Orientation Handbook

Rehabilitation Counselor Education Program

Department of Counseling, Psychology, Rehabilitation, Special Education, and Communicative Disorders

Alabama Agricultural and Mechanical University

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2008 Edition
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Introduction

Alabama A & M University Rehabilitation Counselor Education Program was established in January 1995. More than fifty students have graduated and are successfully working in public and private rehabilitation since the inception of the program. This manual is intended to serve as a guide for students entering the Rehabilitation Counselor Education Program and, subsequently, for students preparing for supervised clinical field experience. This manual will serve as an aid to students, faculty advisors, and site supervisors in planning for and directing the student's educational experience. It will assist the student by presenting an overview of the Rehabilitation Counselor Education Program, by stating purposes and procedures specific to the curriculum, and by defining the student's position within the program.

I. Overview

The Rehabilitation Counselor Education Program at Alabama A & M University is administratively located in the Department of Psychology, Counseling, Rehabilitation, Special Education and Communicative Disorders within the School of Education. The Division of Psychology and Counseling offers the M.S. Degree in Counseling Psychology with a concentration in Rehabilitation Counseling, with several options for major concentration. The Rehabilitation Counseling program accepted its first students in January 1995. Of this group, the first graduate was in May 1997. Since that time, many students have completed their program, and most of whom continue to pursue careers in the public and private sector of the field of rehabilitation.

A. Rehabilitation Counseling

Rehabilitation counseling is a process which facilitates the movement of a person with a disability toward maximal functioning in the areas of home, community and work. Consumers of rehabilitation counseling services usually range in age from late adolescence through adulthood, and exhibit emotional, mental, sensory and/or physical disabilities. The majority of rehabilitation clients experience substantial difficulty in obtaining or maintaining employment. Therefore, the ultimate goal of rehabilitation is the placement of the client into gainful employment and the fullest level of functioning in all areas of life. To participate in society at the highest possible level of independence is the goal of the rehabilitation process. In some situations, the objective of gainful employment may be a secondary consideration.

B. The Mission of the Rehabilitation Counseling Program

The mission of the Rehabilitation Counselor Education Program at Alabama A & M University is to increase the number of trained personnel from under represented groups. These individuals are qualified to deliver rehabilitation services in the public and private not-for-profit sector. Special emphasis is directed at developing skills necessary to work with disabled individuals in general rehabilitation caseloads as well as specialized caseloads in the areas of vision and hearing impairment.
Specific objectives of the Rehabilitation Counselor Education Program are listed below:

1. Provide for the study of the history and philosophy of rehabilitation and legislation affecting persons with disabilities.

2. Provide for the study of the organizational structure of the vocational rehabilitation system, including public and private, for profit and not-for-profit service delivery.

3. Provide for the study of theoretical bases of behavior and personality; counseling theories and practice.

4. Provide for the study of the case management process, including case-finding, service coordination, referral to and utilization of other disciplines, and client advocacy.

5. Provide for the study of theories, methods, and practice of career development, vocational assessment and evaluation, and work adjustment.

6. Provide for the study of medical aspects of disabilities; functional limitations of disabilities.

7. Provide for the study of psychological aspects of disabilities; personal, social and cultural impact of disabilities.

8. Provide for the study of planning client vocational rehabilitation services.

9. Provide for the study of utilizing occupational information and labor market trends.

10. Provide for the attainment of knowledge of community resource and services.

11. Provide for the understanding of requirements and characteristics of a variety of occupations; job analysis, and job modification and restructuring.

12. Provide for the study of vocational placement, follow-up and/ or follow along services.

13. Provide for the study of rehabilitation research literature, research methods, and analysis.

14. Provide for the study of trends and issues in, and legal and ethical tenets for the practice of rehabilitation counseling.

15. Provide for the study of rehabilitation counselor functions with persons with disabilities in a variety of settings.

C. Skills Required

Rehabilitation counselors are able to perform effectively in a wide range of settings. Working with people who have disabilities that need assistance; with physicians, teachers, job service counselors and other valuable human resources professionals help facilitate client's
rehabilitation programs. The rehabilitation counselor works with people throughout the rehabilitation process, and must be able to empathize accurately with clients in understanding of themselves regarding the world of work. The counselor must be a vocational expert and function as a multidisciplinary team member in the planning and development of client services. The counselor must relate client data to specific occupational requirements and facilitate the physical restoration, work adjustment, and/or job training needed for satisfactory employment.

D. Training Philosophy

The Rehabilitation Counselor Education Program is designed to prepare professional counselors for successful practice in public and private not for profit rehabilitation programs. Competencies required for successful counselor performance is evident in all academic courses. At the beginning of the process, development of techniques in counseling skills and interviewing is introduced to the students during the first fall semester. Students are motivated in the helping process by the knowledge and skills that they obtain from the classroom setting. Working with clients/consumers is required after therapeutic counseling skills are developed. Practicum situations are selected on the basis of client/consumer need for problem resolution through counseling. Courses (including individual and group interaction in these and other skill areas) are included in the program curriculum at which time students are provided more comprehensive instruction on historical foundations, legal and ethical issues, theory, strategies, and methodology. For example, after the time students take the job development and placement course during the second semester, most will have already performed one or more job analyses and have had experience meeting with employers before field placement. Moreover, by the time students enter their internship, they will have begun skill development in interviewing; behavioral assessment; individual counseling; vocational assessment; vocational counseling; individualized programming; identifying, community resources; and performing job placement activities. The two courses of internship, preceded by a practicum, provides the student with an opportunity to further develop these skills, experience caseload management functions, and become more acquainted with agency practices, resources, and client service delivery. Upon completion of the practicum and internship courses, the new graduate will possess considerable professional competence to offer rehabilitation clients.

E. Rehabilitation Settings

The majority of rehabilitation counselors work in the State-Federal Vocational Rehabilitation Program with caseloads in urban or rural settings. Rehabilitation counselors, employed in the State-Federal Vocational Rehabilitation Program, may be assigned to general hospitals, comprehensive rehabilitation centers, correctional institutions, specialized hospitals, or centers for the treatment and rehabilitation of people who are blind, deaf, physically, intellectually, or emotionally disabled. Rehabilitation counselors are also employed directly by hospitals, rehabilitation/centers, sheltered work shops, supportive employment facilities, colleges, universities, and schools.

II. Faculty

Joan Fobbs-Wilson, Ph.D., C.R.C. earned a doctorate in Higher Education Administration Policy and Leadership from the Ohio State University. She earned a Masters in Personnel Counseling with a concentration in Rehabilitation Counseling and a Bachelor of Science in
Rehabilitation Education from Wright State University. Dr. Fobbs-Wilson has thirty years experience in higher education and has served in faculty, administrations, and professional staff positions. She has been a Director and Acting Chair of two other Rehabilitation programs and now coordinates the Rehabilitation Counselor Education Program at Alabama A & M University. She has successful experiences in grant writing and resource acquisition for various organizations and has been the principal investigator for grants from agencies like the U.S. Department of Education, U.S. Department of Health and Human Services. Her research has included colorectal cancer, HIV/AIDS, and cultural diversity. She has several publications, some of which are: What does it mean to be disabled? Able-bodied people need more information about the disabled population, Barriers and biases to upward mobility of women administrators

Linda Holloway, Ed.D., received her doctorate in Counselor Education from Mississippi State University in 1993, and her Masters in Sociology from Jackson State University in 1986. She also holds a Post-Doctorate Residential Fellowship from the University of North Carolina at Chapel Hill. She was Program Coordinator of Graduate Counseling at the Department of Education at Hampton University in Virginia. Her areas of expertise are: Community Health with an emphasis in Diversity, Race Relations and Criminology. She has presentations on: the topics of Incorporating Diversity Activities into classes, Multicultural affairs in Higher Education, Helping Graduate Students Talk About Racism 101 using Project Pride, The seven habits of highly effective mentoring African-American graduate students, and Teaching children multicultural concepts.

Calvin O. Matthews, Ph.D., LPC received his doctorate in Counseling and Psychology at Michigan State University in 1975, and his Masters of Science Degree in School Counseling at Alabama A&M University in 1970. He has thirty-one years experience as a counselor educator and additional four years as a counselor. Dr. Matthews was Staff Counselor in the Counseling Center at Illinois State University and was also Director of Engineering Equal Opportunity Program at Michigan State University serving as liaison for engineering students. He has publications on the subjects of multidimensional attitude/behavior of internal locus of control and cue controlled relaxation in vivo desensitization of snake phobia.

Everton McIntosh, Ph.D., received his doctorate from Howard University in 1987 and his masters from Alabama A & M University in 1980 in Clinical Psychology. His areas of expertise are: Social psychology, research methods, statistics, history of psychology, and undergraduate advisement. He was Data Coordinator of the Nutrition Program Project School of Human Ecology at Howard University. Research areas include: Interpersonal attraction, romantic, belief systems of religious groups. He has published on the topics of Policy shifts in the Presidential debates, Chronic low back pain and depression in a sample of veterans, and attribution of power and status in a religion nonprofit organization.

James Stewart, Ed.D., received his doctorate from the University of Tennessee in Educational Psychology and Guidance in 1977, and his Masters from Tennessee State University, in Psychology. He was director of Tennessee State University Title III Programs, which was monitoring all university federal grants funded by the U.S. Department of Education Title III Program. Other areas of expertise are Interim Director of Center of Excellence/Basic Skills, School Psychologist for a residential school for deaf and hard-of-hearing students, Director of Entering Freshman opportunity Programs, a federally funded program, Group therapist for an alcoholic unit,
and psychological examiner for an adolescent unit. He was also a researcher assistant in behavior therapy. He has several publications including: Streptococcus mutants levels and carries prevalence in low-income school children, Wechler performance IQ scores and social behaviors of hearing-impaired students, and identification of college aspiration variables by race and sex.

III. Recruitment, Admission, and Retention of Students

A. Recruitment

Applicants are recruited from all four-year, accredited colleges and universities in the State of Alabama and Tennessee Valley, as well as from selected agencies and facilities providing rehabilitation services inside and outside the State. Program graduates and consumer groups also are encouraged to refer applicants. Recruitment brochures developed by the Alabama Department of Rehabilitation Services are distributed broadly. Brochures developed within the department and information sheets are widely circulated.

B. Application Process

Applicants must meet admission requirements of The Graduate School, which includes taking the Graduate Record Exam (GRE). Applicants must: (1) complete a typed essay on their interest in rehabilitation, (2) demonstrate some logic in selecting rehabilitation counseling as a career objective, (3) exhibit commitment to the goals of rehabilitation programs, and (4) show potential for performance consistent with the mission of the Rehabilitation Counselor Education Program. In addition to The Graduate School application, a program application is required; this may be obtained from the Rehabilitation Counselor Education Program office in 126 Carver Complex North (CCN), see Appendix A. The Rehabilitation Counselor Education Program application is returned to the Rehabilitation Counselor Education Program Coordinator. Although a major in rehabilitation services is preferred, undergraduate academic performance in many areas are considered in the selection of students. The minimum requirement is a bachelor's degree with a 2.5 grade point average on a 4.0 scale.

C. Admissions

The Graduate Catalog (see the AAMU Homepage to access the catalog on line) contains information regarding admission to The Graduate School. The Catalog may be obtained from Alabama A&M University Graduate Office, 300 Patton Hall Normal, Alabama 35762. It is preferred that applicants make early application because they are required to have an on-campus interview with the Rehabilitation Counselor Education Program Admission's Committee before a decision on admission can be made. Selection of students for the fall term is completed by June 30.

A complete application to the Rehabilitation Counselor Education Program includes (1) completed application form to the Graduate School, and indicate and interest in becoming a Counseling Psychology major with a concentration in Rehabilitation Counseling; (2) five Graduate School ratings forms completed by professors, employers, or supervisors; (3) transcripts from previously-attended colleges and universities; when the completed application is received, an interview with the Rehabilitation Counselor Education Program Admission's Committee is
scheduled. The applicant is informed by letter of the Committee's decision within two weeks following the interview.

D. Retention

Students must maintain a 3.0 GPA to remain in school. Progress of students is evaluated on a continuing basis, and noted deficits are addressed by the student and the instructor of the course of concern. Further, faculty reviews the progress of students at the close of each school term, with particular attention at the end of the fall semester, as to the student's adjustment to the program and to the educational process as well as to the student's observed potential for pursuing a successful career in rehabilitation counseling. Students who fail to demonstrate satisfactory potential will meet with 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 occupational objective.

Students who self-terminate their educational program may be granted approval by the faculty to re-enter. Student’s who self-terminate, but later desire to re-enter, must inform the program coordinator in writing of this desire. Student’s who self-terminate because of a medical condition/disability, and later desire to re-enter, must inform the program coordinator of this desire. Assistance for students with disabilities who have needs for support services is available from the Office of Disability Services. The Office of Disability Services provides assistance to students with disabilities as necessary for reading, writing, communicating, processing information, and accessing housing, transportation, parking, classrooms, technology, and more.

IV. Graduate Curriculum in Rehabilitation Counseling

A. Program Design

The Alabama A & M university graduate program in Rehabilitation Counseling is designed to prepare students for a professional career as clinicians, in the field of rehabilitation. In order to equip students with the background essential to effective functioning as professional clinicians, the Masters of Science Degree in Counseling Psychology with a concentration in Rehabilitation Counseling is service-oriented and includes practicum and internship experiences.

Due to the scheduling of certain courses in the curriculum, incoming full-time students enroll for the fall semester must remain in the program for six (6) academic semesters. The first five (5) semesters (Fall, Spring, and Summer) of the first year and Fall and Spring of the second year of the program will be completed on campus, while the last semester will be completed in an off-campus internship site. Full-time students are expected to complete the program within twenty-eight (28) months. It is possible for part-time students to pursue a master's degree in Rehabilitation Counseling by completing requirements over a more extended period of time.

A Planned Program of Study must be developed with the Advisors guidance in the first semester after admission. This PPS requires that the candidate declare non-thesis or thesis option and this document must be signed by the student, department chairperson, and advisor before it is forwarded to the Graduate School. In order to complete the master's degree program in Rehabilitation Counseling, students must earn a minimum of forty-eight semester hours of credit,
including a research course and a research project.

B. Application for Diploma

The application for diploma must be submitted early in the school term of graduation.

NOTE: The student is responsible for knowing and completing all requirements of the Graduate School/Catalog. All deadlines are listed in the semester Class Schedule.

V. Philosophy and Scope of Curriculum

A. Philosophy

The Alabama A&M Rehabilitation Counseling Program has adopted the findings, purpose, and policy of Title I of the Rehabilitation Act of 1973, as guiding principles for practice and course work goals. These principles are as follows:

1. Individuals with severe 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 programs, 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 rehabilitation program.

5. Qualified rehabilitation personnel can facilitate the employment 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 are used to guide the rehabilitation Program in the content of course work. The thrust of these principles assist in providing students with the practical knowledge and skills for assisting individuals with disabilities to maximize their potential as necessary to pursue career opportunities. This goal is accomplished programmatically through tutoring and guidance of students through course work.
B. The Curriculum

The curriculum has been developed in response to the Rehabilitation Services Administration (RSA) and State Agency program initiatives and structurally recommended by the Commission on Rehabilitation Education (CORE). Through careful evaluation and planning by faculty, the curriculum has been contained in a two year or six semester format. Consequently, each course is reviewed every year with input from students, graduates, faculty, intern supervisors, CORE, employers of graduates, and RSA programmatic initiatives. The current curriculum is listed below:

C. CORE Curriculum Course Content

PSY 502:  Descriptive & Inferential Behavioral Statistics (3)
The meaning and importance of statistics as a scientific look in educational investigation includes: measures of central tendency, variability, and relation as descriptive devices; the computation of descriptive measures and the presentation of data in graphic and tabular form.

PSY 507:  Intro to Rehabilitation Counseling (3)
This course includes basic principles of rehabilitation; history of rehabilitation philosophy and legislation; rehabilitation counseling ethics; and disability conditions. Organizational structure of the vocational rehabilitation system, including public, private for-profit, and not-for-profit service settings; laws and ethical standards affecting rehabilitation counseling practice, with examples of their application; and societal issues, trends, and developments as they relate to rehabilitation and job placement in the world of work.

PSY 508   Job Development and Placement (3)
This course relates the psychological meaning of work, the vocational development theories of occupational choice, and labor market information to current methods of job development, selective placement and follow-up with workers who are disabled.

PSY 509:   Vocational Assessment (3)
This course is designed to provide students with an overview of vocational evaluation and assessment, work adjustment, personal-social adjustment, and independent living services for persons with disabilities and special needs primarily as they are applied in rehabilitation facilities.

PSY 556   Group Dynamics (3)
This course presents a rationale for moving to group procedure. It provides a basis for the understanding of group structure, group topology and group dynamics. It explores group processes, and individual work used to explore the philosophy of guidance services, functions, and program.

PSY 559:  Counseling Techniques (3)
This course includes theories and techniques in vocational and effective counseling; foundations of interviewing; principles of human behavior; and behavior change modalities as well as individual personality, human growth and development; individual, group and family counseling theories and
practices; multicultural and gender issues, environmental and attitudinal barriers to individuals with disabilities; becoming familiar with services to a variety of disability populations, including multiple disabilities in diverse settings, identify over-looked causes of work stress, understand stress workers' compensation claims and identify clients who are more prone to work stress related problems.

PSY 560: Occupational Psychology (3)
This course will examine the world of work, sources of career information, and the concept of vocational development, theories of career choice, and implications of theories for the professional counseling of clients are emphasized. It also includes job development, job-seeking skills; placement and follow-up. Vocational aspects of disabilities, including theories and approaches to career development and exploration; occupational information, labor market trends, and the importance of meaningful employment are also explored.

PSY 585: Research in Psychology (3)
Rehabilitation research literature; statistics, methods and types of research analyses; design of research projects and consultation on survey procedures and needs assessment approaches are included in this course.

PSY 591: Psychosocial Aspects (3)
Testing and assessment of the functional capacities of individuals with disabilities and appropriate intervention resources including assertive technology as appropriate; psychosocial aspects of selected disabilities to include alcoholism, chemical substance abuse, developmental delays, mental retardation, and mentally and emotionally disturbed. Issues to be addressed will include the impact of disability on the individual, family, and personal, social and cultural adjustment to life, and litigated disability cases. The administration of tests, test selection, test scoring & limitations as well as interpretation of test results, and resources for assessment will be a consideration.

SPE 554: Medical Aspects (3)
This course provides an orientation to the medical profession and related rehabilitation professions. Discussion of body systems and functions, malfunctions and common physiological and diagnostic treatments and rehabilitative procedures as well as implications of disabilities within the overall scope of the rehabilitative process including: rehabilitation considerations, vocational implications, clinical manifestations and functional limitations will be discussed including all major areas of client information. The course includes synthesis of client information; rehabilitation plan development; knowledge of service delivery; identification of community, state, and local community resources, initiating, managing, and tracking individual clients.

SPE 555: Case Management for Rehabilitation (3)
The case management process is taught, including case finding, service coordination, referral to and utilization of other disciplines, and client advocacy; planning for the provision of independent living services and vocational rehabilitation services; identification and use of community resources and services in rehabilitation planning and report writing.

PSY 597: Counseling Practicum (3)
The goal of practicum is to provide students with a supervised counseling experience in individual and group counseling. Emphasis will be placed on basic counseling skills and application of
knowledge.

PSY 616 Counseling Internship I (3)
Students spend a minimum of 300 hours in the field working part time (20 clock hours) a week during normal working hours under direct supervision of university faculty member and a selected staff member of a rehabilitation setting.

PSY 617 Counseling Internship II (3)
Students spend a minimum of 300 clock hours in the field working part time (20 clock hours) a week during normal working hours under direct supervision of university faculty member and a selected staff member of a rehabilitation setting.

D. Elective: Rehabilitation Counseling Curriculum

PSY 510 Rehabilitation High and Low Technology (3)
This course provides an overview of high and low technology focused on adaptive and assistive rehabilitation technology, including aids for daily living. This technology will assist individuals with disabilities to achieve their maximum potential, and provide training to students interested in gaining expertise in the use of technology while working with people with disabilities across the human lifespan.

PSY 555 Personality and Counseling Theory
Major theories of psychology and counseling, their tenets of personality development, psychopathological personality development and therapeutic intervention.

PSY 558 Use and Interpretation of Tests (3)
Methods of selecting appropriate group tests; understanding of individual tests and clinical reports; and application results of testing to learning situations.

PSY 561 Individual Testing (3)
An intensive study of the construction, administration, and scoring of the Stanford Binet, the Wechsler Adult Intelligence Scale, and the Wechsler Intelligence Scale for Children.

PSY 582 Problems in Counseling Adolescents (3)
Consideration of special problems encountered in counseling with adolescents and methods of helping teens deal with problems encountered in counseling.

PSY 587 Cognitive Behavior Psychology (3)
Study of the methods used in changing the behavior of children and/or adults. Helping the individual to change their behavior. Application of principles learned in the psychology laboratory in working with and dealing with behavior problems. Ethical problems involved when one person's behavior is controlled by another individual.

PSY 592 Professional Orientation/Issues
An orientation to the ethical and professional issues of the psychology, counseling and mental health professions. An introduction to the professional practice of psychology and counseling including a
broad survey of issues including trends, ethical and legal standards, preparation standards and credentialing, roles and functions, goals and objectives, and organizations and associations of the profession.

PSY 595 Counseling Diverse Populations
Survey of issues and principles for relating professionally to individuals from diverse backgrounds and lifestyles. It includes sensitivity to differences in values, beliefs, attitudes and culture.

PSY 611 Motivation (3)
This course is a study of the organization of cognitive perceptual factors that influence the motivation of behavior and understanding of motivational factors allows the student to assist those who need help in changing their behavior to more acceptable modes.

PSY 630 Psychology of Aging (3)
This course presents an overview of the psychological, sociological, physiological and cultural aspects of the aging process.

PSY 660 Consultation (3)
An overview of consultation. This overview will encompass numerous components. Included within this framework will be an operational definition of consultation, theories of consultation, change agent strategies for counselors functioning as consultants, roles of consultant or process facilitator, school consultation, community agencies, mental health agencies, and rehabilitation counselors.

SPE 501 Introduction to Individuals with Disabilities (3)
Provides an overview of the various exceptionalities and introduction to basic special education services and procedures.

SPE 524 Sign Language (3)
American Sign Language and Finger spelling will be taught with opportunities for group practice, opportunities with children and adults who are deaf and/or hard of hearing.

SPE 530 Management of Classroom Behavior (3)
A study of the psychological analysis of learning and the application of operant conditioning principles to the management of learning environments and the design of instructional strategies and programs for exceptional children.

Course Syllabi
The master's degree program in rehabilitation counseling is a 48 semester-hour curriculum. The curriculum covers both theory-based and field-based course work. Students are expected to take 42 semester hours of core classes and 6 hours of electives. Students have the option of specializing in the area of deafness or blindness through collaborative training with the University of Tennessee or Mississippi State University (Tracks I and II). Developing other specialty skills may be achieved in job development and placement, rehabilitation technology, or working with other specific disabilities (e.g., chronic mental or physical illness, head injury, and substance abuse) may be accomplished through additional courses and specialized internships (Track III). A substance abuse specialty entails course work on substance abuse and an internship in a substance abuse setting. Specializations require course work in addition to the core curriculum.
These courses will be taken at the affiliate universities.

**Track I - Blindness Track**

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<th>Semester</th>
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<td><strong>Fall (1)</strong></td>
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<td><strong>Spring (1)</strong></td>
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<tr>
<td>Intro to Rehab</td>
<td>3 hours</td>
<td>Psychosocial Aspects</td>
<td>3 hours</td>
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<td>Statistics</td>
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<td>Research</td>
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<td>Counseling Techniques</td>
<td>3 hours</td>
<td>Group Dynamics</td>
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| **Summer (1)** |       | **Fall (2)**   |       |
| Case Management | 3 hours | Medical Aspects | 3 hours |
| Vocational Assessment | 3 hours | Occupational Psychology | 3 hours |

| **Spring (2)** |       | **Summer (2)** |       |
| Job Development & Placement | 3 hours | MS – Orientation to Blindness | 12 hours |
| Practicum       | 3 hours | This training will fulfill elective requirements |       |
| Elective        | 3 hours |                   |       |

| **Fall (3)**   |       |
| Internship (600 clock hours) | 6 hours |

**Track II - Deafness Track**

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| **Summer (1)** |       | **Fall (2)**   |       |
| Case Management | 3 hours | Medical Aspects | 3 hours |
| Vocational Assessment | 3 hours | Sign Language | 3 hours |

| **Spring (2)** |       | **Summer (2)** |       |
| Job Development & Placement | 3 hours | US - Orientation to Deafness | 12 hours |
| Occupational Psychology | 3 hours | This training will fulfill elective requirements |       |
| Practicum       | 3 hours |                   |       |

| **Fall (3)**   |       |
| Internship (600 clock hours) | 6 hours |

**Track III - General Track**

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<td>Intro to Rehab</td>
<td>Psychosocial Aspects</td>
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<td>Rehab High &amp; Low Technology</td>
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<td><strong>Spring (2)</strong></td>
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<td>Job Development &amp; Placement</td>
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Curriculum and teaching methods provide for an integration of theory and practice relevant to the educational objectives of the Program.

Principles and concepts regarding psychological adjustment are tested through student interviews with people who have severe disabilities and with state agency rehabilitation counselors (PSY 591). Students participate in Medical Consultation sessions at the local VR office in Medical Aspects (SPE 554). Students practice basic counseling skills on taped recorded sessions with clients only after having demonstrated minimal levels of empathy and other dimensions of helping in the classroom (PSY 597). All research projects are directly related to employment, counselor functions, or treatment variables common to the practice of rehabilitation counseling and/or vocational rehabilitation with people who have disabilities (PSY 585, and PSY 591 or PSY 508).

The Caseload Management course (SPE 555) focuses on practices common to State VR agency rehabilitation counselor functions. This course involves State agency caseload management simulations, a teaching approach which students enjoy. Concurrent with this course is the Practicum in Rehabilitation (PSY 597) wherein each counselor trainee carries a "live caseload" of several local agency/clients for fifteen weeks. The Vocational Assessment course (PSY 509) provide opportunities for students to learn about themselves in computer-assisted self-assessment and also learn about psychometrics and vocational evaluation by actually conducting assessment at local rehabilitation facilities. Job analyses are performed in industry as a means of learning about occupational requirements (and essential functions) and the person-job matching process. Students also learn how to perform functional assessments, determine eligibility, and prepare Individualized programs. In the Job Analysis, Development, and Placement course (PSY 508), students tour businesses, perform job analyses, and practice job placement and marketing strategies with local personnel managers. These are only a few examples of theory-practice integration which occurs in all courses. Instructional methods are arranged so that skill-acquisition occurs when the instructional process follows a sequence of (1) lecture, (2) demonstration, (3) practice, and (4) feedback.
The rehabilitation counseling program places continuing emphasis on experiential learning in field-based research, practice, and internship.

Students interview both clients and service providers during Introduction to Rehabilitation (PSY 507). Students have additional contact with individuals who have severe disabilities (and their families) during Psychosocial Aspects of Disability (PSY 591).

Involvement with people who have severe disabilities and with different phases of their vocational rehabilitation or independent living rehabilitation becomes more intensive, however, during the Practicum in Rehabilitation (PSY 597). This fifteen-week practicum (100 clock hours) involves students in all phases of the client's program of service (as time allows in one semester). Students always perform counseling which is audio and/or videotaped for supervision purposes, but also may include referral for vocational assessment/evaluation, determination of eligibility, rehabilitation programming, job analysis, job placement, job coaching and follow-up.

The student's final semester involves a six credit hour full-time 600 hour internship (PSY 616 and PSY 617) in providing vocational rehabilitation services to individuals who have severe disabilities. The internship is closely supervised and monitored, and is considered to be a critical component of the total Rehabilitation Counselor Education Program. Student internships usually are completed at the State VR agency in Huntsville, although disability related local disability related human service agency offices, where professional supervision is available, in north Alabama also are utilized. In addition to the internship's importance as an orientation experience in every aspect of the vocational rehabilitation process, the student is positively stimulated in the areas of philosophy, ethics, morals, integrity, honesty, and commitment. The total experience is believed to have a lasting effect upon choice of work sites as well as employment retention.

The Program Coordinator has primary responsibility for all phases of practicum and internship experiences including arrangements, monitoring, revising, supervising, and evaluating. All arrangements are facilitated through the utilization of supervisors who are Qualified Professionals, CRC- LPC. The internship is the "highlight" of the student's graduate program. Input from ADRS Regional Supervisors and from the State Commissioner of ADRS has been especially helpful in maximizing the value of the internship experience.

Student exposure to vocational rehabilitation and independent living rehabilitation processes, concepts, programs, and services.

Didactic course work and student exposure regarding the above-listed issues for vocational rehabilitation are present throughout the curriculum. At the present time, attention to independent living programs is found in the Intro to Rehabilitation course where guest speakers, site visitation, and library research comprise the focus of content and process.

Course work is sequential and integrated which facilitates the timely acquisition of knowledge and skills.
E. Program Evaluation

Alabama A&M University Rehabilitation Counselor Education Program provides for a systematic, periodic evaluation review of the program's mission and objectives, and the overall effectiveness of the Rehabilitation Counselor Education program in relation to its mission. The mission of the program is to prepare willing, committed, and competent clinicians who desire to provide appropriate rehabilitation services to people who have disabilities.

The Program evaluation includes assessments of:

Special learning needs of students.
Learning difficulties/needs are identified and resolved through joint efforts of students, instructors, and the Office of Disability Services. Attention also is given to students housing and health needs.

Courses and instructors.
Individual courses and instructors are evaluated at the close of each school term. Further, each course is reviewed a second time by the students upon completion of the internship. Input from students helps to determine the content and process of each course. In addition to the standard student evaluation of the instructor, faculty members also undergo annual peer evaluations.

Student progress.
Students are evaluated in every course regarding knowledge and skill mastery, punctuality and attendance, group participation, timely submission of assignments, and total involvement in the program. Team meetings among faculty are on-going, regarding student progress, and interventions planned and implemented as necessary to ensure that students have the direction and support they need to be successful in the program.

The practicum.
The practicum provides the student with a closely supervised rehabilitation counseling experience with actual Northern Alabama Rehabilitation agency and facility clients. The student is exposed to the rehabilitation process and practices which enables the student to acquire additional knowledge about the role of the counselor, the diverse nature of clients, and function of the rehabilitation agency/facility and its community resources. Further, the student begins skill acquisition and gains self-confidence. It is believed that the practicum experience with area agency/facility clients increases the probability that students will seek employment with those entities upon graduation. The outcome is observable. Feedback from agency/facility supervisors and students enhances the student-supervisor relationship and facilitates the student's skill building and personal growth. A separate evaluation of the students is perceived value and benefits of the learning experiences assessed during and when the internship is completed.

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. Through
collaborative and partnership efforts, quality services and outcomes, as well as equal access, will be provided and enhanced for individuals representing cultural diversity. Capacity building will be achieved through expanded career development opportunities. Consistent with the Rehabilitation Culture Diversity Initiatives (RCDI), target populations include African Americans, Asian Americans, Native Americans, Hispanic Americans, and Pacific Islanders.

**Internships.**

Interns compile a daily record of activities which is sent to the program director on a monthly basis. A review of these reports enables the program director to determine if the student’s learning activities are appropriate, and consistent with the program mission as well as the purpose of the internship. Program faculty maintain telephone and face-to-face contact with the interns and their supervisors for purposes of evaluation and support. Students and supervisors are encouraged to involve faculty in discussions concerning any needed and/or planned intervention. Midterm written reports are submitted to the program Coordinator. The students report on different aspects of the internship experience whereas the supervisors provide an evaluation of the student.

Interventions are implemented as necessary. Typically, however, mid-term reports are summaries of exchanges between student/supervisor and faculty. Rarely do these reports contain surprises from the student or the supervisor. Upon completion of the internship, the student evaluates all aspects of the internship and provides a written report to the program Coordinator. The student uses a rating form to evaluate the Rehabilitation Counselor Education program's effectiveness in preparing the student for the internship experience. The student's supervisor provides the program Coordinator with a written report regarding the student's progress and success in the internship. This report concludes with a recommendation for employment or for an additional internship experience. Further, the supervisor evaluates the student's knowledge and competency level.

**Rehabilitation Counselor Certification.**

All graduating students are adequately prepared to take the Certified Rehabilitation Counselor (CRC) examination. That examination 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 to be an acceptable measure of knowledge and skill mastery.

In summary, the evaluation plan is concerned with overall Program capability to recruit appropriate students, especially those with disabilities from racial minorities. All courses and instructors are evaluated by students. Feedback from all sources provides the data necessary for the total program improvement.

**F. Program Resources**

The University has more than adequate resources for the Rehabilitation Counseling Program.
Three classrooms and an instrumentation laboratory and computer room are available in the Department of Counseling and Special Education. Many classrooms are available in the North wing of The Carver Complex Building. Clinical practicum facilities, a copy machine, telephones, fax machine, computers (IBM compatible) are available for use by the students. A seminar room is available for students to use as a study area and for meetings of faculty, staff and others as needed. The School of Education has two computer laboratories located on the first floor of Carver Complex North and one Smart room located on the second floor of the same building. All areas are well lighted and physically accessible. In addition, the University supports an active Office of Services to Students with Disabilities. This office coordinates and implements accommodations for students with disabilities. There is a facility located within two miles of the campus: (TASC) Technical Assistance for Special Consumers. TASC provides evaluations for assistive communication devices, appropriate switches and software are available to meet a consumers special needs. Multiple computers and a vast array of computer programs to assist with tutoring, individual instruction, and other special needs of consumers are maintained.

Alabama. A&M University library acquisitions from 1988 are 14,307 volumes. Additional volumes added as of August 31st, 2006 were 347 and total volumes held as of August 31, 2006 is 250,661. Total bound periodicals as August 31st are 27,397. Government documents added as of August 31st are 197,524. The interlibrary loan service obtains library materials for students at Alabama A&M University from within the state and nation. The medical school library located in downtown Huntsville, Alabama, and the University of Alabama in Huntsville library are open to all students from Alabama A&M University. The library in the School of Nursing at UAH is also available to the students enrolled at Alabama A&M University. The local public library has an extensive list of library media, books, and materials that are available to students. The School of Education has one computer laboratory located in the Teacher Service Center and one technical laboratory located within the Department of Counseling and Special Education. The Rehabilitation Counseling program office has a library of rehabilitation and related books, journals, and videos.

G. Accessibility: Compliance With The Americans With Disabilities Act

Work orders to accommodate persons with disabilities have been turned in to the architect and maintenance personnel at the university. Adjustments are made as needs are identified.
Appendix A

Application for the Counseling Psychology Rehabilitation Program*

Student ID #: _____________ Legal Name: __________________________________________

Date of Birth: _____________ Place of Birth: ________________________________

Ethnic Background: __________ U. S. Citizen: ______ yes or ______ no

GRE Score: _____________ (students must take the GRE prior to completing 12 hours)

First time graduate student: _____ yes or ____ no     Resident of Alabama: _____ yes or____ no

Present Mailing Address: _________________________________________________________

_____________________________________________________________________

Current Phone Number: _____________ home, _______________ work, ________________ cell

Permanent Address: _____________________________________________________________

____________________________________________________________________________

Institution    City    State    Dates attended    Major Field    Degree of all colleges universities attended

1. ___________________________________________________________________________

2. ___________________________________________________________________________

3. ___________________________________________________________________________

I plan to attend full time: __________ yes or _________ no

Place of employment: ___________________________________________________________

Employer Telephone Number: ________________________ Ext.__________

*filling in this application does not imply that the individual filling in the form will be accepted into the RCE program.

Signature: ___________________________________________ Date signed:________________

ESSAY: Why do you want to become a rehabilitation counselor: (Please type this essay.)
Appendix B

List of Agencies for Practicum and Internship Placements

Alabama Department of Rehabilitation Services
3000 Johnson Rd. SW
Huntsville, AL 35805
256-650-1700

A.D.R.S.
Human Resource Development
P.O. Box 19888
Homewood, AL 35219-0888
205-290-4515 tele
205-945-8517 fax
800-671-6837 toll free
www.gjackson@rehab.state.al.us

Alabama Department of Rehabilitation Services
P.O. Box 1686
Decatur, AL 35602

Alabama Institute for the Deaf and Blind
1001 Monroe St. SW
Huntsville, AL 35801
256-539-7881

AIDB Regional Office
600 St. Clair St, Bldg #2
Huntsville AL 35801

Behavior Health Services
Crestwood Medical Center
Huntsville, AL 35801
256-429-5480

Bradford Health Services
1600 Browns Ferry Road
Madison, AL 35758
256-461-7272

Center for Developmental Learning (CDL)
2901 Fairbanks
Huntsville, AL
256-532-4982

Charter Retreat Hospital
Decatur, AL
800-438-2437

Columbia Medical Center of Huntsville
One Hospital Drive, SE
Huntsville, AL 35801
256-882-3100

Vocational Evaluation
E.H. Gentry Technical Facility
P.O. Box 698
1105 Ft. Lashley Avenue
Talladega, AL 35161

Huntsville Hospital System
101 Silvey Rd. SW
Huntsville, AL 35801
256-517-8020

Huntsville Madison County Mental Health Center
606 Gallatin St. SW
Huntsville, AL 35801
533-1970

Meharry Medical Center
Nashville, TN
List of Agencies for Practicum and Internship Placements (continued)

Morgan County Boys and Girls Club
Decatur, AL
256-340-3466

Lakeshore Rehabilitation Center
Birmingham, AL

The Pathfinders, Inc.
Substance Abuse Facility
3104 Ivy St
Huntsville, AL 35805
256-534-7644

Phoenix Industries of Huntsville
2939 Johnson Rd. SW
Huntsville, AL 35805
256-880-0671

Rehabilitation Foundation
2939 Johnson Rd
Huntsville, AL 35801
256-880-0680 ext 112
256-880-2149 fax

Substance Abuse Center
Decatur, AL
256-355-3332

TASC (Technical Assistance for Special Consumers)
2075 Max Luther RD
Huntsville, AL 35801
256-532-5996

Tennessee Valley Rehabilitation
Decatur, AL
256-350-2041

Three Springs, Inc.
247 Chateau Dr. SW
Huntsville, AL 35801
256-880-3339

United Cerebral Palsy Association
2075 Max Luther Dr. NW
Huntsville, AL 35801
256-852-2888

United Way Family Service Center
Decatur, AL
256-530-1967

U.S. Department of Veterans Affairs
400 Meridian St., Suite 101
Huntsville, AL 35801
256-533-2507, ext. tele
256-533-2572

Veterans Hospital
Augusta, GA

Veterans Hospital
Birmingham, AL

Veterans Hospital
Nashville, TN

Veterans Hospital
Murfreesboro, TN
Tribute to Dr. William Fennessee

William Fennessee, Rh.D., CRC, NCC, received his doctorate in Rehabilitation from Southern Illinois University at Carbondale, 1987, and his Masters in Rehabilitation Counseling from University of Tennessee in 1976. A severely disabled individual (blind), he has been a rehabilitation client-counselor, and counselor-educator. He has had substantial experience involving a diversity of disabilities such as Deafness, Hearing Impairments, Blindness and Visual Impairments, mental illness, mental retardation, and head injury. Dr. Fennessee worked for the Tennessee Rehabilitation Center where he served as a program manager.

During his professional career, he has been involved in the development of therapeutic horse-back riding programs and agrability projects. Dr. Fennessee was a member of the National Council on Rehabilitation Education (NCRE), the American Counseling Association (ACA), and numerous other national and regional organizations. Dr. Fennessee enjoyed international recognition as an amateur athlete and an educator. He placed third in the javelin throw in the International Games for the Disabled in 1984 and was a delegation member on Citizens Ambassador Programs to England in 1997. He served as a tenured Associate Professor and Coordinator of the Rehabilitation Counselor Education Program at Alabama A & M University for 13 years.