REHABILITATION COUNSELING
The University of Tennessee

Program Manual
For rehabilitation counseling master’s degree students
Web Address: http://web.utk.edu/~edpsych/rehabilitation_counseling/

Program Area Coordinator:

Lisa Rimmell, MS, CRC, CI/CT
Department of Educational Psychology and Counseling
525 Bailey Education Complex
The University of Tennessee
Knoxville, TN 37996-3452
(865) 974-8045
lrimmell@utk.edu

This manual is available in alternate formats. Please call (865) 974-8145.
The University of Tennessee Rehabilitation Counseling Master of Science Degree Program is accredited by the Council on Rehabilitation Education, Inc.

The University of Tennessee is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA institution in the provision of its education and employment programs and services. All qualified applicants will receive equal consideration for employment without regard to race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, age, physical or mental disability, or covered veteran status.

In accordance with the requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, The University of Tennessee affirmatively states that it does not discriminate on the basis of race, sex, or disability in its education programs and activities, and this policy extends to employment by the University.

Inquiries and charges of violation of Title VI (race, color, national origin), Title IX (sex), Section 504 (disability), ADA (disability), Age Discrimination in Employment Act (age), sexual orientation, or veteran status should be directed to the Office of Equity and Diversity (OED), 1840 Melrose Avenue, Knoxville, TN 37996-3560, telephone (865) 974-2498 (V/TTY available) or 974-2440. Requests for accommodation of a disability should be directed to the ADA Coordinator at the Office of Equity and Diversity.
## Table of Contents

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Program Overview</td>
<td>4</td>
</tr>
<tr>
<td>II. Degree Options</td>
<td>5</td>
</tr>
<tr>
<td>III. Program Objectives</td>
<td>7</td>
</tr>
<tr>
<td>IV. Admissions</td>
<td>10</td>
</tr>
<tr>
<td>V. Faculty and Staff</td>
<td>12</td>
</tr>
<tr>
<td>VI. Graduate Curriculum</td>
<td>13</td>
</tr>
<tr>
<td>Deafness Focus</td>
<td>18</td>
</tr>
<tr>
<td>VII. Practicum and Internship</td>
<td>21</td>
</tr>
<tr>
<td>VIII. Student Retention, Review, Assistance, and Conduct</td>
<td>22</td>
</tr>
<tr>
<td>IX. Program Evaluation</td>
<td>25</td>
</tr>
<tr>
<td>X. Program Resources</td>
<td>28</td>
</tr>
<tr>
<td>XI. Contact Information</td>
<td>29</td>
</tr>
</tbody>
</table>

## Appendices

- Appendix A: Final Comprehensive Examination                        31
- Appendix B: Certified Rehabilitation Counselor Exam               33
- Appendix C: Course Planning and Advising Forms                    34
- Appendix D: Biannual Student Progress Review Form                 36
- Appendix E: Assignment of Academic Advisor                         37
I. Program Overview

The Rehabilitation Counseling (RC) Program at The University of Tennessee is administratively located in the Department of Educational Psychology and Counseling, College of Education, Health, and Human Sciences. The Department offers the Master of Science (MS) degree in Counseling with a concentration in Rehabilitation Counseling. The Department offers four Ph.D. majors, and several non-doctoral MS and Ed. S. majors/concentrations/programs. In addition, the Department is home to the Center for Literacy Studies (CLS), Korn Learning, Assessment, and Social Skills (KLASS) Center, and the Institute for Assessment and Evaluation (IAE). Finally, the Department and RC Program is affiliated with the UTK Center on Deafness that houses deafness-related non-degree programs, including the Orientation to Deafness Program, the Newborn Hearing Program, and the Postsecondary Education Programs Network—South. Moreover, the Department sponsors numerous research, training, and educational projects designed to address the unique needs of people who have disabilities.

Rehabilitation Counseling

The mission of The University of Tennessee Rehabilitation Counseling Program is to prepare willing, committed and competent clinicians who desire to provide high quality rehabilitation services to people who have disabilities.

Rehabilitation counseling is a process that facilitates the movement of a person with a disability toward optimal functioning in the three broad areas of living, learning and working, with particular regard for cultural and individual diversity. Clients/consumers of rehabilitation counselors and services usually range in age from late adolescence through adulthood and exhibit intellectual, emotional and/or physical impairments in functioning. Most clients experience substantial difficulty in obtaining or retaining employment and/or independence. Consequently, the usual goal of rehabilitation is the entry or return of the consumer to gainful employment, independence, and the fullest level of functioning in all areas of life. To live, learn and work at the highest possible level of independence is the goal of rehabilitation consumers and practitioners. In some situations, the objective of gainful employment may be a secondary consideration.
II. Degree Options

The Rehabilitation Counseling Program offers instruction via traditional residential delivery and distance delivery (for qualified applicants), as well as options for students interested in pursuing careers in Deafness Focus rehabilitation. Options are also available for students who wish to pursue coursework required for licensure as a professional counselor in the state of Tennessee. Descriptions of each of the program options follow:

General Rehabilitation Counseling – Residential Study

This option is intended for students who wish to work in general rehabilitation counseling positions in public, private-not-for-profit or proprietary rehabilitation settings. Students who are not employed at rehabilitation agencies or in closely related positions are required to complete degree requirements on campus at the University of Tennessee-Knoxville, with exceptions made for specific individual circumstances. Individuals who are not employed in such positions and who wish to complete the program entirely via distance education must receive approval in advance from program faculty.

Deafness Focus Rehabilitation – Residential Study

The Deafness Focus is for students interested in pursuing careers in rehabilitation counseling working with individuals who are deaf or hard of hearing. Students pursue the same curriculum as those in the general rehabilitation counseling track but are required to complete Orientation to Deafness (Offered by the UT Center on Deafness) prior to entry into the program. Students must demonstrate American Sign Language (ASL) skills at an intermediate level or above on the Sign Language Proficiency Inventory (SLPI) prior to graduation. Finally, all external assignments for rehabilitation courses and all field experiences (Practicum and Internship) must be in an agency delivering services to individuals who are deaf or hard-of-hearing and/or relate directly to subject matter relevant to individuals who are deaf or hard-of-hearing. Students are required to complete degree requirements on campus at the University of Tennessee-Knoxville, with exceptions made for specific individual circumstances.

Distance Education – General Rehabilitation or Deafness Focus

Distance Education is available for students who are employed as rehabilitation counselors or in closely related occupations but do not possess the Master's degree. Distance Education courses are delivered through the Saba Centra software system (see http://anywhere.tennessee.edu/de/tech/ for more information). The degree program requires two years of mixed full and part-time study, and cohorts are admitted during even-numbered calendar years with studies beginning in the fall of even-numbered calendar years. Students pursuing the degree through distance education will be required to come to the Knoxville campus for one week during the first summer of their studies for direct instruction in individual and group counseling skills.
Psychosocial Rehabilitation Option

Students pursuing coursework through residential study have the option of pursuing coursework required to participate in counselor certification and licensure in the state of Tennessee. (This option is not available to Distance Education students). Students who wish to pursue this option should be aware of the other requirements of counselor certification and licensure, and also be aware that these requirements vary from state to state. Currently, work toward licensure in the state of Tennessee includes 12 additional hours of specific coursework outside of the RC curriculum, an additional supervised internship, passing scores on the NBCC exam, and post-graduate supervised clinical experiences. Students interested in this option should also be aware that The UT Rehabilitation Counseling Program is not a preparatory program for mental health counseling. For more information on counselor certification go to: www.nbcc.org. For information regarding counselor licensure in the state of Tennessee see http://health.state.tn.us/Boards/PC_MFT&CPT/.

FOR SPECIFIC COURSE SEQUENCES AND REQUIREMENTS

PLEASE SEE SECTION VI OF THIS MANUAL
III. UT RC Program Objectives:

1. Provide students with a sound, basic education in rehabilitation, including but not limited to study of the history and philosophy of rehabilitation and legislation affecting persons with disabilities; the organizational structure of the Federal-State vocational rehabilitation system, including public and private service delivery; counseling theories and practice; the case management process including consumer development, service coordination, referral to and utilization of other disciplines, and work adjustment; theories, methods and practice of career development, vocational assessment and evaluation; medical aspects of disabilities and the functional capacities of individuals with disabilities; psychological aspects of disabilities including the personal, social and cultural impact of disabilities; and occupational information and labor market trends.

2. Provide for developing in students the desire for lifelong learning, incorporating the habit of updating personal skills and professionalism.

3. Provide for developing a student’s personal commitment to assist individuals with disabilities in using their own resources and opportunities to meet developmental, occupational, and educational needs.

4. Provide students opportunities to and models that nourish commitment to individual human values.

5. Provide opportunities for students to exercise skills and competencies on a high ethical level and with personal integrity.

6. Provide students continual opportunities to use critical thinking skills and a questioning and exploratory attitude.

7. Contribute to the development of practitioners, educators, and researchers through the academic program of instruction and clinical training with an overall goal of improving rehabilitation practice and professional application.

8. Provide for the development of personnel committed to the field of rehabilitation who can provide effective services to individuals with disabilities, including those with significant or multiple disabilities.

9. Advance knowledge in the field of rehabilitation through research and application of demonstrated findings.
Skills Required

Rehabilitation counselors must be able to perform efficiently and effectively in a wide range of functional settings, and work with: individuals with disabilities who need assistance; physicians, teachers, job service counselors and other valuable human resources who can help facilitate an individual’s rehabilitation program; and representatives from education, business and industry who can provide necessary training, work adjustment and job opportunities for the client/consumer. The rehabilitation counselor works with people throughout the rehabilitation process and must be able to empathize accurately with clients in understanding themselves and their place in the world of work and their place in it. The counselor must accurately understand the consumer’s individual and cultural diversity. The counselor must be a vocational expert and function effectively as an independent agent and as a multidisciplinary team member in planning and negotiating for client services. The counselor must relate an individual’s evaluation data to specific occupational requirements and negotiate for training, work adjustment and/or jobs needed for satisfactory employment.

Training Philosophy

The RC Program prepares professional counselors for effective practice in public and private rehabilitation service provision. Faculty awareness of the competencies required for successful counselor performance is evident in all academic courses, practica and internships. To begin, an experiential model of systematic relations training and interviewing is introduced to the students in the first fall semester. Students are motivated and encouraged to earn high ratings on the core dimensions of helping, and realize that ‘real clients’ are assigned only after therapeutic counseling skills and understating of the diversity of the individual are demonstrated in the laboratory. Practicum clients are selected on the basis of their need for problem resolution through counseling.

However, occasionally practicum clients need services beyond the current repertoire or skill level of their student counselors. Such services may include vocational exploration, vocational assessment, program development, facilitation of psychological adjustment, and/or job placement. When the need for services beyond counseling occurs, practicum supervision must integrate tutorial training for the new task and the frequency of supervisory sessions increases. Formal courses (including practica) in these and other skill areas are included in RC curriculum at which time students are provided more comprehensive instruction on history, legal issues, rationale and methodology for service delivery. For example, by the time students enroll in the job placement course in the third and last semester before internship, most students will have already performed one or more job analyses and may have had experience meeting and negotiating with employers. In brief, by the time students enter their internship, they will have begun skill development in diagnostic interviewing; functional assessment; vocational assessment; vocational counseling; rehabilitation programming; identifying, developing and utilizing community resources; and performing job placement activities. The one semester internship during the last semester of the program provides the student with an opportunity to further develop skills; experience case and caseload management functions; become better acquainted with agency practices and resources; and specialize in counseling consumers with a particular disability or within a unique setting, if desired.
Upon completion of the internship, the new rehabilitation counselor will possess considerable skill, expertise, knowledge and professionalism to offer services to rehabilitation agencies, consumers, and the community at large.

The Work Place

The majority of rehabilitation counselors work in the Federal-State Vocational Rehabilitation Program with ‘all-disability’ caseloads in urban or rural settings. Rehabilitation counselors in the Federal-State Vocational Rehabilitation (VR) Program also may be assigned to general hospitals, comprehensive rehabilitation centers, correctional institutions, or specialized hospitals or centers for treatment and rehabilitation of people who are blind, deaf, have addictions, intellectual or psychiatric disabilities. The RC Program at the University of Tennessee offers an optional deafness focus area that enables individuals with sign language skills to work specifically with clients who are deaf or hard of hearing in a variety of settings.

In the private sector, rehabilitation counselors are employed directly by hospitals, rehabilitation/treatment centers, schools, insurance companies, and business and industry for case management and related disability management functions.
IV. Admissions

The UT RC Program follows University of Tennessee Graduate School policies for admission and retention.

No specific undergraduate major is required for the RC Program, although most students have undergraduate degrees in psychology, human services, or audiology and speech pathology. The **minimum** requirements for admission to the RC Program are:

- **(1)** Admission to the Graduate School at the University of Tennessee. Call (865) 974-3251 for the current Graduate Catalog, download the catalog from http://graduateadmissions.utk.edu/ or write to: Graduate Admissions and Records, 201 Student Services Building, Knoxville, TN 37996.

- **(2)** Bachelor's degree with 2.7 grade point average (GPA) overall, or 3.0 during the senior year, on a 4-point scale.

- **(3)** Educational Psychology and Counseling Department application. Your Graduate School online application will be routed to the appropriate site.

- **(4)** Application for Admission to the RC Program. Your Graduate School online application will route you to the appropriate site. However, you may download one at: http://web.utk.edu/%7Eedpsych/rehabilitation_counseling/

The application requires three Graduate School Rating Forms and a writing sample. **Applications to the RC Program will be accepted at any time, but will only be reviewed twice per year (November and May).** A complete application to the Graduate School is included in the Graduate Catalog and may be found online. A complete application to the RC Program includes: (1) application for Admission to the Rehabilitation Counseling Program; (2) application for admission to the Educational Psychology and Counseling Department; (3) three Graduate Rating Forms completed by professors, instructors, employers, and/or supervisors http://graduateadmissions.utk.edu/forms/ratingform.pdf; (4) transcripts from previously-attended colleges and universities; and (5) evidence of ability to conduct library research and prepare a written report. Papers written as previous course requirements or a paper prepared as part of an application would be appropriate.

When the student is admitted to the Graduate School and the completed RC application is received, an interview will be scheduled with the RC Program Admission’s Committee. Following the interview, the applicant may be required to respond in writing to questions that were raised at the time of the interview. The applicant usually will be informed of the Committee’s decision within 30 days of the interview. **Qualified** students chosen for the program will be admitted until all places in the program are filled on a first applicant-first admitted basis.
Deadline for application to the program is October 1 and May 1 (April 15 for students interested in pursuing the Deafness Focus option) with exceptions. *All students, whether full or part-time, and regardless of degree option or delivery method, will begin studies in the fall semester.*
V. Faculty and Staff

**Lisa Rimmell, MS, CRC, CI/CT** is co-coordinator/clinical instructor of the Rehabilitation Counseling Program at the University of Tennessee. She is a certified ASL interpreter and Certified Rehabilitation Counselor with close to 20 years experience in the rehabilitation/deafness fields. She is a graduate of the Rehabilitation Counseling deafness focus program at the University of Tennessee.

**Dr. Patrick Dunn, CRC** is an associate professor in the Rehabilitation Counseling Program at the University of Tennessee. He received his doctorate in Rehabilitation Services from the Ohio State University in 1998, and holds master's degrees in rehabilitation counseling and vocational evaluation.

**Dr. Amy L. Skinner LPC-MHSP, CRC, NCC** is associate professor in the Rehabilitation Counseling Program at the University of Tennessee. She received her doctorate in Counselor Education and her Master of Science degree in Rehabilitation Counseling from Mississippi State University. She is a Certified Rehabilitation Counselor, a National Certified Counselor, and a Licensed Professional Counselor-Mental Health Service Provider, State of Tennessee.

---

**Adjunct Faculty**

**Dr. R. Steve McCallum, Ph.D., Licensed Psychologist,** is Professor and Head of the Department of Educational Psychology and Counseling. Dr. McCallum serves as co-coordinator of the RC Program.

**Dr. S. Wayne Mulkey, Ph.D., CRC** is a retired Research Professor and former Director of the Regional Rehabilitation Research and Training Center (RCEP) at the University of Tennessee.

**Dr. Laura Payne, Ph.D., CRC** is Area Director of Joni and Friends, Knoxville, TN., and a graduate of the University of Tennessee.
VI. Graduate Curriculum

Overview

The University of Tennessee graduate program in Rehabilitation Counseling is designed to prepare students for a professional career as clinicians in the field of rehabilitation. To equip students with the background essential to effective functioning as professional clinicians, the Master of Science Degree Program in Rehabilitation Counseling is service-oriented and includes practicum and internship experiences.

To complete the master’s degree program in Rehabilitation Counseling students must earn a minimum of forty-eight (48) semester hours of graduate credit, including a research course, and a research or service learning project.

Philosophy

The University of Tennessee RC Program has adopted the findings, purpose and policy of Title I of the Rehabilitation Act of 1973 (as amended) as guiding principles for practice and course work goals. The principles include:

1. Individuals with disabilities, including persons with significant disabilities, are generally presumed to be capable of engaging in gainful employment.

2. Individuals with disabilities must be provided opportunities to obtain gainful employment in integrated settings.

3. Individuals must be active participants in their own rehabilitation program, including making meaningful and informed choices about the selection of their vocational goals, objectives and services.

4. Families and natural supports can play an important role in the success of an individual’s vocational program.

5. Qualified rehabilitation personnel can facilitate the employment and/or independence goals of the individual with a disability.

6. Individuals with disabilities and their advocates are to be full partners in the rehabilitation program and be involved in a meaningful manner in policy development and implementation.

These principles guide the RC Program faculty in developing and presenting course work. The spirit of these principles permeates the content and process of education and helps to develop in students the attitude, skill and responsibility for empowering individuals with disabilities to maximize every personal and community resource as necessary to pursue appropriate careers and to otherwise actualize their potential, appreciate their unique cultural identities, and know lives of fullness and excitement. Program faculty believe that this goal is accomplished by demonstrating and applying these same principles as they
tutor, guide and nurture the students through every aspect of course work, research, practica, internship and the job hunt.

The Curriculum

The RC Program curriculum is a dynamic response to Rehabilitation Services Association (RSA) and State Agency programmatic initiatives and is informed and guided by recommendations by graduates, the Council on Rehabilitation Education (CORE) and employers of graduates. Only through careful evaluations and planning have faculty been able to maintain a residential two-year program, given the need to increase knowledge and skill demands of graduates. Courses have been added to the program and some have been deleted, with content incorporated in other courses and presented more comprehensively. Consequently, each course is revised every year based on input from students, faculty, graduates, intern supervisors, CORE, employers of graduates, consumer groups, consumers and RSA programmatic initiatives.

Course work is sequential and integrated, which facilitates the timely acquisition of knowledge and skills, as well as practice. With occasional exceptions for Distance Education needs, RC academic courses are taught once per year. Internship class is offered each semester.
General Rehabilitation Counseling Curriculum—Residential Study

Fall Semester 1

RHCO 538 Current Issues in Rehabilitation Counseling
RHCO 530 Orientation to Rehabilitation (3 hours)
COUN 551 Theory and Practice of Counseling (3)
RHCO 537 Vocational Evaluation (3) OR COUN 525 Tests and Measurements
RHCO 545 The Rehabilitation Interview (3) OR COUN 480 Counseling Skills

Spring Semester

RHCO 532 Caseload Management in Rehabilitation (3)
RHCO 547 Practicum in Rehabilitation (3)
RHCO 544 Cognitive Disabilities, Rehabilitation and Employment (3)
COUN 554 Group Dynamics and Methods (3)
RHCO 543 Physical Disabilities, Rehabilitation and Employment (3)

Summer Term

RHCO 533 Job Analysis, Development and Placement (3)
COUN 552 Career Development: Vocational Theory, Research and Practice (3)

--or--

EDHH 509 Vocational Guidance and Career Planning with Hearing Impaired (Deafness Focus students only)

RHCO 541 Psychosocial and Multicultural Aspects of Disability (3)
EP 582 Educational Research Fundamentals (3)

Fall Semester 2

RHCO 549 Internship in Rehabilitation (6) (Second year residential students only).
General Rehabilitation Counseling Curriculum—Distance Education Study

Even Year Fall I (6 hours)

RHCO 530  Orientation to Rehabilitation
COUN 551  Theory and Practice of Counseling

Odd Year Spring (6 hours)

RHCO 532  Caseload Management
RHCO 537  Vocational Evaluation  OR COUN 525 Tests and Measurements

Odd Year Summer (12 hours)

COUN 554  Group Dynamics and Methods ¹
RHCO 545  The Rehabilitation Interview ¹
EPY 582  Educational Research Fundamentals
RHCO 533  Job Analysis, Development and Placement

Odd Year Fall (6 hours)

RHCO 538  Current Issues in Rehabilitation Counseling
RHCO 547  Practicum in Rehabilitation Counseling ²

Even Year Spring (9 hours)

RHCO 542  Physical Disabilities
RHCO 544  Cognitive Disabilities
RHCO 549  Internship in Rehabilitation Counseling (3 hrs) ³

Even Year Summer (9 hours)

RHCO 541  Psychosocial and Multicultural Aspects of Rehabilitation
COUN 552  Career Development: Vocational Theory, Research and Practice
--Or--
EDHH 509  Vocational Guidance and Career Planning with Hearing Impaired
(Deafness Focus students only)
RHCO 549  Internship in Rehabilitation Counseling (3 hours) ⁴

(See following page for footnotes)
Notes – Distance Education Curriculum

1 – Requires attendance for one week at UT Knoxville campus for direct skill instruction.

2 – Requires 100 clock hours of field experience. Individuals already employed as rehabilitation counselors may complete the practicum in an accelerated manner, to be determined by the university faculty practicum supervisor. However, these students must demonstrate “new learning” by devoting 25% of practicum hours to a special project, a different client population than required in their regular position, or through other means approved by the faculty practicum supervisor.

3 – Practicum hours must be completed prior to commencing the 600-hour Internship. The rules for use of current employment as internship also apply to Internship hours. The goal for students beginning practicum in the spring semester is 300 clock hours by the end of the semester.

4 – Summer Internship hours cannot commence until the beginning of the summer term. The remainder of internship hours must be completed during the summer term. Students who do not complete 600 internship hours by the end of summer term will be assigned an incomplete (I) and must complete the internship prior to the end of the following fall semester (approximately December 10) and, and can then graduate in December.
REHABILITATION COUNSELING: DEAFNESS FOCUS OPTION

The deafness focus option in rehabilitation counseling is intended for those persons who wish to serve individuals who are deaf and/or hard of hearing. Preparing to serve individuals from this population as a rehabilitation counselor requires that the student demonstrate proficiencies and participate in activities in addition to and different from those of students pursuing the traditional rehabilitation counseling degree. Students may pursue the deafness focus either through the residential program or through distance education.

Students pursue the same course of study as students in the general rehabilitation track or the general rehabilitation distance education track. EDHH 509 (Vocational Guidance and Career Planning with Hearing Impaired) may be substituted for COUN 552, depending on course availability. The following is a list of the additional requirements for students who are entering the deafness focus option at the University of Tennessee:

1. Completion of the Orientation to Deafness (OTD) program offered through the Center on Deafness at the University of Tennessee: The OTD program is offered in the summer term as a non-credit immersion experience for persons whose professional duties or academic focus require interaction with the deaf community. OTD MUST be completed prior to admission to the deafness focus. Students who have completed similar programs at other universities or institutes may request that this experience be substituted for the UT OTD program. For more information on OTD, contact the UT Center on Deafness at (865) 974-0607.

2. Demonstration of American Sign Language (ASL) Skill at the Intermediate Level or Above on the Sign Language Proficiency Inventory (SLPI). The SLPI may be taken at any time prior to graduation at the UT Knoxville campus, and is administered by Center on Deafness personnel. Contact the Center on Deafness for more information.

3. Field Experiences and External Assignments must relate to service to individuals with deafness or hearing impairment. Practicum and Internship must be completed by the student working with a deaf or hard-of-hearing population in a rehabilitation counseling setting. In addition, all external assignments for rehabilitation courses must relate to subject matter relevant to individuals who are deaf or hard-of-hearing.
Brief Course Descriptions

(Please see current Graduate Catalog for detailed course descriptions)

RCHO 530 Orientation to Rehabilitation outlines history, philosophy, legal and economic bases, current issues and practices in public and private rehabilitation programs.

RCHO 532 Caseload Management in Rehabilitation focuses on practices common to State VR Agency rehabilitation counselor functions. This course involves State Agency caseload management simulations.

RCHO 533 Job Analysis, Development and Placement introduces students to processes of employment readiness, perform job analyses, and practice job placement and marketing strategies with local personnel managers.

RCHO 537 Vocational Evaluation provides students with opportunities to learn about computer-assisted vocational assessments and evaluations by conducting actual assessments at local rehabilitation agencies. Job analyses are performed in industry as a means of learning about occupational requirements and essential functions and the person-job matching process. Students learn to perform functional assessments, determine eligibility, and prepare Individual Plans for Employment (IPE).

RCHO 538 Current Issues in Rehabilitation Counseling discusses fundamental topics in rehabilitation including assistive technology, ethics, professional issues, and emerging topics in the rehabilitation field.

RCHO 541 Psychosocial and Multicultural Aspects of Disability examines issues related to adjustment and psychological reaction to disability of individuals with disabilities and society at large. The course also includes information on multicultural counseling techniques and multicultural perspectives of disability.

RCHO 543 Physical Disabilities, Rehabilitation and Employment is an examination of physical disabilities; their effect upon individuals’ abilities to live, learn and work; and treatment and rehabilitation strategies.

RCHO 544 Cognitive Disabilities, Rehabilitation and Employment examines mental illness, developmental disabilities, effects of brain trauma, and substance abuse; their effect upon individuals’ abilities to live, learn and work; and treatment and rehabilitation strategies. The Diagnostic and Statistical Manual of Mental Disorders (DSM) is discussed in detail as a part of this course.

RCHO 545 The Rehabilitation Interview introduces and allows students to practice basic counseling skills and demonstrate minimum levels of empathy and other dimensions of helping.

*RCHO 547 Practicum in Rehabilitation is taught concurrently with RCHO 532. Each counselor carries a ‘live caseload’ of three (3) rehabilitation consumers/clients for fifteen (15) weeks. See the Faculty Practicum Supervisor for a copy of the current Practicum Manual.
**RCHO 549 Internship in Rehabilitation** provides the pre-professional student with opportunities to work in the field of rehabilitation. This is a full-time clinical experience of supervised practice for second year students. See the Faculty Internship Supervisor for a copy of the current Internship Manual.

**COUN 480 Skills for Counseling.** An introduction to basic helping skills necessary to the preparation of counselors, teachers and others involved in human service delivery.

**COUN 551 Theory and Practice of Counseling** explores the philosophical basis for helping relationships, the development of counselor and client self-awareness, and counseling theories and techniques.

**COUN 552 Career Development: Vocational Theory, Research and Practice** examines theories of vocational development, vocational interest, career choice, and career life planning.

**COUN 554 Group Dynamics and Methods** explores: theory and types of groups; descriptions of group practices; methods, facilitative skills and dynamics of group work; and supervision of leadership skills.

**EPY 550 Applied Statistical Concepts** Consumer-oriented, conceptual treatment of statistics, research design, and quantitative basis of testing.

**EPY 582 Educational Research Fundamentals** Fundamentals of research methodology applicable to curriculum, instruction, and other areas of educational inquiry. Critical reading of research and development of skills needed for proposal development.

**EDHH 509 Vocational Guidance and Career Planning with Hearing Impaired** Utilization of psychological, educational, social and vocational diagnostic materials and resources appropriate for hearing impaired persons to provide guidance in career decisions and individualized rehabilitation plans.
VII. Practicum and Internship

Practicum and Internship—General Guidelines

Practicum: Students interview both consumers and counselors during RCHO 530 and have additional contact with individuals who have significant or multiple disabilities and their families during RCHO 592 and RCHO 537. However, more intensive involvement with clients takes place during the practicum. The 15-week 150-hour Practicum in Rehabilitation (RCHO 547) allows students contact with individuals with disabilities and involvement in all phases of the consumer’s rehabilitation service process. Students complete their practicum experience with vocational rehabilitation consumers at one of the local State VR agency offices; Goodwill Industries, Inc; the Helen Ross McNabb Center, Inc.; Midway Rehabilitation Center; University of Tennessee Medical Center or any other rehabilitation center/program that serves consumers of the Tennessee Division of Rehabilitation Services. Please see the Practicum Manual for more information.

Students taking RCHO 547 in the spring semester should have their practicum site secured by December 1 of the preceding semester. This allows the agency of choice adequate time to prepare to provide the student with a complete learning experience.

Internship: During the full-time students’ final semester, they are involved in a 600-hour internship (RCHO 549) providing vocational services to individuals who have disabilities. Students in part-time Distance Education study may complete their Internship over two semesters, at 300 hours each. The internship is closely supervised and monitored and is a critical component of the RC Program. Student internships are usually completed at the State VR agency in Knoxville, although offices in east and middle Tennessee also are utilized. In addition to the internship’s importance as an educational experience in every aspect of the vocational rehabilitation process, the student is guided by knowledge from philosophy, ethics, and moral development and focuses on providing services with integrity, honesty, and commitment. The totality of the experience can have a lasting effect upon the student and be very influential regarding choice of work sites as well as subsequent employment opportunities and retention. An Internship Manual is available for students for more information. Students enrolling in RCHO 549 in the fall semester should have their internship site secured by July 15 of each year. Students enrolling in RCHO 549 in the spring semester should have their internship site secured by November 30 of each year. This allows the agency of choice adequate time to prepare to provide the student with a complete learning experience.
VIII. Student Retention, Review, Assistance and Conduct

Assistance for students who have disabilities is available from the Office of Disability Services – call (865) 974-6087. This office provides assistance to students with documented disabilities as necessary for reading, writing, communicating, processing information, and accessing housing, transportation, parking, classrooms, technology and more.

The UT RC Program follows University of Tennessee Graduate School policies for admission and retention.

Students may remain in the RC Program as long as they maintain a 3.0 overall GPA and demonstrate fitness for the degree and profession. Progress of students is evaluated on a continuing basis and noted deficits are addressed by the student, instructor of the course of concern, and the student’s Academic Advisor. Further, faculty review the progress of students at the close of each term, with special attention at the close of the first semester of the student’s program to check for adjustment difficulties and to evaluate the student’s potential for successfully pursuing a career in rehabilitation counseling. Students who fail to meet satisfactory grade and adjustment requirements will meet with the faculty to resolve the issue. If it is determined that rehabilitation counseling is not an appropriate career choice, the student will be advised to seek an alternative educational and/or occupational objective.

Students who self-terminate their educational program may be granted approval by faculty at a later time to re-enter. Students who self-terminate for any reason and later desire re-entry to the Program must advise the Program Coordinator of this in writing before the start of the semester in which they hope to re-enroll. If the student self-terminates due to a medical/disability condition and desires re-entry into the Program, he/she also must contact the Office of Disability Services, which will assist in determining if the student’s learning needs can be satisfactorily met.

Biannual Student Reviews

The performance of all students is reviewed by program faculty at the end of fall and spring semesters. Students whose performance has been deemed exemplary will receive a letter of commendation from faculty specifying those areas in which the student has demonstrated excellence in their performance. Students whose performance has been deemed unsatisfactory in an area will receive a letter of concern and will be counseled by their advisor and a plan for improvement will be developed. If, in the judgment of program faculty, the student’s performance does not improve by the time of the next review, the student may be dismissed from the program.
Student Conduct

The UT RC Program follows the University of Tennessee’s policies on both Academic and General Standards of Conduct, as outlined in *Hilltopics* – the University of Tennessee Student Handbook. These are available from the Office of the Dean of Students, 413 Student Services Bldg., Knoxville, TN 37996-0248, (865) 974-3179 or at the following web address: [http://dos.utk.edu/hilltopics/](http://dos.utk.edu/hilltopics/).

In addition, students in the RC Program are expected to be aware of and follow the Commission on Rehabilitation Counselor Certification’s (CRCC) Code of Professional Ethics for Rehabilitation Counselors available at: [www.crccertification.com](http://www.crccertification.com).

Any student admitted to the UT RC Program who engages in any of the following behaviors may be dismissed from the RC Program immediately, allowing for due process as outlined in *Hilltopics* student handbook:

- dishonesty in misrepresenting any skills, grades, or references earned in the past or present;
- breaking one (1) or more Academic or General Standards of Conduct as defined in *Hilltopics*;
- plagiarism, as defined in the University of Tennessee Graduate Catalog;
- unethical behaviors as defined in the Commission on Rehabilitation Counselor Certification’s (CRCC) Code of Professional Ethics for Rehabilitation Counselors.

Appeals

Ideally, grievances should be addressed at the departmental level, through the student’s advisor or the head of the Department of Educational Psychology and Counseling. When this is not possible, further appeal may be made to the Dean of the College of Education, Health, and Human Sciences, the Dean of the Graduate School, the Graduate Council, and the Provost. The Graduate Council hears appeals concerning the interpretation of and adherence to university, college and department policies and procedures as they apply to graduate education. The Council does not review grievances concerning grades; those are reviewed at the department or college level. Grades first should be appealed to the professor/instructor of the course in question and then, if necessary, to the head of the Department of Educational Psychology and Counseling and Dean of the College of Education, Health, and Human Sciences.

To initiate formal procedures once department/college options have been exhausted, the student must submit a letter of appeal to the Dean of the Graduate School (865-974-3251; 201 Students Services Building, Knoxville, TN 37996) with copies sent to the head of the Department of Educational Psychology and Counseling and the Dean of the College of
Education, Health and Human Sciences, and the RC Program Coordinator. The Dean of the Graduate School will forward the letter to the Appeals Committee of the Graduate Council.

The parties involved in the appeal are entitled to the following procedural rights: (1) a written notice of the time and place of the hearing and (2) the opportunity to present all pertinent evidence, including witnesses and documentation. A faculty member or a student representative of choice may assist the student involved in the appeal. The Appeals Committee may require the student and appropriate University officials to provide, in advance of the hearing, written statements, records, reports and other documentation bearing on the issue under appeal.

The Appeals Committee will: (1) conduct a hearing in closed session as soon as reasonably possible, (2) prepare a summarized record of the entire hearing to be forwarded to the Graduate Council for inclusion in the next meeting agenda, (3) make finding of facts and a recommendation concerning disposition of the appeal to the Graduate Council, and (4) maintain a record of the entire hearing. Please consult Hilltopics for clarification of any administrative requirement.
IX. Program Evaluation

The University of Tennessee Rehabilitation Counseling Program provides for a systematic and periodic review of the Program’s mission and objectives, and the overall effectiveness of the RC Program in relation to its mission. The program evaluation includes assessments of:

1. **Special Learning Needs Of Students**: Learning needs/difficulties are identified and resolved through joint efforts of students, instructors and the Office of Disability Services. Attention is also given to student’s housing and transportation needs.

2. **Courses and Instructors**: Individual courses and instructors are evaluated at the close of each school term formally (see [http://oira.utk.edu/sais/](http://oira.utk.edu/sais/)). Additionally, each course is again reviewed by students at the completion of the internship. Input from students helps to determine the process and content of each course. Faculty members also undergo periodic peer evaluations.

3. **Student Progress**: Students are evaluated in every course regarding knowledge and skill mastery, punctuality and attendance, professionalism, group participation skills, timely submission of assignments, and total involvement in the program. Team meetings among faculty regarding student progress are on-going, and interventions planned and implemented as necessary to ensure that students have the direction and support they need to be successful in the program, be respectful of individuals differences, exhibit personal integrity, and be effective in the field. In addition, students must take a Final Written Examination during their last semester in the program to further demonstrate knowledge acquisition and professionalism.

4. **The practicum**: Feedback from students and agency personnel enhances the student-supervisor relationship and facilitates the student’s skill building and personal growth.

5. **Cultural Diversity**: Program faculty serve as consultants, educators, trainers and researchers to advance the implementation of Section 21 of the Rehabilitation Act Amendments of 1992 calling for equitable treatment of racial minorities in the rehabilitation process. In addition, faculty and staff embrace and model appreciation of cultural and individual diversity through community service, encouragement of individual expression and critical thinking, and outside collaborative and partnership efforts. Quality services and outcomes, as well as equal access, will be provided and enhanced for individuals representing culturally diverse and traditionally underserved populations by UT RC faculty ethical behaviors and curriculum. Through structured interactive experiences, students can maximize their learning from exposure, modeling, and training.

6. **Internships**: Interns compile a daily record of activities which is sent to the Faculty Internship Supervisor on a weekly basis. A review of these reports enables the Faculty Supervisor to determine if the students’ learning activities are appropriate and consistent with the program mission as well as the purpose of the internship. Faculty maintain regular contact with students and their supervisors for purposes of
evaluation and support. Mid-term and final written reports are submitted to the Program Coordinator.

7. **Accomplishments Of Graduates:** Graduates are surveyed periodically for the purpose of maintaining contact with them and learning about their professional and personal accomplishments.

8. **Rehabilitation Counselor Certification:** All students and encouraged to take the Certified Rehabilitation Counselor (CRC) examination during their final semester internship. The exam is an objective assessment of knowledge and skills deemed by the Commission on Rehabilitation Counselor Certification to be necessary for the certification and ethical, competent and responsible performance as a professional rehabilitation counselor. Satisfactory completion of the CRC examination is considered an acceptable measure of knowledge and skill mastery. In the past, no student has failed to obtain CRC designation, although some have had to take the exam more than once. See Appendix C for information.

9. **Continuing Education:** Continuing education services are provided on an as-needed basis to Tennessee DRS staff, community rehabilitation services personnel, independent living rehabilitation staff, and allied agency personnel. The objective is to provide continuing education workshops, the content of which is determined by training needs assessments conducted by the agency and/or program faculty. The evaluations include an assessment of the instructor, course content and the value of the training to the student as well as the agency.

10. **Graduate Program Evaluation:** At the end of each semester, new Program graduates are mailed a survey requesting their opinions about the RC Program course content, adjunct faculty/staff, practicum and internship experiences and their overall degree experience. Data from these surveys are used to make substantive changes to the Program in order to continue to produce quality graduates who provide effective services to consumers of rehabilitation.

11. **RC Program Community Advisory Board:** An advisory board comprised of current and former students, rehabilitation professionals, consumers of disability services, and RC Program personnel meets at least once per year with the common goal of promoting quality and growth in the RC Program. The members are committed to ensuring that the UT RC Program continues to train and graduate high quality ethical rehabilitation professionals to better serve both diverse rehabilitation consumers and employers.

In summary, the evaluation plan is designed to provide RC Program faculty and staff with information about overall RC Program capacity to recruit appropriate students, especially those with disabilities who are culturally or individually diverse people. All courses and instructors are evaluated by students. Student progress and achievement are evaluated with special attention to any personal or environmental barriers to learning. Special attention also is given to student interaction with consumers and agency supervisors/counselors and ethical behaviors. Internship agency supervisors evaluate
student readiness to being employed as caseload-carrying counselors and, finally, graduates are evaluated by employers to evaluate the new employee’s knowledge and skill levels required for effective performance, as well as personal integrity. Feedback from all sources provides the data necessary for the total program improvement.
X. Program Resources

Libraries and Technology: “UT Knoxville’s libraries serve as an intellectual, cultural, and social center for the university and the community. The mission of the libraries is to provide expertise, services, and resources to enable learning through inquiry, discovery, and exchange of the information.” [http://www.utk.edu/librariesandtech/](http://www.utk.edu/librariesandtech/)

The University of Tennessee, Knoxville has an accessible main library, Hodges Library, which includes in its collections both printed and online materials. Student and faculty research is facilitated by a full compliment of rehabilitation and related journals, text, films/videos, and digital media. Further, students and faculty have access to computer-assisted literature reviews and a full complement of multimedia services.

The College of Education, Health, and Human Sciences has an excellent Instructional Services Center with equipment for students and staff. They provide a video taping laboratory for use by faculty and students. This laboratory is used by practicum supervisors and students prior to students’ initial counseling sessions with community, clients, and, as necessary for teaching and learning needs throughout the practicum. [http://web.utk.edu/~isc/](http://web.utk.edu/~isc/)

The UT Office of Information Technology (OIT) offers a full range of research and instructional support for faculty, students and staff. Hardware and software is available, along with the training for effective usage of resources. Please see the January 2012 OIT Services Catalog at [https://utworks.tennessee.edu/sites/Service_Catalog/Pages/default.aspx](https://utworks.tennessee.edu/sites/Service_Catalog/Pages/default.aspx)

The UT Center on Deafness houses many resources, activities, programs and services that enable students to keep abreast of emerging knowledge, skills, and technology in the field. Attendance at some functions may be required by professors while others are available to participate voluntarily. Resources include:

- Digital Sign Language Library
- Total Immersion Program
- Local, state, regional, and national conferences
- Campus Housing
- Leads on deafness field experiences, practica, internship and employment
- Student Organization for Deaf Awareness (SODA)
XI. Contact Information

<table>
<thead>
<tr>
<th>Program Co-Coordinator</th>
<th>Faculty</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Rimmell</td>
<td>Dr. Patrick Dunn</td>
<td>Dr. Amy L. Skinner</td>
</tr>
<tr>
<td>525 Bailey Education Complex</td>
<td>523 Bailey Education Complex</td>
<td>525 Bailey Education Complex</td>
</tr>
<tr>
<td>Knoxville, TN 37996-3452</td>
<td>Knoxville, TN 37996-3452</td>
<td>Knoxville, TN 37996-3452</td>
</tr>
<tr>
<td>(865)-974-6286</td>
<td>(865) 974-8013</td>
<td>(865) 974-8090</td>
</tr>
<tr>
<td><a href="mailto:lrimmell@utk.edu">lrimmell@utk.edu</a></td>
<td><a href="mailto:pdunn4@utk.edu">pdunn4@utk.edu</a></td>
<td><a href="mailto:askinner@utk.edu">askinner@utk.edu</a></td>
</tr>
</tbody>
</table>

http://web.utk.edu/~edpsych/rehabilitation_counseling/default.html

➤*For Program information and applications contact any of the above and/or:*

Department of Educational Psychology and Counseling
453 Claxton Complex
Knoxville, TN 37996-3452
(865) 974-1319

➤*For Graduate School information, application, and GRE requirements contact:*

University of Tennessee Graduate School
201 Student Services
Knoxville, TN 37996-0165
(865) 974-3251
http://web.utk.edu/~gsinfo/

Department of Educational Psychology and Counseling
525 Bailey Education Complex
Knoxville, TN 37996-3452
(865) 974-8145
http://web.utk.edu/~edpsych/

Office of Disability Services
2227 Dunford Hall
Knoxville, TN 37996-4020
(865-974-6087
http://ods.utk.edu/
APPENDICES
Appendix A

Final Comprehensive Examinations for the Master’s Degree

The Rehabilitation Counseling program offers students the choice of completing 1) a traditional written comprehensive examination or 2) substituting the CRC examination for the traditional written comprehensive examination. These options are summarized below.

Traditional Final Comprehensive Examination

All students who choose this option must take the Final Comprehensive Written Examination during their final semester/term in the RC Program. The Final Comprehensive Written Examination is followed within ten (10) days by the Oral Examination IF the students’ written answers were unsatisfactory.

The written portion consists of 3 questions crossing course and experiential content areas. RC faculty and staff prepare the questions and meet with the student to discuss areas on which to concentrate their studies. Three (3) hours are granted to complete this section, with additional time available for students who have disabilities and are registered with the Office of Disability Services.

Students who pass the Final Written Exam will not have to schedule oral exams. However, if one or more written answers are unsatisfactory, the student will schedule a one-hour time slot with committee members for the Oral Examination within ten (10) days of the report of the written portion grade. Students who chose the thesis option in their program of study will defend their thesis at this time.

Upon passing the Final Comprehensive Written Exams the Academic Advisor will submit the completed pass/fail forms to the Graduate School.

Students are responsible for knowing about and completing all requirements for the Graduate School and the RC Program. Due dates for applications for Final Comprehensive Written Examinations and graduation registration change each semester so the student should contact the Graduate School at the beginning of their summer term for these dates. [http://gradschool.utk.edu/](http://gradschool.utk.edu/)

It is ultimately the student’s responsibility to assure that all necessary forms required for graduation are completed and submitted to the graduate school by the necessary deadlines.

If application forms are not completed before deadlines, the student will not be able to take the Final Comprehensive Written Examination and will not graduate on time. These forms include:
(1) Admission to Degree Candidacy – usually due no later than the semester prior to the expected semester of graduation. Forms are available from the Graduate School. [http://gradschool.utk.edu/graduation.shtml](http://gradschool.utk.edu/graduation.shtml)

(2) Application for Diploma – must be submitted early in the semester of graduation. Students must also pay a $30 graduation fee [http://gradschool.utk.edu/graduation.shtml](http://gradschool.utk.edu/graduation.shtml)

**Certified Rehabilitation Counselor (CRC) Examination as Final Comprehensive Examination**

Students may choose to substitute the Certified Rehabilitation Counselor Examination administered by the Commission on Rehabilitation Counselor Certification, Inc. for the traditional comprehensive examination. Students should be aware of the dates of the examination and their relationship to the graduate school’s deadlines for completion of the comprehensive examination. Students should also be aware that in most semesters, the late date of the CRC examination would not allow time for completion of the traditional comprehensive examination following a failing performance on the CRC examination, and in these circumstances the student's opportunity to complete this requirement for graduation likely will be delayed for at least one semester.
Appendix B

Certified Rehabilitation Counselor Exam Information

All students in the RC Program are strongly encouraged to take the CRC Exam their final semester in the Program. Most rehabilitation agencies do not consider hiring rehabilitation counselors who have not earned the CRC competency; therefore it is in the student's best interest to consider the exam mandatory for employment. The certification ensures that professionals who engage in the practice of rehabilitation counseling meet acceptable standards of practice to serve their consumer's best interests. Most students sit for the exam their final semester in the Program. Scores for students are released after the student sends the Commission on Rehabilitation Counselor Certification (CRCC) proof of graduation.

For the most recently updated information on application for the CRC examination and other information visit [www.crccertification.com](http://www.crccertification.com)

In general, the following schedule applies to CRC examination application deadline, testing dates, and availability of examination results:

<table>
<thead>
<tr>
<th>To Test In:</th>
<th>Apply By:</th>
<th>Results Available:</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>October</td>
<td>April</td>
</tr>
<tr>
<td>July</td>
<td>February</td>
<td>August</td>
</tr>
<tr>
<td>October</td>
<td>May</td>
<td>November</td>
</tr>
</tbody>
</table>
Appendix C:
Rehabilitation Counseling Program—See your advisor for details

<table>
<thead>
<tr>
<th>Course</th>
<th>Terms Offered</th>
<th>Cr</th>
<th>Planned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCHO 530</td>
<td>Orientation to Rehabilitation</td>
<td>F</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>RCHO 532</td>
<td>Caseload Management</td>
<td>Sp</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>RCHO 533</td>
<td>Job Analysis, Development And Placement</td>
<td>Su</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>RCHO 537 OR COUN 525</td>
<td>Vocational Evaluation</td>
<td>Sp</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>RCHO 538</td>
<td>Current Issues in Rehabilitation Counseling</td>
<td>F</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>RCHO 541</td>
<td>Psychosocial and Multicultural Aspects of Disability</td>
<td>Su</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>RCHO 543</td>
<td>Physical Disabilities, Rehabilitation and Employment</td>
<td>F</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>RCHO 544</td>
<td>Cognitive Disabilities, Rehabilitation and Employment</td>
<td>Sp</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>RCHO 545</td>
<td>The Rehabilitation Interview</td>
<td>F</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>RCHO 547</td>
<td>Practicum in Rehabilitation Counseling</td>
<td>Sp</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>RCHO 549</td>
<td>Internship in Rehabilitation Counseling</td>
<td>F</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>COUN 551</td>
<td>Theory and Practice of Counseling</td>
<td>F, Sp</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>COUN 552</td>
<td>Career Development: Vocational Theory, Research and Practice</td>
<td>Su, F</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>COUN 554</td>
<td>Group Dynamics and Methods</td>
<td>Sp, Su</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EPY 582</td>
<td>Educational Research Fundamentals (or equivalent)</td>
<td>Su</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Typical Course of Study--Residential Students

**Fall I (15 Hours)**

- COUN 551  Theory and Practice of Counseling
- RCHO 530  Orientation to Rehabilitation
- RCHO 538  Current Issues in Rehabilitation Counseling
- RCHO 545  The Rehabilitation Interview (or COUN 480 Counseling Skills)
- RCHO 544  Physical Disabilities

**Spring (15 Hours)**

- COUN 554  Group Dynamics and Methods
- RCHO 532  Caseload Management
- RCHO 537  Vocational Evaluation: Clinical Methods (or COUN 525 Tests and Measurements)
- RCHO 544  Cognitive Disabilities
- RCHO 547  Practicum in Rehabilitation Counseling

**Summer (12 Hours)**

- COUN 552  Career Development
- EPY 582  Educational Research Fundamentals (or equivalent)
- RCHO 533  Job Analysis, Development and Placement
- RCHO 541  Psychosocial and Multicultural Aspects of Rehabilitation

**Fall II (6 Hours)**

- RCHO 547  Internship in Rehabilitation Counseling
# Appendix D

**Biannual Student Progress Review**  
**Rehabilitation Counseling**  
**University of Tennessee**

**Student**_____________________________  **Evaluation Term**________________________

**Advisor**_____________________________

**CIRCLE** for each item:

<table>
<thead>
<tr>
<th></th>
<th>Letter of Concern</th>
<th>Needs Improvement</th>
<th>No Issues</th>
<th>Strength</th>
<th>Letter of Recognition</th>
<th>Cannot Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuality and Timeliness</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Maturity</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Peer Relationships</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Case Conceptualization</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Initiative</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Professional Behavior</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Writing Ability</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Speaking Ability</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Counseling Skills</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Other</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Specify)_____________________________________________________________________

_____ STUDENT GRADUATES THIS TERM (NO EVALUATION)

Comments:

Advisor Signature_________________________  Date__________________________
Appendix E

Each student admitted to the Rehabilitation Counseling program is assigned an Academic Advisor. The assignment of academic advisors is made according to the type of program the student has chosen to pursue:

General Rehabilitation Counseling – Residential Study: Skinner
General Rehabilitation Counseling – Distance Ed: Dunn
Deafness Rehabilitation Counseling (Residential & Distance Ed): Rimmell

The Academic Advisor will provide assistance to students which will include but not necessarily be limited to: developing program plans; facilitation of practicum and internship sites; scheduling comprehensive examinations; assisting with completion of necessary paperwork for completion of degree and graduation. *See p. 29 for contact information.*