency person to whom he/she is assigned.
2. Providing the agency with information on the student, including strengths and weaknesses.
3. Conferring with the student and agency person on a regularly scheduled basis.
4. Meeting with the student and agency advisor in a final joint conference.

(Consult the Internship Manual for a description of supervisory responsibilities required for the Internship Program.)

FIELDWORK EVALUATION

The major purpose for the evaluation of students is:

1. to assess the students progress,
2. to assess strengths and weaknesses in the student's professional performance, and
3. to assess program strengths and weaknesses, as they are reflected in the student's performance.

Evaluation is a continuous process that should *be* directed toward *strengthening* the student personally and professionally. It should be with a student, not merely of a student. It should allow the student to evaluate the experience and its meaning for him/her.

While there will be no formal written evaluation for the Orientation Visits, students will make reports about their visits. If indicated, University faculty may contact the agency visited.

At the conclusion of the Short-term Placement, the student's agency supervisor will complete an "Evaluation of Student Performance in COUN 257 Field Placement" form. After completion of this form, an evaluation conference will be held involving the student, agency, supervisor and faculty supervisor.

LIABILITY INSURANCE

Prior to participating in COUN 258 (Rehabilitation Counseling Practicum), COUN 268 (Job Placement Practicum) or COUN 269 (Internship) the student must have liability insurance. It can be obtained through a professional membership, such as the National Rehabilitation Association. Further information can be obtained from your advisor or the faculty member teaching these classes.

COOPERATING COMMUNITY AGENCIES

The Fresno metropolitan area includes numerous agencies and facilities which offer excellent opportunities for both orientation visits and internship placements. The following is a partial list of community agencies which have cooperated in the past, or expressed interest and willingness to arrange orientation visits and/or provide internships in their facilities. The Rehabilitation Counseling Program at CALIFORNIA STATE UNIVERSITY, FRESNO is indebted to and appreciate their interest and cooperation.

Area VIII Board
Association for Retarded Citizens Inc. - Fresno Production Center
California State Department of Rehabilitation
Central California Regional Center for the Developmentally Disabled (CVRC)
CALIFORNIA STATE UNIVERSITY, FRESNO Disabled Students Program
Davis-Nagarian Counseling Associates
Deaf & Hard of Hearing Services
Disabled Students Programs & Services: Fresno City College, Reedley College &
College of the Sequoias
Fresno City College Workforce Development & Special Services (W.A.V.E) Program
Fresno County Mental Health Rehabilitation - Work Opportunity Center
Fresno County Mental Health Job Options
Kings Rehabilitation Center
Kingsview Psychiatric Hospital
Leon S. Peters Rehabilitation Center, Community Hospital, Fresno
Lighthouse for the Blind
Metropolitan Vocational Consultants
Reedley Community College
Rehabilitation Counseling Evaluation Center (RCEC)
Spirit of Women (Substance Abuse)
Third Floor (Substance Abuse)
Vocational Designs
Vocational Horizons
Vocational Management Services

New sites are constantly being developed. Students are encouraged to develop their own sites.

SUGGESTED COURSE SEQUENCE

BEGINNING IN FALL SEMESTER

Full Time
(with program prerequisites met)

<i><u>First Semester</u></i>	(Fall)	<u>Units</u>
COUN 200	Counseling Techniques	3 units
COUN 250	Seminar in Rehabilitation Counseling	3 units
COUN 251A	Medical Aspects of Disability	3 units
COUN 252	Job Placement in the Rehabilitation Process	3 units
COUN 253	Psychological and Social Aspects of Disability	<u>3 units</u>
TOTAL		15 Units
<i><u>Second Semester</u></i>	(Spring)	
COUN 257	Case Practices in Rehabilitation Counseling	4 units
COUN 260	Current Professional Issues	3 units
COUN 251B	Medical Aspects of Disability	3 units
COUN 263	Work Evaluation Procedures	3 units
ERF 220	Research in Education or ELECTIVE	<u>3 units</u>
TOTAL		16 Units
<i><u>Third Semester</u></i>	(Fall)	
COUN 202	Seminar in Group Counseling	3 units
COUN 258	Rehabilitation Counseling Practicum	4 units
COUN 268	Advanced Job Placement in Rehabilitation	3 units
ERF 220	ELECTIVE Selected Topics in Rehabilitation/Electives OR Research in Education	<u>6 units</u>
TOTAL		16 Units
<i><u>Fourth Semester</u></i>	(Spring)	
COUN 269	Internship in Rehabilitation Counseling	12 units
	ELECTIVE	<u>1 unit</u>
TOTAL		13 Units
GRAND TOTAL		60

Recommended electives-COUN 262, 264, 280T(Substance Abuse)

Approved electives-COUN 201, 232, 220

See your catalog or course descriptions page in this manual for full description of courses. Except for COUN 251, all courses offered after 4:00 p.m.

Courses may also be taken in summer to lighten your regular semester course load.

SUGGESTED COURSE SEQUENCE

BEGINNING IN *SPRING SEMESTER*

Full Time
(with program prerequisites met)

<u><i>First Semester</i></u>	(Spring)	<u>Units</u>
COUN 250	Seminar in Rehabilitation Counseling	3 units
COUN 251B	Medical Aspects of Disability	3 units
COUN 260	Current Professional Issues	3 units
COUN 263	Work Evaluation Procedures	3 units
COUN 200	Counseling Techniques	<u>3 units</u>
TOTAL		15 Units

<u><i>Second Semester</i></u>	(Fall)	
COUN 252	Job Placement in the Rehabilitation Process	3 units
COUN 251A	Medical Aspects of Disability	3 units
COUN 257	Case Practices in Rehabilitation Counseling	4 units
ERF 220	Research in Education OR ELECTIVE	3 units
COUN 253	Psychological & Social Aspects of Disability	<u>3 units</u>
TOTAL		16 Units

<u><i>Third Semester</i></u>	(Spring)	
COUN 202	Group Counseling	3 units
COUN 258	Rehabilitation Counseling Practicum	4 units
COUN 268	Advanced Job Placement in Rehabilitation ELECTIVES OR	3 units
ERF 220	Research in Education	<u>6 units</u>
TOTAL		16 Units

<u><i>Fourth Semester</i></u>	(Fall)	
COUN 269	Internship in Rehabilitation Counseling ELECTIVE	12 units <u>1 unit</u>
TOTAL		13 Units

Recommended electives-COUN 262, 264, 280T(Substance Abuse)

Approved electives-COUN 201, 232, 220

See your catalog or course descriptions page in this manual for full description of courses. Except for COUN 251, all courses offered after 4:00 p.m.

Courses may also be taken in summer to lighten your regular semester course load.

PROGRAM DESIGN CHECK LIST

	Semester/Year Taken/To Be Taken	Date completed	Grade
Prerequisites:			
COUN 174 or PSYCH 154	_____	_____	_____
COUN 176 or PSYCH 166	_____	_____	_____
ERF 153	_____	_____	_____
Core Program Courses (44 units)			
COUN 250	_____	_____	_____
COUN 251A	_____	_____	_____
COUN 251B	_____	_____	_____
COUN 252	_____	_____	_____
COUN 253	_____	_____	_____
COUN 257	_____	_____	_____
COUN 258	_____	_____	_____
COUN 260	_____	_____	_____
COUN 263	_____	_____	_____
COUN 268	_____	_____	_____
COUN 269	_____	_____	_____
Courses in Supporting Curriculum (9 units)			
COUN 200	_____	_____	_____
COUN 202	_____	_____	_____
ERF 220	_____	_____	_____
Electives (7 units approved by advisor)			
COUN _____	_____	_____	_____
COUN _____	_____	_____	_____
COUN _____	_____	_____	_____
COUN _____	_____	_____	_____
Name of advisor and date of first appointment	_____		_____
Date achieved Classified Standing			_____
Date applied for Advancement to Candidacy			_____
Date Advancement to Candidacy approved			_____
Choice of Culminating Experience (Exam, Project, Thesis)			_____
Date submitted Internship Placement Request			_____
Date completed Culminating Experience			_____
Date applied for Graduation			_____

DESIGN YOUR PROGRAM

Prerequisites must be completed before enrolling in courses. You can not take prerequisite coursework concurrently with the courses requiring the prerequisite. Be sure to check with your advisor before enrolling.

First Semester Fall/Spring/Summer 200__

<i>Course #</i>	<i>Title</i>	<i>Prerequisites</i>	<i># of units</i>

Second Semester Fall/Spring/Summer 200__

<i>Course #</i>	<i>Title</i>	<i>Prerequisites</i>	<i># of units</i>

Third Semester Fall/Spring/Summer 200__

<i>Course #</i>	<i>Title</i>	<i>Prerequisites</i>	<i># of units</i>

Fourth Semester

Fall/Spring/Summer 200__

<i>Course #</i>	<i>Title</i>	<i>Prerequisites</i>	<i># of units</i>

Fifth Semester

Fall/Spring/Summer 200__

<i>Course #</i>	<i>Title</i>	<i>Prerequisites</i>	<i># of units</i>

Sixth Semester

Fall/Spring/Summer 200_____

<i>Course #</i>	<i>Title</i>	<i>Prerequisites</i>	<i># of units</i>

MISCELLANEOUS MATTERS

FINANCIAL AID

Financial assistance for graduate students is available through many programs. California State University, Fresno has many scholarships and fellowships available. Information is most readily available at the Graduate Studies Office, the Financial Aid Office and the Scholarship office. The following information sources may prove helpful to students seeking financial aid:

Fast web-www.fastweb.com (An excellent resource).

CALIFORNIA STATE UNIVERSITY, FRESNO information website:
<http://studentaffairs.California State University, Fresnoesno.edu/financial aid>

DGS publication: Financial Assistance for the Graduate Student

Free Application for Federal Student Aid (FAFSA): available online and in the Financial Aid office (Joyal 296) or Scholarship office (Joyal 274)

The Division of Graduate Studies Financial Assistance for the Graduate Student source book, available at the Graduate Studies Office, Thomas Administration Building.

The Rehabilitation Counseling bulletin board

The Henry Madden Library Reference Room

Applications for most scholarships can be obtained through Financial Aide office in Joyal or the Graduate Studies office.

SCHOLARSHIPS & FELLOWSHIPS

California Graduate Equity Fellowship (GEF): These enable students from historically underrepresented backgrounds to pursue their master's degrees, up to \$4,500 per academic year for four semesters.

Fresno State Alumni Trust Council Scholarships: These are in various categories and majors, with awards from \$250 to \$1,250.

Institutional Scholarships: Approximately 100 scholarships are given, based on merit, ranging from \$100 to \$2,000 in various categories and majors.

Leon S. Peters Fellowship: Students must be nominated by their departments. This scholarship is in the amount of \$1,000 to one graduate student each year. It is in recognition of outstanding work and potential in making contributions in his/her chosen field.

Ronald E. McNair National Fellowships: This scholarship encourages students to pursue doctoral study. The program prepares students by acquainting them with advanced level research under a mentorship with a faculty member. Stipends are \$2,400, based on successful participation in the McNair Program.

President's Graduate Scholars Fellowship: Two \$3,500 merit-based awards are available each year with the possibility of recipients qualifying for a second year of the award.

Sally Cassanova Pre-Doctoral Fellowships: This program is designed to increase the pool of potential faculty by sponsoring the doctoral aspirations of students who have experienced economic and educational disadvantages. Each selected scholar works closely with a faculty sponsor. The award is for \$2,000 for the scholar and \$1,000 for the faculty sponsor.

State Graduate Fellowships: These are available to graduate students demonstrating intent to become a college faculty or university member. Awards are \$880 per year and based on GRE scores, GPA and consideration of disadvantageD background.

LOANS & GRANTS

Forgivable Loan Doctoral Incentive Program (FLP): This is designed to increase CSU faculty members who are minorities, women and disabled, in preparation for teaching careers in fields where they are underrepresented. Recipients may request up to \$10,000 per year, not to exceed \$30,000.

Perkins Loan: The Perkins is a need-based, low interest loan (5%), awarding up to \$4,000 per year to a maximum of \$30,000, to be repaid nine months after the student ceases attending school at least half-time.

Research Grants: Graduate Student Research Merit Awards in the amount of \$500 are available on a competitive basis. The merit and scholarship of the student's proposed project research is the major consideration for these grants.

Robert Stafford Student Loans: This is a subsidized program, based on need, offered in conjunction with the California Student Aid Commission through banks and lending institutions. The unsubsidized program is open to low, middle and higher income students who may not meet the need-based requirements of the subsidized program.

Short-term Loans: Students with unanticipated school-related expenses can find assistance with these loans.

Travel Grants: Graduate students who have been invited to present a paper or poster at a major professional association or society meeting are eligible for these awards.

TUITION WAIVERS

Nonresident Tuition Waivers: A select number of non-resident tuition waivers are available for outstanding graduate students who demonstrate the potential to make significant academic and professional contributions in their disciplines and the graduate program. Recipients are expected to work with the K-12 system in giving lectures/presentations.

College/School Tuition Waivers (Dean's Scholarship): One tuition waiver per year is given to each college/school to be used in recruiting new international students. The award waives fees for a total of 30 units for the year, and can be given to one student or split among several. Contact the International Program Office for further information.

New Student Tuition Waiver Scholarships: A limited number of awards are given to students showing excellent scholarship, leadership qualities, a willingness to represent their home country and school in public speaking events or in classrooms and meet the university admission requirements.

Applicants must be enrolled a regular university graduate students, full-time (9 units). These awards are available for the first year and for students who are new to the university.

Scholarships range from four units (\$984) to eight units (\$1,968) and is spread out over two semesters. Students must spend some volunteer time in campus offices. Additional information is available at the International Program Office.

APPENDIX A
REHABILITATION COUNSELING PROGRAM
CALIFORNIA STATE UNIVERSITY, FRESNO

PRELIMINARY CLINICAL REVIEW

Student Name _____ Date _____ **Pass / Fail / Deferred**

The following are criteria are deemed essential for a successful rehabilitation counselor. The following are your ratings on each of these qualities. 1=very poor, 3= meets standard and 5=outstanding. These ratings are designed to give you feedback on your strengths and what you should consider improving. Failure to pass this review could indicate unsuitability for this program and/or the rehabilitation profession. Review the Clinical Review Policy in your student manual and consult your advisor if you have questions. You must have a 3.0 or above average Counselor Traits Score to pass.

Academic Factors

Grade of "B" or better in Coun 250	Yes	No	Completed prerequisites	Yes	No
Grade of "B" or better in Coun 251	Yes	No	Completed writing req.	Yes	No

Rehabilitation Counselor Traits

Oral communication skills	1	2	3	4	5
Written communication skills	1	2	3	4	5
Warmth, caring and sensitivity to consumers	1	2	3	4	5
Emotional and personal stability	1	2	3	4	5
Sense of balance and sound judgement	1	2	3	4	5
Sense of personal integrity and proper professional ethics	1	2	3	4	5
Ability to work collaboratively with peers and other professionals	1	2	3	4	5
Dependable, reliable and able to follow through with commitments	1	2	3	4	5
Clear commitment to working with people with disabilities	1	2	3	4	5
Overall potential to become a successful rehabilitation counselor professional	1	2	3	4	5

Average Counselor Traits Score _____

Recommendation Action _____

Faculty Reviewers

Name _____
 Name _____

Signature _____
 Signature _____

Status Explanation

PASS: You have the potential to become a rehabilitation counselor.

DEFERRED : Indicates lack of sufficient data to determine if you have the potential for becoming a rehabilitation counselor. You will be reviewed again the following semester to see if you have made any improvements.

FAIL: Indicates poor potential to become a rehabilitation counselor. This is not a suitable career for you. You are encouraged to seek an alternate major and leave the program.

Appeal

You have a right to appeal this review. All appeals must be submitted in writing to the coordinator of the Program within 30 days of the date on this form. The faculty will review your appeal and respond in writing within 30 days of receipt of your appeal.

**REHABILITATION COUNSELING PROGRAM
CALIFORNIA STATE UNIVERSITY, FRESNO**

ADVANCED CLINICAL REVIEW

Student Name _____ Date _____ **Pass / Fail / Deferred**

The following criteria are deemed essential for a successful rehabilitation counselor. The following are your ratings on each of these qualities. 1=very poor, 3= meets standard and 5=outstanding. These ratings are designed to give you feedback on your strengths and what you should consider improving. Failure to pass this review indicates unsuitability for this program and/or the rehabilitation profession. Review the Clinical Review Policy in your student manual and consult your advisor if you have questions. You must have a 3.0 or above average Counselor Traits Score to pass. You must pass this review to graduate.

Academic Factors

Grade of "B" or better in Coun 257	Yes	No	Passed Preliminary Review	Yes	No
Grade of "B" or better in Coun 258	Yes	No			

Rehabilitation Counselor Traits

Oral communication skills	1	2	3	4	5
Written communication skills	1	2	3	4	5
Counseling skills	1	2	3	4	5
Warmth, caring and sensitivity to consumers	1	2	3	4	5
Emotional and personal stability	1	2	3	4	5
Sense of balance and sound judgement	1	2	3	4	5
Sense of personal integrity and proper professional ethics	1	2	3	4	5
Ability to work collaboratively with peers and other professionals	1	2	3	4	5
Clear commitment to working with people with disabilities	1	2	3	4	5
Overall potential to become a successful rehabilitation counselor professional	1	2	3	4	5

Average Counselor Traits Score _____

Recommendation Action _____

Faculty Reviewers

Name _____
Name _____

Signature _____
Signature _____

Status Explanation

- PASS:** You have the potential to become a rehabilitation counselor.
- DEFERRED :** Indicates lack of sufficient data to determine if you have the potential for becoming a rehabilitation counselor. You will be reviewed again the following semester to see if you have made any improvements.
- FAIL:** Indicates poor potential to become a rehabilitation counselor. This is not a suitable career for you. You are encouraged to seek an alternate major and leave the program.

Appeal

You have a right to appeal this review. All appeals must be submitted in writing to the coordinator of the Program within 30 days of the date on this form. The faculty will review your appeal and respond in writing within 30 days of receipt of your appeal.

APPENDIX B

POLICY ON INDEPENDENT STUDY COUN 290 INDEPENDENT STUDY GUIDELINES AND REQUIREMENTS

PURPOSE: The purpose of COUN 290 Independent Study is to allow the student to pursue a particular topic offered in a course in more depth or to explore a new area of interest not touched on in a class. Six units of independent study are allowed on a 60 unit masters degree. These units may be taken in one, two, or three unit segments.

TYPES: There are two types of independent study-original or library research submitted in the form of a paper; and an activity which includes submission of a paper summarizing the activity and critiquing the experience.

APPROVAL PROCESS: The student or the student in consultation with the instructor comes up with a topic of study. The student develops an outline of the proposed method for carrying out the independent study. This outline must be submitted to the instructor prior to the end of the second week of classes in the semester for approval. This does not mean that the outline and/or topic cannot be changed with the instructor's approval. However, outlines submitted for initial approval after the second week of instruction will result in the deduction of grade points from the final grade for the independent study.

LOGS AND TIME REQUIRED: One unit of independent study equates to at least fifteen hours of effort expended by the student in completing the study, while two units requires at least thirty hours, and three units at least forty-five hours. These hours include the research or activity as well as preparation of the paper reporting the study/activity. The student is required to submit a log of the hours spend doing the study/activity and preparing the paper at the time the paper is submitted for grading. The log will indicate each activity (i.e library research, interview, telephone survey, etc.) the student engages in while doing the study as well as the number of hours engaged in each activity. The total number of hours should add up to at least the number of hours required for the number of independent study units taken.

SUPERVISION: While the independent study is being carried out, the instructor will be available to the student for assistance, suggestions, and review during the semester. It is usually advisable to schedule an appointment with the instructor in advance so sufficient time can be given to the student.

FORMAT: The paper submitted presenting the research or activity should follow the American Psychological Association's Publication Manual (a copy can be purchases in the Kennel Bookstore on campus) in relation to format, referencing in the text, tables, list of references, etc. Grade points will be deducted from the final grade for papers not following APA's format. This format is the one required for publication in rehabilitation counseling journals.

DUE DATE: The paper reporting the independent study along with the log of hours the student spent carrying out the study/activity will be due in the instructor's office by 5:00 p.m. on the last day of class (the last day classes are officially held) of the semester in which the independent study is taken. Grade points will be deducted from the final grade for papers submitted after this date. Only in highly justified instances, with instructor approval, will this policy not be followed and an incomplete grade assigned. Incompletes must be made up within one year of the date grades are officially due for the semester in which the independent study is taken or the grade turns into an F. The student should keep a copy of the paper since the original will become the property of the Rehabilitation Counseling Program and be placed in the Program's Student Resource Library.

GRADING: Grades will be assigned by the instructor after reading the paper reporting the research or activity. If the activity is completed under the supervision of someone other than the instructor, the instructor will consult with that supervisor in regard to the student's performance and will consider that evaluation in assigning the final grade. In either case, the instructor will consider the content of the paper and its format in assigning a final grade.

A FINAL NOTE: The independent study offers the student an opportunity to deepen one's knowledge while being able to adapt the pursuit of that knowledge to one's schedule. However, most students respond better to the structure of a weekly class in getting assignments completed on time. Consequently, the student pursuing an independent study should be careful to allow time for the work and gage one's effort to avoid a last minute study resulting in a lesser grade.