COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations

PROGRAM AREA: Rehabilitation Counselor Education

COURSE TITLE: Rehabilitation Counseling Practicum

COURSE NUMBER: RCI 7430

CALL NUMBER: 15887

COURSE CREDIT: 3 Credit Hours

TERM/YEAR: Fall, 2015

DAY: Lecture, Saturday: 10:00-12:45 PM

COURSE LOCATION: 312 Education

CLINICAL ROTATION: Monday - Friday: 9:00 – 5:00 PM
Veterans Administration Hospital
Michigan Rehabilitation Services
JVS
Other Community Agencies
Counseling and Testing Center – Room 306

INSTRUCTOR: Sonja Grbevski, Ph.D.
Adjunct Professor / Advisor & Clinical Supervisor
519-982-0869 Cell or Leave Message at 313-577-1613
ag1674@wayne.edu

Office Hours:
Or By Appointment
Appointments are in 311 Education

CLINICAL COORDINATOR: George P. Parris, Ph.D.
Clinical Director
Program Coordinator
311 College of Education
(313) 577-1619 University
gparris@wayne.edu
Office Hours: Tuesday, 2:30 – 5:00 PM

REHABILITATION SECRETARY: Lei Juan Stewart-Walker (313) 577-1613
CATALOG DESCRIPTION:

Students gain supervised experience in individual and group interactions, assessment and appraisal, diagnosis and treatment planning, other professional counseling activities, and develop competency in the use of a variety of professional counseling resources. Students attend seminars for supervision and discussion of professional issues in an interdisciplinary context (minimum of 100 clock hours).

COURSE OBJECTIVES:

The Rehabilitation Counseling Practicum is a one-semester, supervised counseling experience that provides students with the opportunity to practice the theories, approaches, and skills developed in previous coursework and experiences. The purpose of this course is twofold: to provide students with a supervised field experience in a rehabilitation service setting, and to provide students with face to face supervision while providing counseling to persons with disabilities (PWD). The practicum experience is to be taken after the student has completed all course work in the rehabilitation counseling program. Students are expected to complete a minimum of 100 hours in an approved setting such as a State office of rehabilitation services, Rehabilitation Institute of Michigan, Veterans Administration Hospital, Independent Living Centers, Goodwill Industries, a college or university disability resource center, a mental health facility, a supported employment training center, or other agency setting approved by the practicum coordinator and on site at Wayne State University Counseling and Testing Center. Forty (40) hours of the practicum must be spent in direct client contact with PWD as an observer or provider of services. Class supervision will involve case presentations of counseling sessions in order to develop case conceptualization and related interventions.

SPECIFIC COURSE OBJECTIVES

Students fulfilling all requirements in the Rehabilitation Counseling Practicum will develop and strengthened their skills and knowledge in the following areas:

- Interviewing and counseling skills. At least 40 hours of the Practicum time (100 total hours required) needs to be spent engaged in direct client service. This includes observing, providing, or assisting in facilitating, counseling focused activities, either group or individual; job development activities, including labor market surveys, job analysis, and job placement.

- The ability to conceptualize and integrate a client’s personal, social, vocational, medical and
environmental situation in treatment planning and case coordination.

- Effective case recording and case management practices.
- Relating effectively with supervisors, professionals both within and outside the agency (i.e. larger community), and student peers.
- The application of ethical standards in rehabilitation counseling.
- The ability to assess and draw accurate inferences about clients from observing their behavior both inside and outside of the counseling situation.
- Interpreting vocational assessments, situational assessments and other psychosocial information to aide in the development of client treatment plans and to communicate effectively with other professionals.
- Interacting in a professional manner with personnel from a wide variety of agencies.

**CORE COMPETENCIES**

Students fulfilling all requirements for practicum will be able to demonstrate the following competencies that fulfill the Council on Rehabilitation Education requirements.

C.1 **PROFESSIONAL IDENTITY** Students will demonstrate the ability to:

- C.1.1 practice rehabilitation counseling in a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of Practice for the profession;
- C.1.2 integrate into one’s practice, the history and philosophy of rehabilitation as well as the laws affecting individuals with disabilities including findings, purposes, and policies in current legislation;
- C.1.3 describes, in general, the organizational structure of the rehabilitation, education, and healthcare systems, including public, private for profit, and not for profit service settings;
- C.1.4 apply in one’s practice, the laws and ethical standards affecting rehabilitation counseling in problem solving and ethical decision making;
- C.1.5 integrates into practice an awareness of societal issues, trends, public policies, and developments as they relate to rehabilitation;
- C.1.6 creates a partnership between consumer and counselor by collaborating in informed consumer review, choice, and personal responsibility in the rehabilitation process;
- C.1.7 apply in one’s practice, the principles of disability related legislation including the rights of persons with disabilities to independence, inclusion, choice and self-determination, empowerment, access, and respect for individual differences;
- C.1.8 educates the public and consumers regarding the rights of people with disabilities under federal and state law;

C.2 **SOCIAL AND CULTURAL DIVERSITY** Students will demonstrate the ability to:
C.2.1 practice rehabilitation counseling in a manner that reflects an understanding of psychosocial influences, cultural beliefs and values, and diversity issues that affect adjustment and attitudes of both individuals with disabilities and professional service providers;
C.2.2 utilizes in one’s practice an understanding of family systems and the impact of the family on the rehabilitation process;
C.2.3 articulates an understanding of the dynamics, issues, and trends of the social system in which the individual lives;
C.2.4 practice in a manner that shows an understanding of the environmental and attitudinal barriers to individuals with disabilities;
C.2.5 understands individuals’ cultural, gender, sexual orientation, aging, and disability differences and integrates this knowledge into practice;
C.2.6 identifies and articulates an understanding of the social, economic, and environmental forces that may present barriers to a consumer’s rehabilitation;
C.2.7 applies psychological and social theory to develop strategies for rehabilitation intervention;
C.2.8 develops strategies for self-awareness and self-development that will support sensitivity to diversity issues;
C.2.9 articulate an understanding of the role of ethnic/racial and other diversity characteristics such as spiritually and religion, age, gender, sexual orientation, and socio-economic status in groups, family, and society;
C.2.10 continuously assesses self-awareness and attitudinal aspects of rehabilitation counseling;
C.2.11 articulate current demographic characteristics and trends as well as their impact on rehabilitation service policy; and
C.2.12 identifies and demonstrates an understanding of stereotypic views toward persons with disabilities and the negative effects of these views on successful completion of the rehabilitation process.

C.5 COUNSELING AND CONSULTATION Students will demonstrate the ability to:

C.5.1 conduct individual counseling sessions with consumers;
C.5.2 develops and maintains a counseling relationship with consumers;
C.5.3 establish, in collaboration with the consumer, individual counseling goals and objectives;
C.5.4 assists the consumer with crisis resolution;
C.5.5 facilitates the consumer’s decision-making and personal responsibility in a manner consistent with the individual’s culture and beliefs;
C.5.6 recommends strategies to assist the consumer in solving identified problems that may impede the rehabilitation process;
C.5.7 explains the implications of assessment/evaluation results on planning and decision-making;
C.5.8 demonstrates consultation and supervisory skills on behalf of and with the consumer;
C.5.9 assists the consumer in developing acceptable work behavior;
C.5.10 adjusts counseling approaches or styles to meet the needs of individual consumers;
C.5.11 terminates counseling relationships with consumers in a manner that enhances their ability to function independently;
C.5.12 recognizes consumers who demonstrate psychological problems (e.g., depression, suicidal ideation) and refer when appropriate;
C.5.13 interprets diagnostic information (e.g., vocational and educational tests, records and medical data) to the consumer;
C.5.14 assist consumers in modifying their lifestyles to accommodate individual functional limitations;
and
C.5.15 assists consumers to successfully deal with situations involving conflict resolution and behavior management.

C.10 REHABILITATION SERVICES AND RESOURCES Students will demonstrate the ability to:

C.10.1 provides the information, education, training, equipment, counseling, and supports that people with disabilities need in order to make effective employment and life-related decisions;
C.10.2 evaluates the adequacy of existing information for rehabilitation planning;
C.10.3 integrates cultural, social, economic, disability-related, and environmental factors in rehabilitation planning;
C.10.4 plan and implement a comprehensive assessment including individual, ecological, and environmental issues (e.g., personality, interest, interpersonal skills, intelligence, and related functional capabilities, educational achievements, work experiences, vocational aptitudes, personal and social adjustment, transferable skills, employment opportunities, physical barriers, ergonomic evaluation, attitudinal factors);
C.10.5 develops jointly with the consumer, an appropriate rehabilitation plan that utilizes personal and public resources;
C.10.6 explains insurance claims processing and professional responsibilities in workers’ compensation and disability benefits systems;
C.10.7 identifies and plan for the provision of independent living services with consumers;
C.10.8 establish working relationships and determine mutual responsibilities with other service providers involved with the individual and/or the family, or consumer’s advocate, including provision of consumer involvement and choice;
C.10.9 develops a knowledge base of community resources and refers individuals, when appropriate;
C.10.10 assist individuals in identifying areas of personal responsibility that will facilitate the rehabilitation process and maximize their vocational rehabilitation potential (e.g., potential fiscal resources to obtain needed services);
C.10.11 serves as a consultant to other community agencies to advocate for the integration and inclusion of individuals with disabilities within the community;
C.10.12 markets the benefits and availability of rehabilitation services to potential consumers, employers, and the general public;
C.10.13 identifies and plan for the appropriate use of assistive technology including computer-related resources;
C.10.14 educates prospective employers about the benefits of hiring persons with disabilities including providing technical assistance with regard to reasonable accommodations in conformance with disability-related legislation;
C.10.15 demonstrates the knowledge of treatment and rehabilitation approaches for substance abuse;
C.10.16 demonstrates the knowledge of treatment and rehabilitation approaches for consumers with psychiatric disabilities;
C.10.17 demonstrates knowledge of transition from school to work;
C.10.18 performs appropriate case documentation;
C.10.19 apply disability-related policy and legislation to daily rehabilitation practice; and
C.10.20 utilizes resources and consults with other qualified professionals to assist in the effective delivery of service.
D: **CLINICAL SKILLS**

D.1 Students shall have a minimum of 100 hours of supervised rehabilitation counseling practicum with at least 40 hours of direct service to persons with disabilities. Practicum students should have experiences that increase their awareness and understanding of the differences in values, beliefs, and behaviors of individuals from diverse populations. This sensitivity will promote cultural competence, foster personal growth, and introduce students to counseling approaches and rehabilitation issues that affect service delivery.

D.1.1 The practicum shall include instructional experiences (audio-video tapes and individual and group interaction) dealing with rehabilitation counseling concerns, and clinical experiences (on or off-campus) that facilitate the development of basic rehabilitation counseling skills. During the practicum, students will conduct interviews that will be reviewed by a supervisor. If practicum experiences are provided off-campus, there will be direct and periodic communication throughout the semester between the site supervisor and the faculty (e.g., site visits, conference calls, video-conferencing, electronic communication).

D.1.2 Written expectations, procedures, and policies for practicum shall be contained in a manual or other appropriate document(s) and distributed to students and supervisors. This will include the policy that the practicum is a prerequisite to the supervised rehabilitation counseling clinical internship experience.

D.1.3 For the practicum, an on-site supervisor must be assigned to provide supervision throughout the practicum experience.

D.1.4 Practicum experiences shall include an average of one (1) hour per week of individual or 1½ hours per week of group (with no more than 10 students/group) supervision by a program faculty member or qualified individual working in cooperation with a program faculty member.

D.1.5 When using distance education modalities, practicum supervision may be provided using a variety of methods such as video conferencing, teleconferencing, real time video contact, or others as appropriate.

D.1.6 In states that have specific practicum supervision requirements for counselor licensure, the program shall make the required supervision experiences consistent with the licensure requirements available to those students desiring to qualify for licensure.

D.1.7 There shall be a progress review of all students enrolled in a practicum.

D.1.8 Provide evidence that there is a written procedure for responding to students who do not demonstrate satisfactory practicum knowledge or clinical skills.

D.1.9 Provide evidence that the individual supervision of five students is considered equivalent to the teaching of one course due to the intensive one-on-one instruction and the ongoing evaluation necessary in practicum.

**REQUIRED TEXT:**


**ASSIGNMENTS/LEARNING ACTIVITIES**

Each student will:

1. Report to his or her field site with regularity, and meet at least one hour a week with on-site agency
supervisor.

2. Keep in contact with the practicum university instructor and site supervisor throughout practicum experience.

3. Attend and participate in weekly Practicum classes.
   **Attendance Policy:** If you have to miss a class, let us know ahead of time or forfeit all points affiliated with that class. Obviously some things cannot be predicted. Due to the structure and requirements of the class, missing two classes will result in not passing the class.

4. **Weekly Log:** Complete a weekly summary log detailing the hours you have accumulated by various categories and place in your folder weekly. Summaries will include a summary of activities at his/her agency and should reflect and validate work experience completed. Total hours spent each week need to be listed as well as how many of those hours were spent in direct client contact.

5. **Case Presentations:** Present 2 counseling session for evaluation by the instructors and feedback by peers. The following guidelines must be followed in completing sessions, or they will be rejected and no points will be awarded.
   - The counseling sessions must be a minimum of 20 minutes in length. Any shorter and it will not be accepted for credit.
   - Students will submit their Client’s Consent to Counsel Form, and case conceptualization of the counseling session to practicum instructor.

6. **Disorder Case Presentation Assignment:** Each student will prepare a class presentation on a chosen mental health disorder. A written narrative will be prepared and distributed for all classmates. This narrative will cover a brief synopsis of the disorder chosen, the most current treatment options/methods, medications utilized (if any), the implications for Rehabilitation Counselors, follow-up requirements and prognosis/outcome expectations. This is not to be viewed as an APA writing assignment but more of an informational brochure to ensure that classmates have the most up-to-date information on some of the mental health conditions our communities are currently facing. The presentation will last approximately 30 minutes; allow time for a question and answer period. A sign-up sheet for date and time will be used for presentations.
   
   **Due: As per Schedule**

7. **Journal Entries (5):** Please turn in 5 journal entries which will help reflect on your thoughts and feelings as you work through the Practicum experience. These are to be one page double spaced. Reflect on your feelings as you begin seeing clients; any concerns you have as you begin; your own strengths and areas for growth; counter transference issues which may occur; and your supervision and class needs and expectations.

**EVALUATION & GRADING:**

The following are the expectations for student performance during the practicum:

- Case Presentation (2 @ 25 points) = 50 points
Case conceptualization and presentation information will accompany your counseling session tapes. The following information should be included where relevant:

- Age and gender of the client
- Disabling condition(s) and onset (e.g., spinal cord injury one year ago as the result of falling off a latter while on the job)
- Psychological Diagnosis
- Functional limitations (e.g., paraplegia with limited use of lower extremities for mobility)
- Educational / training history and activities (e.g., high school education with some community college courses in electrical engineering)
- Work / vocational history and activities (e.g., most recently worked as an electrician’s helper for two years, has not worked since accident, other employment history includes; photocopy store attendant, construction, and fast food)
- Economic / financial and living situation (e.g., client lives alone in a rental apartment, receiving workers’ compensation of approximately $800/month, has no car or van, parents give various amounts of money for support as needs arise)
- Psychosocial situation, support systems and issues (e.g., lives alone, never been married but has a steady relationship for past six months, parents and other relatives live out-of-state, no indication of recreational or social activities other than with girlfriend, mostly go to the movies)
- Primary concerns, employment barriers and issues (e.g., been off work for extended amount of time, only high school education, seems satisfied with what’s happening now as evidenced by stating “I’m OK with how I’m living now”, has a rather gruff manner, unkempt personal appearance, has no means of transportation other than city transit)
- Overall goals with this case (e.g., client will identify area(s) of employment he would like to pursue, client will engage in employment seeking activities, client will broaden his psychosocial and recreational activities)
- What has/is happening currently with his case (e.g., meeting with the client every other week to discuss issues affecting his obtaining employment, developing IPE, arranging for client to attend a one-week comprehensive program that includes; employment exploration, job readiness assessment and training, and physical and psychological management of disability)
- Client strengths, talents, interests and abilities (e.g. client enjoys working on the computer, has had training in Microsoft Office and Word Perfect, he also enjoys working with leather making various items such as belts and wallets)
- Potential ethical dilemmas (e.g. this client reminds me of a classmate who bullied me in school)
- Outcomes

**Disorder Case Presentation Assignment: 60 points**

**Practicum Weekly Log/Summaries: 40 points**

**Journal Entries: (5 @ 10) = 50 points**

**Participation and Skill Practice: 100 points**
Final grade will be derived from a composite of the major requirements above. The plus/minus letter grade system is used in the CED program:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>285 - 300</td>
</tr>
<tr>
<td>A -</td>
<td>270 - 284</td>
</tr>
<tr>
<td>B +</td>
<td>260 - 269</td>
</tr>
<tr>
<td>B</td>
<td>250 - 259</td>
</tr>
<tr>
<td>B -</td>
<td>240 - 249</td>
</tr>
<tr>
<td>C +</td>
<td>230 - 239</td>
</tr>
<tr>
<td>C</td>
<td>200 - 229</td>
</tr>
</tbody>
</table>

Below 200 is a failing grade

General Note on Grading:

The College of Education strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student’s performance in a course. “C” grades will be awarded for satisfactory work that satisfies all course requirements; “B” grades will be awarded for very good work and “A” grades will be reserved for outstanding performance. Please note, there is a distribution of grades from A-F within the College of Education and that plusses and minuses are recorded and distinguish distinct grade point averages.

A letter grade of "B-" or better is required to advance to the internship portion of the Rehabilitation Counseling program.

Class Policy:

You must attend each class session and actively participate in group activities.

Withdrawal Policy:

- Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested.
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested.
- WN will be awarded if no materials have been submitted and/or never attended, so there is no basis for a grade.
- Students must submit their withdrawal request on-line through pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.
**Incomplete Grades:**

Incomplete grades are provided only under extreme circumstances and must be negotiated with the instructor. A signed contract, including a list of outstanding assignments and specific due dates will be required. **Work must be completed within one calendar year.** However, if in the instructor’s judgement, the student must attend subsequent sessions of the class regularly, then an ‘Incomplete” will not be approved and the mark of Withdrawal (W) will be considered. The student will be required to register for the class for the term in which attendance is planned. Tuition and applicable fees will apply.

**ATTENTION STUDENTS WITH DISABILITIES**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**ATTENDANCE POLICY**

All students are expected to attend class, be punctual, and remain in class until the day’s work is completed. It is also expected as a part of attendance that students will appear attentive to the instructor and respectful of other students, and will not talk, read material other than the textbook, or engage in other activities that interfere with the course while the class is meeting.

If the instructor begins to note problems with attendance or behaviour that interferes with the teaching process, this will be noted and the student will be made aware of the problem. At that point the instructor will begin to document the student’s attendance and disruptive behaviour and if further problems are noted the student’s grade will be lowered by one letter.
STATEMENT OF PROFESSIONALISM

“The College of Education requires students to be effective counselors, to behave in an ethical manner at all times (see the statement on Ethical Dimensions of Counseling in the Rehabilitation Counseling Handbook as well as the Practicum and Internship Handbook). Your behavior must be appropriate at all times.

Active participation in all class activities and discussion is expected. Come to class with ideas, agreements or disagreements on the reading assignments. We expect you to question our ideas and those of your peers.

Professional dress, behavior, and language are required at all times.

Please put all electronic devices on vibrate or turn off during class and when in your assigned school.

The Student Code of Conduct can be viewed at:

http://www.doso.wayne.edu/codeofconduct.pdf

ACADEMIC MISCONDUCT/ETHICAL VIOLATIONS

All acts of dishonesty (plagiarism, copying, etc.) in any work for any course will constitute academic misconduct. In this regard, the Academic Regulations Policy noted in the College of Education Graduate Programs and University Graduate programs Catalogue will be followed in the event of any acts of academic misconduct. In addition, students need to be aware that the professor has at his or her discretion the aright to reduce a students’ grade for that class, assign a failing grade, or report the student to the Dean of the College of Education, which could result in removal from the program.

Plagiarism

Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information. Whenever you incorporate other people ideas or writings into your own writing, it is extremely important to give credit to those individuals by referencing their names.

How can students avoid plagiarism?

To avoid plagiarism, you must give credit whenever you use

• another person’s idea, opinion, or theory;
any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
quotation of another person’s actual spoken or written words;
or paraphrase of another person’s spoken or written words.

Strategies for Avoiding Plagiarism

• Put in quotations everything that comes directly from the text especially when taking notes.
• Paraphrase, but be sure you are not just rearranging or replacing a few words.
• Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

(The section on plagiarism is produced by the Writing Tutorial Services, Indiana University, Bloomington, IN)

The College of Education’s grade appeal policy is available at:

http://coe.wayne.edu/current/grade-appeal.php

ELECTRONIC MAIL AND BLACKBOARD
Throughout the semester, course documents will be posted on the Blackboard system. Students will be able to access this information 24/7 from locations outside of the regular classroom. You are responsible to check the Blackboard system and your email routinely to obtain class updates, schedule changes, and assignments changes. These are your vital links to the course. In-class announcements will be made to alert students to Blackboard postings.

RELIGIOUS OBSERVANCES POLICY
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.
NOTE: The National Rehabilitation Association provides guidelines to use when writing or speaking about persons with disabilities. Please try to incorporate these suggestions into your written and spoken communication.

1. Avoid using adjectives as nouns, such as in: "the disabled", "the deaf", "the blind", the "handicapped", etc. It is more acceptable to say, "People who are deaf", or "persons with disabilities".

2. Where possible emphasize the importance of the individual rather than the disability by saying "person" or "individual" before describing the disability. For example, say, "Persons with disabilities" or "people with learning disabilities", rather than "learning disabled people".

3. Avoid using descriptors such as "unfortunate", "pitiful", "poor", and other such value laden words. When possible, use descriptors, which emphasize person ability, such as: "uses a wheelchair or braces" rather than "confined to a wheelchair", since wheelchair enables mobility; without it, the person is confined to bed.

4. Do not sensationalize the onset or effects of a disability with phrases such as: "afflicted with" or "suffering from". It is more acceptable, and accurate to say, "the person has or had____________", "the person has experienced____________", or a person with__________.

5. Avoid implying sickness when discussing disabling conditions. To the general public, "disease" has connotations of being unsightly and contagious. A disability itself is not a disease, nor is the person with the disability necessarily chronically ill.
# CLASS SCHEDULE

## REHABILITATION COUNSELING PRACTICUM

<table>
<thead>
<tr>
<th>WEEK/DATE</th>
<th>DAY</th>
<th>TIME</th>
<th>GROUP SUPERVISION &amp; TOPIC</th>
</tr>
</thead>
</table>
| 1 09/05   | SATURDAY      | 10:00-12:45   | Introduction and Overview of Syllabus
Introduction and Overview of Practicum Manual
Overview of Client Populations
Review and Overview of Counseling and Testing Center                                                                                             |
| 2 09/12   | SATURDAY      | 10:00-12:45   | Meeting with External Supervisors
Process Required to Complete Practicum at those sites                                                                                               |
| 3 09/19   | SATURDAY      | 10:00-12:45   | Orientation to Documentation and Procedures
Receiving and Using Supervision
Overview of Basic Attending Skills
Crisis Intervention
Mandatory Reporting                                                                                                                                  |
| 9/26 - 12/12 | MONDAY THROUGH  | 10:00-12:45 | Counseling and Individual Sessions with
Clients from RIM / VA / Veterans Center / Detroit Rescue Mission or at the Counseling and Testing Center                                                                                         |

**NOTE:** Please be aware that some sessions will take place on Mondays, Wednesdays and Fridays from 3 – 6 PM in the Counseling and Testing Center to accommodate clients from the various agencies in the community and the new incoming students.

| 4 09/26   | SATURDAY      | 10:00-12:45   | Client Counseling Sessions                                                                                                                                         |
| 5 10/03   | SATURDAY      | 10:00-12:45   | Client Counseling Sessions                                                                                                                                         |
| 6 10/10   | SATURDAY      | 10:00-12:45   | Procedures and Required Documentation
Discussion of Client Sessions
Supervision Issues
Question & Answers                                                                                                                                         |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>10/17</td>
<td>SATURDAY</td>
<td>10:00-12:45</td>
<td>Client Counseling Sessions</td>
</tr>
<tr>
<td>8</td>
<td>10/24</td>
<td>SATURDAY</td>
<td>10:00-12:45</td>
<td>Group Supervision&lt;br&gt;Discussion/ Sign-up for Disorder Presentations&lt;br&gt;Questions &amp; Answers</td>
</tr>
<tr>
<td>9</td>
<td>10/31</td>
<td>SATURDAY</td>
<td>TBA</td>
<td>Client Counseling Sessions</td>
</tr>
<tr>
<td>10</td>
<td>11/07</td>
<td>SATURDAY</td>
<td>TBA</td>
<td>Client Counseling Sessions</td>
</tr>
<tr>
<td>11</td>
<td>11/14</td>
<td>SATURDAY</td>
<td>10:00-12:45</td>
<td>Group Supervision&lt;br&gt;Discussion of Client Sessions/Case Presentations&lt;br&gt;Discussion of Client Sessions / Termination Question &amp; Answers</td>
</tr>
<tr>
<td>12</td>
<td>11/21</td>
<td>SATURDAY</td>
<td>10:00-12:45</td>
<td>Disorder Presentations&lt;br&gt;Group Supervision</td>
</tr>
<tr>
<td>13</td>
<td>11/28</td>
<td></td>
<td></td>
<td>HAPPY THANKSGIVING</td>
</tr>
<tr>
<td>14</td>
<td>12/07</td>
<td>SATURDAY</td>
<td>10:00-12:45</td>
<td>Disorder Presentations Cont’d</td>
</tr>
<tr>
<td>15</td>
<td>12/12</td>
<td>SATURDAY</td>
<td>10:00-12:45</td>
<td>Supervision and Check-Out Issues&lt;br&gt;Individual Supervision Check-Out&lt;br&gt;Group Supervision&lt;br&gt;Course Evaluation / Wrap Up</td>
</tr>
</tbody>
</table>

***NO EXCEPTIONS UNLESS NEGOCIATED WITH INSTRUCTOR AND OR CLINICAL COORDINATOR***